

The Study of Japan in the Philippines: Focus on the University of the Philippines*

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Introduction

In our contemporary world, the study of Japan in the Philippines has become increasingly important. Within a few decades after the end of World War II, Japan has become a dominant economic force not only in the Asian region but also in the world. It is understandable that Japan should seek to maintain its economic success and to have other nations understand its strong interest in peace. The present economic, political and cultural relations between the Philippines and Japan necessitates mutual understanding and cooperation. It is in this sense that the academic study of Japan in the Philippines can be a significant factor in maintaining and strengthening harmonious relationships and mutually rewarding policies.

The study of the Philippines as a structured curricular

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program on the tertiary level of education is a post-world-war II development. Today, at the University of the Philippines (U.P.) Japanese language and/or courses on Japanese history, society and culture are taught largely at the Asian Center. The Ateneo de Manila University, the De La Salle University and the University of Santo Tomas, three leading private sectarian universities in Metro Manila, also teach Japanese language and courses on Japan. The U.P. Asian Center has admitted graduates from these universities who enroll for the Japan Studies Program. Two of the graduates served as Director of the Japan Studies Program of De La Salle University after they attained their degree in Asian Studies, East Asian Region: Japan.

This paper will focus on the study of Japan at the University of the Philippines. It will deal first with the definition of terms used to refer to the study of Japan as an academic program and then briefly present the background of the study of the Japanese language and courses on Japan in the Philippines. This will be followed by a discussion of the study of Japan at the University of the Philippines, particularly the Japan Studies program at the U.P. Asian Center. After a brief presentation of the curricular programs of the three universities mentioned above, I shall give my observations on, and prospects of, the study of Japan in my country.

"The study of Japan," is used as the title of this paper instead of "Japanese studies" because the term can serve as an umbrella category under which any study of the various features of Japan can be classified—its land and people, its language, history, society and culture, including its politics and economy as well as external relations, whether done by Japanese or non-Japanese, structured or unstructured, formal or informal, individually or institutionally undertaken, disciplinally or cross disciplinally or multi-and/or inter-disciplinarily approached.

Within this definition of "the study of Japan," it is hoped that it will be possible to distinguish between the terms that have been used interchangeably to refer to curricular programs dealing with the study of Japan, like the terms "Japanese studies" and "Japan studies." In one of the papers read at Nichibunken, Peter Pantzer asked how "Japanese studies" should be defined.¹ In a paper entitled "A Sketch of Japan Studies in the United States"² by George Akita, both terms—"Japan studies" and "Japanese studies" appear; these terms are also found in my papers on the study of Japan in the

¹ "The Current Situation of Japanese Studies in Germany and Austria." *Nichibunken Newsletter*, No. 3 (July 1989), p. 3.

² *Nichibunken Newsletter*, No. 4 (October 1989), pp. 6-8.

Philippines written in 1984 and 1989,³ although only the term "Japan studies" is used in the first paper I wrote on the subject in 1969.⁴ Until now, however, there has been no attempt to define these terms.

A Question of Definition

I may be treading into an area in which "angels fear to tread," in my endeavor to distinguish "Japanese studies" from "Japan studies." But after having been involved for more than thirty years in the study of Japan as a teacher and researcher, it is time to attempt a definition of these terms so that they can serve to clarify the purpose, method used and content of a curricular program for the study of Japan. At the very least, the definitions I propose here can start a discussion which may result in a sharpened and clearer conceptualization of subject matter.

³ See "Japan Studies in the Philippines: Developments and Prospects," paper presented at the seminar on "The Development of Japanese Studies in ASEAN: Present Situation and Future Prospect," sponsored by the Japanese Studies Center of Thammasat University, January 13-15, 1984, published in Occasional Papers, series 2, No. 1 (Quezon City: Asian Center, University of the Philippines, 1984) and "Japan Studies in the Philippines in the 80's," paper contributed to the Conference of Japanese Studies, sponsored by the Department of Japanese Studies, National University of Singapore, November 6-10, 1989.

⁴ See J.M. Saniel, "Japan Studies in the Philippines," in F. H. H. King, ed., *The Development of Japanese Studies in Southeast Asia*, Proceedings of the Fourth Leverhulme Conference, March 10-15, 1969 (Hong Kong: Centre for Asian Studies, University of Hong Kong, 1969), pp. 133-151.

Let me try defining "Japanese studies" first. It is a term that has been used by non-Japanese scholars in Europe, the United States and Asia to describe an academic program for the study of Japan. Based on the literature on the study of Japan which I have read as well as my observations of curricular programs for the study of Japan in selected universities of the United States and Canada I visited in 1988,⁵ the term "Japanese studies" appears to mean the teaching and research on Japan in academic departments oriented to the acquisition of a high level competence in the Japanese language, particularly reading ability, and a predilection toward the study of pre-modern Japan. "Until a few decades ago," remarked Pantzer, "Japanese studies [in Germany and Austria] dealt mainly with literature and linguistics. The necessary materials were readily available and therefore there was no need to come to Japan."⁶ Writing about "Japanese studies" in the Federal Republic of Germany in 1989, N.R. Adami pointed out that "... at the first phase of Japanese studies in Germany, one of the main currents... [was] philology."⁷ In this sense, "Japanese studies" involves "Japanologists who study Japan as an ancient or classical, historical

⁵ See J.M. Saniel, "Asian Area Studies in American and Canadian Universities," (Quezon City: Asian Center, University of the Philippines, May 28, 1989).

⁶ Pantzer, *op. cit.*, p. 10.

⁷ *Nichibunken Newsletter*, No. 5 (January 1990), p. 6.

culture of the East... placed in the oriental context, with Japan often regarded as an adjunct to Chinese studies..." as G. Bowman would have it.⁸

It therefore seems that in Europe, the study of Japan in terms of its purpose, method used and content, can generally be classified as "Japanese studies." And this may be so in Europe even today, where it is reported that Japanese studies is in transition.⁹ In Europe, as compared to the United States of America, according to W.B. Beasley, " ... both during the Pacific war and after, there was an absence of widespread public interest in Japan which was seen to be 'marginal' ... [and consequently] restricted Japanese studies to modest proportion and more traditional approaches..."¹⁰

The study of Japanese language, literature, history or the arts, among others, in late nineteenth and early twentieth century America was generally patterned after the European model. It can be described as "Japanese studies." This early type of curricular program for the study of Japan that is usually disciplinally based and in the tradition of classical scholarship, includes a strong Japanese language component which has survived in certain

⁸ "Approaches to Japanese Studies," in F. H. H. King, *op. cit.*, p. 2.

⁹ Panzer, *op. cit.*, p. 10.

¹⁰ Quoted from the *Journal of Japanese Studies* (Winter, 1989) in M. B. Jansen, "Japanese Studies in the United States," *The Japan Foundation Newsletter*, Vol. XVI, No. 2 (October, 1988), p. 2.

American universities like Harvard University. In this university, one can work for a disciplinal degree in the study of pre-modern Japan requiring knowledge of classical Japanese language in the Department of East Asian Languages and Civilizations (EALC). Or a student interested in studying Japan could choose to enroll in East Asian Studies program¹¹ (EAS). In my view, the disciplinal studies on Japan would fall under the classification of "Japanese studies" while the study of Japan within the East Asian Studies program belongs to the category of "Japan studies," a curricular program that has turned away from the classical toward a systematic study of modern Japanese society, using the insights of the social sciences.

"Japan studies" in the United States, as an area study, has its roots in the Japanese language, history and culture training centers established during the Pacific war, like the army and navy training center at the University of Michigan and the University of Colorado in Boulder, respectively. Akita comments that only a handful of the thousands who were trained in these wartime centers became academic Japan specialists—"the best in their respective field[s]."¹² Faced with the need of continuing the study of Japan in the post war period, a number of American universities, like the University of

¹¹ See Harvard University, "The Graduate School of Arts and Sciences Degree Programs in East Asian Studies," pp. 4-5.

¹² Akita, *op. cit.*, p. 6.

Michigan, formulated a curricular program aimed at attaining a holistic view of Japan, approached multi-and/or inter-disciplinarily. As an area study, "Japan studies" in the United States (which continues to be described as "Japanese studies") is a curricular program wherein a student learns about Japan, particularly modern Japan in its totality. It attempts to integrate knowledge in the study of a country, because of over-specialization in the social science and the humanities.¹³ Such an academic program for the study of Japan, according to M. Jansen, is "'home grown' American Japanology more closely linked with the academy of Japan than to those of Europe."¹⁴ This is because "the American experience of Japan studies was significantly different from that of Europe."¹⁵

"Japan studies," therefore, is a university's curricular program which is a multi-and/or inter-disciplinal or cross disciplinal study Japan as an area, for the purpose of attaining a broader and integrated view and a more general understanding of Japan than that which a traditional disciplinal program provides. Ideally language

¹³ For a presentation of the theory of area studies as a new integrative force in education and scholarship, see A. Whitney Griswold, "Yale Program of Foreign Area Studies, Education for War and Reconstruction" (pamphlet; New Haven, 1943), p. 8, quoted in J. Whitney Hall, "Beyond Area Studies," *Research, Definitions and Reflections*, ed. by D.E. Tackrey (Ann Arbor: The University of Michigan, 1967), p. 60.

¹⁴ Jansen, *op. cit.*, p. 2.

¹⁵ *Loc. cit.*

competence is the basis of "Japan studies" but it may not always be so. Under the program, contemporary colloquial speech of spoken Japanese is acquired while the ability to read and write in Japanese may be below the level reached by students of disciplinary departments majoring, say, in Japanese language or Japanese literature. Because "Japan studies" is oriented to modern Japan, students in the program are strongly advised to immerse themselves in Japanese society and culture for a period of time which, at the same time, would also give them the opportunity to improve their command of the Japanese language and to research in Japan on their thesis or dissertation problem.

Finally, I would like to add one more term—"studies on Japan," as differentiated from the term, "the study of Japan." The term "studies on Japan" will be used here in two ways. First, to denote courses on Japan taught in disciplinary departments of a university, including those that only partly cover Japan. These courses are not systematically organized into a program of study that requires a student to develop at least a working knowledge of spoken Japanese and a specialization either in classical or Modern Japan. The term "studies on Japan" is also used here to refer to written works on Japan, whether completely or partially dealing with Japan.

Direct exposure to, or reading about a country or people could arouse interest and lead to systematic individual and institutional study about that country. This is how Philippine interest in Japan originated. Records mention the Filipinos' early contacts with the Japanese who came to the Philippines. They were bearers of their language and information about themselves and their country.

Historical Background

While the European and American presence in Japan in the late nineteenth century produced accounts of the different aspects of Japanese history, society and culture, including its language, it was the Japanese presence in the Philippines (even before 1565 when Spain decided to pursue the colonization and Christianization of the Philippines) that presumably gave the Filipinos their initial exposure to the Japanese. This may have also led to desire to learn about the Japanese and their country. Accounts touching on the Japanese residents and traders in the Philippines were written by Spanish colonial administrators and the Spanish Franciscan and Jesuit

missionaries who were given charge of the Japanese in Manila.¹⁶ More than two hundred years of isolation from the motherland during the Tokugawa "closed period" resulted in the assimilation of these early Japanese settlers into the indigenous population of the host country.¹⁷

Following the reopening of diplomatic relations between Japan and Spain in 1898, an insignificant number of Japanese visited or settled in the Philippines to work, engage in business and/or trade. Their activities are narrated in reports of Japanese consular officials, journalists and number of Japan's academic societies, like the Tokyo Chigaku Kyokai (Tokyo Geographic Society). Such reports embodied observations of some aspects of the Philippines and compared them to those of Japan.¹⁸ Again, it was not the Filipinos but the Japanese who wrote these accounts.

Only during the American colonial period, more specifically in the 1930's, after Japan had reached the status of an Asian power and Japanese residents were found in different parts of the

¹⁶ A. de Morga, *Sucesos de las Islas Filipinas* ed. by Jose Rizal (Paris: Libreria de Gurnier, 1890). See also accounts and letters of Spanish colonial administrators and missionaries found in E. H. Blair and J. Robertson, eds., *The Philippine Islands* (55 vols; Cleveland, Ohio: The A. H. Clark Co., 1903-1909). Index J-Z, Vol. 55; "Japan: Relations with the Philippine Islands." p. 490.

¹⁷ See J.M. Saniel, *Japan and the Philippines, 1868-1898* (Quezon City: University of the Philippines, 1963), p. 35.

¹⁸ *Ibid.*, pp. 68-98; pp. 222-268.

archipelago from Batanes islands in the north to Jolo in the south, did the Filipinos write about Japan, the Japanese in the Philippines and Philippine-Japan relations.¹⁹ The lawyer-Japanophile, Pio Duran for example, wrote on the Japanese concept of official responsibility, and Claro M. Recto the prominent Filipino nationalist politician, published his views on Asiatic Monroeism then espoused by Japan. Within the decade, there were exchanges of Japanese and Filipino students affording each side a visit to the other country; Oriental history, a subject which dealt partly with Japan was taught in the secondary and tertiary levels of education. Before a group of visiting Japanese students, Commonwealth President Manuel L. Quezon confided his intention of making Japan's *bushido* the basis of Philippine education.²⁰ There was only a small number of Filipinos—mostly from elite families—undertaking studies on Japan and interacting with Japanese youth. There were even a less number of Filipinos who studied the Japanese language.²¹

¹⁹ See Appendix 1, for a list of available studies on Japan before the war. See also J.M. Saniel, "The Japanese Minority in the Philippines Before Pearl Harbor: Social Organization in Davao," *Asian Studies*, Vol. IV, No. 1 (April 1966), pp. 103-126.

²⁰ See G.K. Goodman, "Philippine-Japanese Student Exchanges, 1935-1940" in *Four Aspects of Philippine-Japanese Relations, 1930-1940* (Monograph Series No. 9; New Haven: Southeast Asia Studies, Yale University, 1967), p. 95.

²¹ Filipinos are reported to have taken Japanese Language at a Japanese Buddhist priest's (Yamanouchi Hideo's) School of Japanese Language in Manila. Yamanouchi was one of the coordinators of the Philippine-Japan Exchange of Students program, See *Ibid.*, f.n. 91, p. 127.

All this changed during the Japanese military occupation of the Philippines which lasted for around three years. The Japanese Military Administration's new educational objectives stipulated in Military Order No. 2, 1942, provided for the "diffusion" of the Japanese language throughout the country.²² *Nihongo*, as the Japanese language was called, was taught at all levels of the educational system. Knowledge of *Nihongo* was a requirement for graduation at the University of the Philippines.²³ Government employees, war prisoners, even members of various churches, were expected to learn Japanese which was declared an official language.

²⁴ Established in Manila in the same year was the Nippongo Institute for the purpose of preparing teachers to teach the Japanese language, primarily in the elementary and high schools. A three to five month training program was offered which included lectures on Japanese history and culture. At the inauguration of the Institute on August 31, 1942, the Japanese Director General exhorted the teachers that "through the acquirement [sic] of the Japanese language," the Filipinos would be able to obtain "the full comprehension of the spirit of Japan and thus lead them to Japan's real aim in waging...

²² *The Official Journal of the Japanese Military Administration* (1942); the Military Order was issued as Department (of Education) Circular No. 1, S 1942. See Dalmacio Martin, "Education and Propaganda in the Philippines During the Japanese Occupation" (Manila, July 1953), p. 79 (mimeographed).

²³ *Ibid.*, p. 232.

²⁴ *Ibid.*, pp. 206-207, 216-217.

the war [which was] the establishment of a sphere of mutual prosperity."²⁵

Compulsion usually does not make for the effective learning of a language or any other academic subject. On the one hand, those obliged to take Japanese language like the students, the bureaucrats desiring to remain in the service, and others, like salesmen, whose occupation required some knowledge of Japanese,²⁶ most likely attempted to learn the language but, with few exceptions, they appear not to have learned enough to retain it after the war. On the other hand, two groups of elite Filipino families' sons who were extended the opportunity by the Japanese government to study in Japan in 1943 and 1944, willingly pursued their study of Japan and the Japanese language. Today, practically all of them can speak the language and are doing business with the Japanese. On this war time experience, G.K. Goodman remarked: "... never since that time have Japanese studies in Asia moved as far and as quickly forward as in the cases of the two pensionado (*nampo tokubetsu ryugakusei*) groups of 1943 and 1944... the Japanese today could learn a great deal from their wartime Japanese studies program..."²⁷

²⁵ Quoted in *ibid.*, p. 202.

²⁶ *Ibid.*, pp. 199-200.

²⁷ G. K. Goodman, "Japanese Studies in Asia: Backward or Forward?" *Japan Studies in Asia* (Manila: The Philippine Foundation of Japan Alumni, 1986), p. 5. See also *idem*, "An Experiment in War-Time Intercultural Relations: Philippine Students in Japan, 1943-1945" (Data Paper No. 46; Ithaca, N.Y.: Cornell University, 1962).

Following the termination of the war in 1945, the generally negative attitudes of the Filipinos toward the Japanese and the repatriation of all Japanese from the Philippines, including the teachers of Japanese language, were not conducive to offering courses on Japan (except the general courses on Asia which touched on Japan) nor opening Japanese language classes. It was only after the normalization of relations between Japan and the Philippines in 1956 when the Peace Treaty and the Reparations Agreement were ratified by both countries that the Japanese government could send Japanese language teachers to the Philippines. By that time, Filipinos had already started going to Japan since 1954 under a Ministry of Education or Mombusho scholarship grant or under varying types of technical training arrangement for the purpose of learning how to operate machines which constituted part of the reparations payment of Japan to the Philippines.

It was not until the second semester of the school year 1960-61 that the University of the Philippines received its first Japanese language teacher under the Colombo Plan (from 1974, under the Japan Foundation). He taught at the Department of Linguistics and Oriental Languages of the then College of Arts and Sciences (now the Department of Linguistics, College of Social Sciences and

Philosophy).²⁸ At the University, academic interest in Japan can be traced to the second decade of this century.

The Study of Japan at the University of the Philippines

The Past

Twelve years after the founding of the University of the Philippines in 1908, its interest in learning about Japan is shown by its sponsorship of a series of lectures by a visiting Japanese professor. For two months in 1920, a Tokyo Imperial University Professor in Maritime and Commercial Law—Professor Matsunami Hiichiro—lectured on Japan.²⁹ Not until 1936 was this followed by another series of lectures by Professor Suginori Kojiro. A Waseda University professor, Suginori's lectures at U.P. were preceded by a series of lectures on various aspects of law delivered at Waseda University by the University of the Philippines College of Law Professor, Vicente G. Sinco (one of U.P.'s post-war Presidents). Dwelling on Japanese politics, commerce and industry, Professor

²⁸ Saniel, "Japan Studies in the Philippines: Developments and Prospects," *op. cit.*, Appendix 4, p. 86.

²⁹ L. Yu, "Japanese Attitude Toward the Philippines, 1990 to the 1940's" (Ph.D. dissertation; Tokyo: Sophia University Graduate Division of Foreign Studies, September 1988), p. 110.

Suginori also discussed education, science, religions, morality and philosophy of Japan.³⁰

The two Japanese professors gave their lectures at U.P. during a period marked by the Filipino political leaders' campaign for Philippine independence from the United States of America. They took place when Judge Ignacio Villamor, the first Filipino U.P. President (1915-1920) and Professor Jorge C. Bocobo (1934-1939) served as Presidents of the University of the Philippines.³¹ Emphasizing "Filipinism" and "nationalism," especially "cultural nationalism," both presidents must have thought that the lectures on Japan could perhaps be a means of making the University's faculty and student body aware of the importance of national identity and cohesion by learning about how Japan, then a rising power in Asia, became a nation.

When the Japanese military forces occupied the Philippines, the Japanese Military Administration permitted the University to open some academic units, like the Junior College, the College of Agriculture, Medicine, Veterinary Science, Pharmacy and

³⁰ Goodman, "Philippine-Japan Student Exchange...", *op. cit.*, p. 79. See also Yu, *op. cit.*, pp. 236-237.

³¹ See N. J. Casambre, "Villamor's Filipino Perspective (1915-1920) and B.S. Salamanca, "Bocobo Fosters a Vibrant Nationalism (1934-1939); Reassertion of Filipino Values as an Underlying Concept of Academic Life," in O.M. Alfonso, ed., University of the Philippines, *The First 75 Years, 1908-1983*, pp. 44,45, 208-215.

Engineering,³² provided that Japanese language would be part of their curricula. Because the occupation was brief—a period of less than four years, there is no way of knowing whether students of these Colleges would have been prevented from graduating because they did not pass *Nihongo*.

Studies on Japan

By war's end, there were U.P. faculty members and students who had pre-war pleasant and/or disagreeable war time memories of the Japanese. The University of the Philippines reopened classes in buildings destroyed by war, in late 1945. Only courses on the Far East which partly covered Japan, were available at the Department of History; a course in Oriental History and one on Diplomatic History of the Far East. The Department of Political Science had a course in Comparative Governments.

Suffice it to say that today, except for the Asian Center which offers a Japan studies program and the Department of Linguistics which takes charge of the teaching of Japanese language in the College of Social Sciences and Philosophy, the Study of Japan at the University has been marginal to the program of study of a disciplinal major. This, despite U.P. President Vicente G.

³² See G.R. Lazaro, "Gonzales As An Adamant Visionary (1939-1943—1945-51)" in *ibid.*, p. 270.

Sinco's (1958-62) introduction of Asian Thought and Civilization into a two-year General Education program, a reform he instituted to improve the U.P. students' first two years of tertiary education. A main thrust of President Carlos P. Romulo's administration as U.P. President (1962-68) was his mission to reorient the University's curricula towards Asia from a "heavily Western oriented school system,"³³ by increasing courses on Asia in order to correct the imbalance.

It was during President Romulo's administration that the Institute of Asian Studies (now the Asian Center) opened a graduate course on Modern Japan and the Department of History of the College of Arts and Sciences (now the College of Social Sciences and Philosophy) offered an undergraduate course on the same subject. The latter, however, has disappeared from the department's list of courses and seems to have been replaced by History 151 (Modern East Asia) which is the history of China, Korea and Japan since 1800. The undergraduate courses—History 156 (Diplomatic History of East Asia) and History 159 (Selected Topics on Contemporary Asia) as well as a graduate course—History 230

³³ See "An Assessment of the Asian Orientation of the University of the Philippines" (Q.C.: Institute of Asian Studies) (ca. 1968), p. 1. This report was presented by President Romulo to members of the Education Committee of the Lower and Upper House of the Philippine Congress in 1968 when the University lobbied for a law creating the Asian Center (RA 5334).

(The Japanese Occupation of the Philippines: 1941-1945) are the other courses of the Department of History which partly cover Japan.³⁴ It is, however, reported that the Department has recommended the revival of the course on Modern Japan which awaits approval by the University Council.

Similarly, other departments of the College of Social Sciences and Philosophy and the College of Arts and Letters as well as professional schools and colleges, like the School of Economics and the Colleges of Mass Communication, Fine Arts, Architecture and Music each have courses and/or research which are partly on Japan.

Faculty members and graduate students of certain academic units of the University of the Philippines in Diliman (Quezon City), the flagship campus of the University of the Philippines System, have reported studies on Japan or partly on Japan which consists mainly of scholarly papers and articles on Japanese history, society and culture, Japanese activities in the Philippines and Philippine-Japan relations. With some exceptions they are based on sources

³⁴ See "Curriculum for A.B. History" (mimeographed), the printed flyer of the "Department of History, College of Social Sciences and Philosophy, University of the Philippines, Academic Program (1984)" and the proposed revision of courses of the Department of History entitled "Mga Kurso sa Programang BA sa Kasaysayan" (computer print-out). All these materials were provided by Dr. Zeus Salazar, Dean of the College of Social Sciences and Philosophy, University of the Philippines, whom I interviewed on December 18, 1990.

written in English. (A list of these studies are appended to this paper.³⁵)

There seems to be a possibility of hurdling the language barrier faced by U.P. faculty members studying Japan but who lack knowledge of Japanese. This could be done by entering into a mutually beneficial joint research project on a problem that is of interest to both the Filipino and Japanese scholars. For example, the Toyota Foundation-funded joint research on "Cross-Cultural Study on Personality Development of Children: Ego-Formation and Mother-Child Interaction" in Japan, the Philippines and Thailand. Lasting from 1975 to 1978, the research project involved three professors of the U.P. College of Education, led by Dr. Aurora Minoza, another three-member team of Thai professors and a team of six Japanese professors, chaired by Dr. Tsune Shirai who was also the overall coordinator for the study. All members met at a conference in Japan at the beginning of the project. To monitor the

³⁵ See Appendix 2, for a preliminary list of studies on Japan at the University of the Philippines (post-war period, 1945-1990). See also SanieI, "Japan Studies in the Philippines: Developments and Prospects," *op. cit.*: Appendix 1 (Preliminary list of books on Japan written by Filipino authors available at the University of the Philippines Libraries, 1930-30); Appendix 2 (Preliminary list of books on Japan written by Filipino Authors Available in the University of the Philippines Library, 1934-1981), and Appendix 3 (List of Research Studies on Japan written by Faculty Members of the School of Economics, University of the Philippines and Papers presented by its Visiting Lecturers). See also E. P. Sta. Romana, "Japan Studies in the Philippines" (1986), (computer print-out). An abridged version is published in *Area Studies*, No. 5, University of Tsukuba, 1987.

progress of the study, the Japanese team's members took turns in visiting the Philippine and Thai team. Upon completion of the research in 1978, a post-research conference was again held in Japan the following year to discuss the research findings.³⁶

Similar projects could be undertaken between professors of the University of the Philippines and those from Japanese universities, like the University of Tokyo with which the University of the Philippines signed an Agreement on Academic Exchange over a year ago. Another way of solving the language problem is for U.P. researchers on Japan to read Japanese materials in their English translations. (Three of the U.P. Asian Center junior faculty members, competent in Japanese language, have begun translating into English materials in Japanese related to the Center's courses on Japan and research interests, specifically on Philippine-Japan relations.) They can also enroll in, or audit courses of the Asian Center's Japan Studies Program.

Japan Studies

Development of the Japan Studies Program

The Japan Studies Program of the Asian Center is a sub-program of

³⁶ Based on the abstract of the project by Dr. Aurora Minoza whom I interviewed on November 15, 1990.

the M.A. Asian Studies Program in the East Asia region. Japan is one of three core countries of concentration (the other two are China and Korea), of the East Asia regional curriculum which is one of four regional curricula of the Center—the other three are: Southeast Asia, South Asia and Southwest Asia.

These regional program had their modest beginning in the early courses taught at the Institute of Asian Studies established at the University of the Philippines in 1955. It was the University's response to a directive of the third President of the Philippine Republic, Ramon Magsaysay, to the U.P. President Vidal A. Tan (1951-1956) who advocated an educational system which was to be "less materialistic" as well as "more spiritual and cultural in emphasis."³⁷ President Tan's educational views could easily accommodate President Magsaysay's instruction that Filipinos must learn about the other Asian countries so that they could interact with other Asian peoples at a center in the University of the Philippines.

From the hindsight of thirty-five years later, the former U.P. President Edgardo J. Angara (1981-87) and now Senator and Chairman of the Senate Committee of Education, stressed that the establishment of the Institute of Asian Studies in 1955 was

... a significant landmark in the post-war growth of the University of the Philippines for it was, in a

³⁷ See R. Mendoza Cortes, "Tan's Devoted Presidency (1951-1956). A Campus Shaken by Strife Until Redeemed by Sobriety" in Alfonso, *op. cit.*, pp. 306-307.

sense, a strong statement that we [Filipinos] were breaking that long spell of isolation cast upon almost all of Asia by its Western colonizers...³⁸

When the Institute of Asian Studies was integrated into an expanded Asian Center created by law (Republic Act 5334), its mandate was categorically and clearly stated. The law declared as national policy the development of

... a closer and broader contact with our Asian neighbors in the field of learning and scholarship to attain knowledge of our national identity in relation to other countries, cultures, history, social forces and aspirations...³⁹

The law provided that "such a center shall give primary emphasis in Philippine studies."⁴⁰

The mandate suggests that Philippine studies conducted in order to attain knowledge of our national identity must be related to studies about other Asian countries. One should hasten to add that studies of other countries of Asia can result in better understanding of these countries if the observer or student whose eyes are culture bound, is aware of his/her own culture bias. The Republic Act's statement of national policy can also be viewed as another step taken

³⁸ See speech of Senator Edgardo J. Angara on the occasion of the 35th anniversary of the Asian Center, Asian Center, Romulo Hall, University of the Philippines, Dilliman, Quezon City, 28 November 1990, p. 1 (typescript).

³⁹ Section 1 of R.A. 5334.

⁴⁰ Section 2 of R.A. 5334.

at the University not only in the development of national consciousness or nationalism (which was a main thrust of the curricula developed at the University under Filipino Presidents preceding President Romulo during whose administration the Asian Center was established) but also in engendering Asian regional consciousness among the students of the University.

The Philippines, which was the first country studied holistically by means of the multi-disciplinal area approach at the Institute of Asian Studies became, under the Asian Center, a core country in its Southeast Asia regional program. Later, in 1973, when the Asian Center was integrated into the Philippine Center for Advanced Studies or PCAS by Presidential Decree No. 342 during the martial law period, it became a separate Philippine Studies Program and has remained so today even after the disestablishment of PCAS in 1979 and the restoration of the Asian Center in the same year.

Before the law creating the Asian Center provided for the study of other Asian countries, the Institute of Asian Studies, its predecessor, had already started developing young faculty members to specialize abroad on an Asian country. Under its own budget in 1957, the priority of its staff development plan was the training of a Japan and China specialist. The faculty member chosen to study

Japan went to the University of Michigan; the other one who was to study China, to Chicago University. They were to constitute the first members of the faculty involved in the East Asia Program of the Asian Center. In the early 1960's, two more faculty members were sent abroad to specialize: one, in Japan studies and the other, in art history, each under a Rockefeller Foundation Fellowship grant.

Meanwhile, the Institute and, from 1968, the Asian Center, expanded its Japan and China library collection by using its own budgetary resources as well as library assistance from the Rockefeller, Ford and Asia Foundations. A succession of Japanese language teachers provided by the Japanese government taught intensive Japanese courses. The first faculty member sent abroad to specialize in Japan Studies, who had returned in the early 60's, taught a course in modern Japan and a reading course in Asian Studies which could be offered as a course on the study of certain aspects of Japanese history, society and culture or Philippine-Japan relations depending on student needs. These were courses advised to students on the Philippines who elected to write on Philippine-Japan relations or on certain developments in Japan.

Until 1971, only studies on Japan were available at the Asian Center, not a Japan Studies Program. For the gestation period before a curricular program in Japan Studies could be offered at the

Asian Center, took fourteen years, from the time the first faculty member was sent abroad to study Japan in 1957 to the first seminar, 1971-72, when the Center offered to graduate students its M.A. Asian Studies Program in East Asia with Japan as core country. At that time, the two other faculty members who could teach on Japan had returned from abroad.

When the Asian Center was merged into the Philippine Center for Advanced Studies in 1973, the Asian Studies courses and curricular programs, including Japan Studies, were reviewed and revised. The modifications were intended to strengthen the courses/programs and render them more relevant to the current need of understanding changing issues and problems of the various regions/countries of Asia, not to mention the Philippines. Two courses required of all students of the Asian Center, irrespective of the Asian regional concentration and core country they choose, were instituted. A course in Reading of Modern Texts in the language of the country in which a student focuses his study, like Japanese language for those in Japan Studies, was added to the basic intensive courses for each core country. More reading and semester courses for each Asian region were created. The present program of the Asian Center's Japan Studies manifests the changes resulting from that academic review.

The Japan Studies Program

Unlike in Europe and the United States where Japanese Studies existed before the war, the U.P. Asian Center did not have such a baseline from which to develop its Japan Studies Program. Therefore, it had to evolve a program which is taught in English, a medium of instruction at the University that could, at least, produce "Japan literature" students.

It was also intended for students to use their knowledge about Japan acquired at the Asian Center for higher studies on Japan either in Japan or elsewhere. A handful of our students have been to Japan under different scholarship grants or short term visits to Japan under such programs as the "Ship for Southeast Asia" or "Friendship into the Twenty-First Century" initiated by Prime Minister K. Tanaka and Prime Minister Y. Nakasone, respectively. The students reported that what they learned about Japan at the Asian Center was an advantage because they did not experience as much trauma as their classmates or co-participants in entering another culture. They claimed they were in a better position to appreciate what they observed in Japan and what they heard about Japan from the Japanese.

The Asian Center Japan Studies Program also aims to provides its students who are mainly teachers or employees in

government or private sectors, basic knowledge about Japan and the skill to view Japan holistically. Therefore the Center's East Asia Region's Japan Studies Program is based on society and culture, or contemporary issues and problems, and multidisciplinary in approach. At present, the Center's limited human and other resources, like library resources, allow it to offer only an M.A. Asian Studies degree program concentrating on Japan.

Before one can enroll in the Japan Studies Program, the student should be a holder of a first degree on the tertiary level of education with a disciplinal major, preferably in the social sciences or the humanities or its equivalent.

A student has a choice of two study-plans: namely, Plan A which requires a thesis and a minimum course work of twenty-four units or eight three unit courses; Plan B, a non-thesis plan, instituted in 1980, prescribes a minimum of twelve three-unit courses, totaling thirty-six units. Under both plans, a student has to pass a proficiency examination in Japanese language and a comprehensive examination.

The following regional and core country courses on Japan are part of the program of study of a student in Japan Studies;

—Asian Studies 230; (Seminar on East Asia I: Traditional China, Korea and Japan to mid-19th century)

—Asian Studies 231-C (Seminar on East Asia II: Modern Japan, 1868-1945)

—Asian Studies 231-D (Seminar on East Asia II: Contemporary Japan, 1945-present).

Depending on his/her career plans and academic background or a student's need to strengthen his knowledge of certain aspects of Japanese society and culture, its politics and economy, he/she can enroll in any one of the following courses:

—Asian Studies 232 (Readings on East Asia I)

—Asian Studies 233 (Readings on East Asia II)

—Asian Studies 234 (Special Problems in East Asian Studies)

—Asian Studies 298 (Special Problems in Asian Studies)

All these courses can be made to focus on Japan to meet a student's unique academic program needs.

The seminar course on Traditional China, Korea and Japan until the mid-19th century, deals with selected institutions present in all these countries for the purpose of comparing and explaining the similarities and dissimilarities of an institution, say, the Chinese bureaucratic system, as it existed in China and which was adopted and adapted by Korea and Japan. In the process, a student is exposed to some elements of each of the three countries' indigenous society and culture. The course is coordinated by an Asian Center

professor in East Asian Studies who can give the lectures on his country of specialization, for example, Japan, and the other series of lectures on each of the other two countries are given by the Center's professors specializing on China and Korea. This series of lectures serves as background for a student's seminar paper on an institution he chooses to study as it developed in China and, by the process of cultural diffusion, as found in Korea and Japan.

In the Asian Studies 231-C (Modern Japan, 1868-1945) class, we discuss, among other themes, the changing political structure of Japan, a consequence of the competition among Japanese elites aspiring for power, with the victorious elite group organizing the lives of those they control and inevitably bringing about social and cultural changes. The need to continue wielding power has, in more than one instance of Japanese history, led an elite group to open Japan to foreign contacts and, after selecting the elements of the external culture that would strengthen their hold on Japanese society, decide to close Japan for a period of time when the indigenous culture would assimilate the borrowed cultural contribution which could otherwise have destabilized the society. The last of this "closed period" was the Tokugawa period. It is in this context that we consider the process of modernization, industrialization and rise of Japan into an Asian power from the

Meiji Restoration to 1945.

Similarly conducted is the class in Asian Studies 231-D (Contemporary Japan, 1945-present). In this course, students are introduced to two concepts of Japanese society and culture so that they can be guided in reading and interpreting publications on contemporary Japan. One of these concepts emphasizes the harmonious and group orientation of Japanese society;⁴¹ the other which questions the first concept supports the idea that there is conflict in Japanese society.⁴² A series of lectures is given on developments in Japan during the immediate post war period, aimed at the democratization and demobilization of, as well as deconcentration of capital in, Japan.

Undoubtedly, the Asian Center's Japan Studies Program has moved the study of Japan from the periphery as it exists in other

⁴¹ See, for example, R. Benedict, *The Chrysanthemum and the Sword* (Tokyo: Charles E. Tuttle Co., Inc., 1976, 28th ed.) and C. Nakane, *Japanese Society* (Berkeley: University of California Press, 1972) as well as her work entitled *Human Relations in Japan* (summary translation of "Tateshakai no Ningen Kankei" or "Personal Relations in a Vertical Society") ("Tokyo: Ministry of Foreign Affairs, Japan, 1972). See also the following works which raise questions on "tateshakai" and "nihonjinron": R. Mouer and Y. Sugimoto (eds.), "Japanese Society: Reappraisals and New Direction," *Social Analysis*, Special Issue (1981) and Y. Sugimoto and R.E. Mouer, *Japanese Society: Stereotypes and Realities* (Melbourne: Papers of the Japanese Studies Centre, Monash University, 1981).

⁴² See for example E. S. Krauss, T. Rohlen and P. G. Steinhoff, *Conflict in Japan* (Honolulu: University of Hawaii Press, 1984); T. Najita and J. Victor Koschmann, *Conflict in Modern Japanese History* (Princeton, N.J.: Princeton University Press, 1982).

units of the University, into the main stream of the University's graduate studies programs.

The Japan Studies Faculty

During the last decade (1980-1990), the faculty members of the Asian Center involved in the Japan Studies Program represent more than one discipline and more than one geographical area (the other one is usually the Philippines) and must have had training in the multi-disciplinal approach to area studies. They include: a Ph.D. in Far Eastern Studies (Japan) from the University of Michigan and a Ph.D. in History and East Asian Languages, Harvard University, both of whom retired on 30 April 1990; an M.A. in Japanese Language and Literature from Kyoto University who ceased serving the Center in 1986; an A.B. in Japanese Language and Literature, Tokyo University of Foreign Studies whose M.A. degree is in International Affairs, Tsukuba University, and who takes charge of Japanese language teaching at the Asian Center; a Ph.D. (*Bungaku Hakushi*) in International Relations, Sophia University; and a Ph.D. candidate in International Relations at the Department of Social and International Relations, Tokyo University. The rest of the faculty members who teach courses for the Asian Center which partly deal with Japan are Ph.D. or M.A. degree holders in a social science or

humanities discipline except for one who is an M.A. in Communications and the other, an M.A. in Asian Studies. Most of them have a degree from an American University except one who graduated from the University of the Philippines.⁴³

The Japan Foundation has assisted the faculty development of the Asian Center's Japan Studies Program by subsidizing the salary of its Japanese language professor for three years (1987-1989) until her item of Assistant Professor was integrated into the Asian Center budget. Likewise, the Foundation has been paying the salary of a junior faculty member who has recently been recruited to teach in the Program since 30 October, 1989; it has been projected that an item of Assistant Professor would be available for him in the Asian Center's budget after three years.

Research and Publication

The Asian Center faculty members involved in the study of Japan have been undertaking mostly individual research but, at times, joint research with other members of the Asian Center faculty or with those from the other units of the University. Among the research on Japan in the past twenty years are: research on the various aspects of Philippine-Japan relations; Japan's involvement in the ASEAN

⁴³ For other details on the qualifications of the Asian Center Faculty members in Japan Studies, see Appendix 3.

region; comparative study of the early period of Japan's modernization with that of the Philippines; Japanese management style in comparison with that of the Philippines; Filipino youth's perception of the Japanese; Filipino brides of Japanese farmers; the "internationalization" of Japan; the Japanese in the Philippines; Japanese defense policy and the LDP; Japanese public opinion on defense; Japanese ODA and Japanese political actors in the opening of the Japanese agricultural market. A list of the Asian Center faculty's studies on Japan are appended.⁴⁴ Practically all of this research has been done without any research grants.

In 1986 and 1987, the Japan Foundation granted each of two senior faculty members of the Asian Center a six-month research fellowship to gather data in Japan on Japanese management style and on post-World War II Philippine-Japan relations. One senior professor who was invited by Soka University exchanged ideas with that university's professor on Japan Studies and Philippine Studies.

Some of the studies about Japan have been published in the *Asian Studies*, a quarterly journal of the Asian Center in the 60's and 70's. But the rising cost of production has made it difficult to publish it even annually on a regular basis in the past six or seven years. For the same reason, the Center has ceased publishing the

⁴⁴ See Appendix 2.

Occasional Papers and Monograph Series as well as books.

It is needless to mention here that research and publication vitalize the teaching program in Japan Studies. And they benefit the students of the program.

The Asian Center Library's Japan Collection

A library is the nerve center of any academic program—teaching, research and extension/community services, as it is at the Asian Center. This is especially true of graduate curricular programs, like the Japan studies Program, which requires much independent reading.

As of 1990, the Asian Center Library's Japan Collection, including books in Japanese, total 2,153 volumes. It is the second largest in Metro-Manila after the Ateneo de Manila University library's. However, if the holdings of the University of the Philippines main library and four other U.P. College libraries are added, the total collection on Japan within the U.P. is 4,245, consisting of titles classified under different disciplines and professions. The first six categories of titles are: History (1,234), Economics (1,055), Language and Literature (551), Arts (234), Political Science (230), and Sociology (226).

In the past ten years, the Japan Foundation has contributed

to the modest increase of the Asian Center Library's Japan collection.

Japan Studies students of the Asian Center may also avail of the resources of the Magsaysay Foundation's Asian Library and the National Library. The library of each of the three universities which will be considered below, can also be used, under certain arrangements.

The Study of Japan in Three Metro-Manila Universities

My last two papers on Japan Studies in the Philippines ⁴⁵ included only three leading universities of Metro-Manila—the Ateneo de Manila University, the University of Santo Tomas and the De La Salle University, because they are accessible as they are within Metro-Manila. But more important is the fact that they are universities that have maintained comparatively high academic standards and have financial, human and other resources, like a library collection on Japan, required for the development of a program for the study of Japan as compared to other universities in the Philippines.

⁴⁵ See Saniel, "Japan Studies in the Philippines in the 80's," *op. cit.*, III, pp. 11-34; See also *idem.*, "Japan Studies in the Philippines; Development and Prospects," *op. cit.*, pp. 16-48.

The three universities' curricular programs that contain courses on Japan are on the undergraduate level except the University of Santo Tomas which has a curriculum on the graduate level with Japan courses in addition to its undergraduate program. Below is a summary of the three universities' curricular programs.

At the Ateneo de Manila University

The Japanese Studies Program of the Ateneo de Manila University, founded in 1966 with Japanese government assistance, is the first one in the Philippines. But it is neither "Japanese Studies" nor "Japan Studies" as defined in this paper. No degree program focused on Japan was formulated by a succession of eleven short-term Japanese Directors (averaging 6-12 months) until 1978, nor by the two Filipino Directors and two Officer-in-Charge who had no training in Japan Studies. It was only in 1989 when a specialist on Japan was appointed Director. The implementation of a "Minor Program" in the study of Japan during the past year, however, bears promise that it could develop into a Japan Studies "Major Program."

As early as the late 60's courses on Japan were opened to the University's undergraduate students who were working for a degree in a disciplinary department. It is in these academic units where

students are advised on their program of study and the courses they are to take per semester. As the Japanese Studies Program has had no faculty members except the visiting Japanese professors attached to it, the Program was not closely linked to the disciplinary departments of the College of Liberal Arts of which it was a part. It was not possible to develop a long-range plan for the development of a Major or a Minor Program in Japan Studies until University administrators decided to formulate a "Minor Program" in the study of Japan in 1988. Consequently, the enrollment in the Japan courses dwindled even with continued infusion of funds from the Japanese government (after 1974, from the Japan Foundation) for more than twenty years. By the second semester, 1977-78, until the second semester, 1989-90, the courses on Japan remained only in the University's academic catalogue, except the Japanese language courses which continued to be offered.

But although the courses on Japan were no longer taught until 1989, the Japanese Studies Program sponsored summer seminars for undergraduate and graduate students of the University which were also opened to the public. The seminars were on Japanese culture and literature (summer 1982 and 1986) and Seminar on Doing Business with Japan (summer 1983 and 1985).

When a qualified Filipino Japanologist became Director of

the Japanese Studies Program, she started to work for the revival of the courses on Japan by offering a course on Philippino-Japan Relations in 1989. In the following semesters, six other courses on Japan and two advanced Japanese language courses were offered, in addition to existing ones. Except for the Japanese language teachers, all these courses are taught by Filipinos from different academic units of the University, unlike the earlier period spanning 1966 to 1984 when the Program was either completely or partly dependent on visiting Japanese professors or lecturers.⁴⁶ (As an aside, many of these Japanese academics have become Filipinists or Japanese specialists on the Philippines.)

In 1988, the Dean of the College of Liberal Arts and representatives from the disciplinal departments, devised a "Minor Program" in the study of Japan for the following four-year undergraduate degree programs: A.B. (1) in Communication, (2) in Economics, (3) in Interdisciplinary Studies and (4) in Management/Management Honors. A student enrolled in any of these four degree programs who selects to minor in the study of Japan is required to obtain a total of 24 units consisting of five three unit courses on Japan (15 units), and a minimum of three elective courses (9 units) in courses related to his/her major field of

⁴⁶ Visiting Professors for the period, 1966-1984, See J.M. Saniel, "Japan Studies in the Philippines: Developments and Prospects," *op. cit.*, pp. 95-96.

concentration which focuses on Japan, in addition to two courses of Japanese language (6 units) and a three-unit course in Asian civilization.

The Ateneo de Manila whose exchange students' program with Japanese universities (mainly Sophia University and the International Christian University) dates back to the late 1960's, can encourage those enrolled in the "Minor Program," as it has during the past year, to join the student exchange program. A short visit to Japan may attract some of them to pursue higher studies on Japan in Japan.

The "Minor Program" of the Ateneo University may produce "Japan literate" students. But a student's main curricular concern is training in his own discipline, not in the study of Japan. However, because the "Minor Program" includes exposure of a student to the Japanese language and the substantive data about Japan from more than one discipline, the Program may, to a certain extent, be considered Japan Studies.

There is limited research activity, on an individual basis, at the Japanese Studies Program. Its Director has been seeking funds for an institutional research project on Philippine-Japan relations.

Both the teaching and research activities of the Japanese Studies Program make use of the University Library's Japan

collection which is the largest in the Philippines. Consisting of books in Japanese and English, the Japan collection totals 2,663 volumes. The largest number of titles are in the following fields: Arts (792), History (693), Music (194), Political Science (104), and Philosophy (100). Assistance from the Japanese government and later, the Japan Foundation, has helped in building up the collection since 1966.

Now that the Japanese Studies Program is administered by a Japan specialist, its problem seems to be the development of its faculty members who can competently teach Japanese language. It also has to develop teachers of courses on Japan, preferably those who can achieve proficiency in Japanese language. Although the Japan Foundation continues to donate books and other materials to the University Library's collection and to subsidize the item of a Visiting Japanese language Professor, the Japanese Studies Program requires additional funds for which it has to compete with the traditional disciplinary departments of the College of Liberal Arts, if it intends to develop a "Major Program" in Japan Studies.

At the University of Santo Tomas

There are three academic units of the University of Santo Tomas which have courses in Japanese language and general courses with

Japan content.

Established in 1977 in the College of Education, the Department of Tourism offers three basic courses of Japanese language and a course in World Tourism which partly covers Japan.

Since 1978, when the Department of Asian Studies was created in the Faculty of Arts and Letters, its four-year A.B. curriculum in Asian Studies includes one course on the History of Modern Japan and six courses partly covering Japan. Furthermore, it prescribes two semesters of Japanese.

The Oriental Religion and Culture Institute, also inaugurated in 1978, offers a course on Religions and Cultures of Japan and eight courses partly dealing with Japan. And from 1988, Japanese language which is offered at the Graduate School of which the Institute is a part, may be taken by students of the Institute who are working for an M.A. in Oriental Religions and Cultures.

Both the Department of Tourism and the Department of Asian Studies depend on their respective College or Faculty for funding. Their teachers of Japanese language have had some training in Japan. But the course on Modern Japan and the general courses with Japan content are taught by professors trained in their major discipline, not in Japan Studies. The faculty members of the Oriental Religions and Cultures Institute are part-time professors

and the teacher of Japanese language is a Japanese. The Institute has been funded by a German Foundation, the Misserior, with a counter part from the University.

Research at the University of Santo Tomas is done only at the Graduate School on an individual basis but there is no record of a faculty member undertaking research on Japan. As the Department of Tourism and the Department of Asian Studies are teaching units of the University they are not engaged in research activities, much less research on Japan.

The Japan collection of the University's library totals 705. The fields in which the large part of the collection are concentrated include: History (239), Economics (116), and Science (121).

The University's curricular program with minimal Japan content, whether on the undergraduate or graduate level are no more than means of briefly exposing the students to Japanese society and culture. The study of Japan at the University of Santo Tomas is marginal to the four-year courses of A.B. in Asian Studies and B.S. in Tourism as well as M.A. in Oriental Religions and Cultures.

There seems to be little possibility of developing a Japan Studies curricular Program in either of the two undergraduate programs because they are offered by teaching departments, each with a set plan of study for their students to follow strictly. For as

long as part-time faculty members teach at the Oriental Religions and Cultures Institute and its main concerns are Oriental religions and cultures, a graduate program in Japan Studies will probably not develop at this Institute.

At the De La Salle University (DLSU)

The Japan Studies Program of the De La Salle University was under a Director who graduated from the Asian Center's Japan Studies Program when it was formally inaugurated on 5 August 1983. It is the most recent of the three universities' programs for the study of Japan. It is a sub-program of the Asian Studies Program which in turn is one of the components of the various area studies programs under the Department of History and Area Studies. The Program aims to achieve the following objectives:⁴⁷

- 1) to augment the ability of the Department to present students with an understanding of the broad foundations of historical and political studies by incorporating unique Japanese contributions and insights not otherwise found in Western and Philippine academic communities;

- 2) to increase the understanding of Japan, its history, economy, culture and its relations with the Philippines;

⁴⁷ See brochure entitled "The Japan Studies Program, Department of History and Area Studies, De La Salle University, Manila, Philippines."

3) to help students understand the nature of Japanese business and financial organizations and to sensitize students to the fact that the historical and cultural background of a nation is of vital importance in management practices, labor relations and economic development;

4) to foster exchange with the Japanese academic community as well as with other Japan Studies Programs in other countries.

From its establishment, it has received financial assistance from the Japan Foundation which has subsidized the salaries of three visiting Japanese professors to the Program—one for each trimester, for ten years. The Foundation has also annually donated books, language training references and textbooks. And, upon the recommendation of the Japan Foundation, it received an Osaka EXPO Foundation financial assistance to equip a language laboratory.

The Japan Studies Program offers three types of study plan. First, a Major in Japan Studies for students enrolled for an A.B. degree in Asian Studies who choose to concentrate on Japan. Its program of study requires a student to take twelve 3-unit courses (a total of 36 units), including eight 3-unit courses on Japan (24 units) and four 3-unit Japanese language courses (12 units). The eight

major courses on Japan provides substantive data and insights into Japanese society and culture from various disciplines like history, political science, economics and economic organization, philosophy, literature as well as knowledge about Japanese management organization and Philippine-Japan relations. No course on Japanese culture is offered.

The second plan is a "Minor Program" in Japan Studies which is open to students working towards an A.B. degree in a disciplinal department and elects the study of Japan as a minor area of study. Four 3-unit courses (12 units), including Japanese history and language are prescribed.

The third plan is a certificate program. A student who is in the A.B. degree program of a disciplinal department may choose courses on Japan including six Japan courses and two Japanese language courses as cognates.

All these plans and courses offered by the Japan Studies Program are opened to all the DLSU students and the public.

The Japan Studies Program's faculty includes Filipino professors who studied Japanese language and/or trained in the teaching of the language in Japan. They have taken charge of the teaching of Japanese language in DLSU. Filipino professors have also been teaching the courses in Japanese history, Japanese

government and politics and a seminar on the Philippines and Japan which is now a course in thesis writing. But until now only Japanese visiting professors have been handling the courses on Japanese Management II, Japanese Business and Labor, Japanese Philosophy, and Japanese Literature. This suggests that the DLSU Japan Studies Program has to develop faculty members who can teach the courses now taught by Japanese professors before the ten-years program of Visiting Japanese Professors, subsidized by the Japan Foundation, will terminate in 1993.

There is no research on Japan that is being undertaken by the Japan Studies faculty except, perhaps, research by the Japanese visiting professors. But the Filipino faculty members advise Japan Studies students writing their undergraduate thesis.

The De La Salle University library has a modest Japan collection of 621 volumes with the largest number of titles in Economics. A greater part of the collection has been contributed by the Japan Foundation.

In view of the termination of the Japan Foundation's ten-year subsidy to the Japan Studies Program in 1993, the DLSU Institutional Testing and Evaluation Office was instructed by the University President to assess the program in order to determine whether it should be continued. Below are the findings of the

Office:

The findings of the study were generally favorable and supportive of program continuation. The student and alumni respondents, as a whole, were satisfied with the faculty (especially with the Filipino teachers), with most of the course offerings, and with the extent to which their program expectations were met by the Program. Majority (i.e. 83.6% of the students, 71.4% of the alumni) would re-enroll in JSP given the choice to start anew.⁴⁸

The respondents identified the following problems/areas which need improvement: (1) lack of enough books/periodicals; (2) inadequate office space; (3) difficulty in sequencing courses especially in the LIA-COM (i.e. Liberal Arts-Commerce) program; (4) difficulty in getting additional competent Filipino teachers; (5) communication and classroom management problems among the Japanese faculty and (6) the need to strengthen the relevance/usefulness of major course offerings to work demands in the field/related fields. Furthermore, it should be added, the Program needs adequate funding from the University after the Japan Foundation's ten-years assistance will have ended.

The Japan Studies Program of De La Salle University is the only one in the Philippines where an undergraduate student can

⁴⁸ See the Executive Summary of "An Evaluation of the Japan Studies Program of De La Salle University by the Institutional Testing and Evaluation Office, De La Salle University," December, 1990.

major in Japan as an area within an A.B. Asian Studies degree program. It is a multi-disciplinal curricular program. Those studying Japan as a "Minor Program" or take courses on Japan as cognate courses, are not exposed to as broad a view of Japan as students in the "Major Program." Briefly, the study of Japan in De La Salle University is "Japan Studies."

Observations and Prospects

To summarize, it has been observed that there is a need to clarify, therefore define, the different types of curricular programs for the study of Japan on the tertiary level of education. A definition of the following terms is proposed in this paper: "Japanese Studies," "Japan Studies," "Studies on Japan" and "the study of Japan." They have been used in describing and assessing the existing programs on the study of Japan in four universities of Metro-Manila, with emphasis on the programs at the University of the Philippines.

In the post-World War II period, the universities in the Philippines, unlike those in Europe and the United States which had courses in Japanese Studies before the war, faced the following handicaps: there were no teachers in the Japanese language until the early 60s when the Japanese government provided Japanese language teachers; no one was trained to teach the other courses on

Japan; and library collections on Japan were too limited to support curricular programs for the study of Japan.

It took the University of the Philippines more than a decade to develop faculty members who specialized in Japan studies and who would formulate the courses on Japan that were to constitute the curricular program in Japan Studies as well as build up the library collection. Only in 1971 did the U.P. Asian Center start the only post-graduate program in the Philippines in Japan Studies. This is still the situation today. Two graduates of the program became directors of the undergraduate Japan Studies program of De La Salle University.

Students in the Japan studies program of the University of the Philippines and the De La Salle University's undergraduate curriculum are expected to acquire Japanese language skills and knowledge of Japan which would prepare them for further study of the country and attain the objectives of the programs set by each university. Taught in English and generally based on available materials on Japan written in English, the multi-disciplinary study of Japan as an area aims at producing students who can understand the present by making them sensitive to the past and by giving them a broad cultural perspective. These enable them to comprehend political and economic trends, which is possibly only if the students

have a command of the Japanese language.

The Ateneo de Manila has offered its Japanese language courses from 1966 when its Japanese Studies Program was established. But its other courses on Japan were discontinued for over ten years (1977-89). In 1989, a number of courses were revived starting with the teaching of a course on Philippine-Japan relations taught by the program's first Filipino Director who is a Japan specialist. The "Minor Program" in Japan Studies implemented in the past year, appears to be the beginning of a Japan Studies program. It seeks to expose the student to courses on Japan in several disciplines and trains him as well in the Japanese language.

The study of Japan in units of the University of the Philippines, other than the Asian Center, as well as the University of Santo Tomas can be classified only as "studies on Japan" because the course(s) on Japan are peripheral to the disciplinary major curriculum even if, in the case of the University of Santo Tomas, basic courses on Japan are prescribed.

Because the study of Japan as an area requires a command of the language, there is need to strengthen the Japanese language courses taught in Philippine universities, including the Ateneo de Manila University which appears to have developed its Japanese

language program well enough to produce a student who is expected to receive a certificate in the teaching of Japanese as a foreign language in March this year.

The library collections on Japan of the four universities are insufficient. Not only do they lack updated works in English but also in Japanese. The expansion of library collections is a requisite for the continuing improvement of academic programs on Japan.

All four universities require funds for the development of faculty members who are to teach Japanese language and other courses on Japan. This is especially urgent in view of retirement as in the case of two professors of the Asian Center. Other qualified faculty are also close to retirement. In the interest of program continuity, it seems best to train an understudy before a senior professor retires.

The Japan Foundation has assisted all four universities in their Japanese language program by providing a language teacher and funds or scholarships for the training of Filipino teachers of the language. Alternatively it has subsidized the item of a Filipino teacher of Japanese language, as in the case of the Asian Center for which the Japan Foundation has also subsidized an item of a young Japan specialist. Two senior professors of the Asian Center went to Japan on a fellowship grant to do research in Japan. In the case of

De La Salle University, the Japan Foundation has provided the Japan Studies Program with visiting professors for ten years which will end in 1993. It has also assisted the program with fellowship grants for young Filipino professors who undertook research and/or enrolled in special studies on Japan. This was an opportunity for them to interact with Japanese scholars and keep abreast of developments in their country of specialization which ideally should be done at least every five years. The Japan Foundation has granted financial assistance for travel of students of three of the four universities who visited Japan under an exchange program.

Today, the universities with programs for the study of Japan are in varying stages of development. The University of the Philippines has the most developed Japan Studies program in the Philippines. Whatever has been achieved in these programs may be considered remarkable in view of the fact that before the 1960's, no program for the study of Japan existed.

Besides the curricular offerings on the study of Japan in the four Philippine universities, the Japan Information and Cultural Center of the Embassy of Japan and twenty-two other government and private institutions of the Philippines offer Japanese language courses, generally Basic Japanese. The number of these institutions increased in the 1980's when the number of Filipinos who worked

with Japanese in the Philippines or in Japan rose and the number of Filipino students going to Japan increased. The Japan Information and Cultural Center has not only supported its own teaching program in Japanese language but also some of the institutions teaching the language.

It is probable that the students and professionals who are now in Japan, includes some who studied in the four universities or in the other institutions teaching Japanese language. Some of them successfully competed for scholarship grants, like the Mombusho scholarships. According to a columnist of a Manila daily, some of the "bright young Filipino professionals who are working in well-paying jobs or studying in choice universities in various cities,"⁴⁹ met with the Philippine President Corazon C. Aquino when she went to Japan late last year (1990) to attend the enthronement ceremonies of Emperor Akihito. Filipinos who have studied or trained in Japan have organized themselves into seven associations—(1) the Philippine-Japan Club, (2) Omni Ventures, (3) Philippine Association of Japanese Ministry of Education Scholars (PHILAJAMES), (4) Philippine Cultural and Technical Association of Returned Overseas Scholars (PHILCULTARDS), (5) Philippine Japan Fellows Association (PHILJafa), (6)

⁴⁹ B. Olivares-Cunanan, "Political Tidbits," *Philippine Daily Inquirer*, November 15, 1990, p. 5.

Philippine Association of Japan Airlines Scholars (PHILAJALS), and (7) Philippine-Japan Youth Club (PJYC). All of them are affiliated with the Philippine Federation of Japan Alumni (PHILFAJA) which is a member of the ASEAN Council of Japan Alumni (ASCOJA).⁵⁰

As the world's leading creditor country, and as an economic power, Japan's interest in understanding other countries and their peoples is matched by its concern about how other countries and peoples perceive Japan. Former Prime Minister Noboru Takeshita's government promoted the expansion of the program of international cooperation to include the field of culture.⁵¹ This could benefit the programs on the study of Japan in the Philippines. It involves stepping up cooperation with local Japanese language teaching institutions on a country-to-country basis and increasing the activities of the Japan-ASEAN Exchange Center which was recently established in Tokyo by the Japan Foundation. These projects could help bring about better knowledge and understanding of Japan and increase communications between Filipinos and Japanese which are among the major objectives of the programs for

⁵⁰ See "Japan Alumni Confab Set," *The Manila Bulletin*, December 24, 1990, p. 10. See also *Ten Years of Philfaja*, special issue, 1976-86.

⁵¹ "Government Eyes a Country-to-Country Approach to New International Cultural Exchange Programs," *The Japan Times Weekly*, Overseas Edition, June 24, 1989, p. 9.

the study of Japan.

Briefly, what are the prospects of the study of Japan in the Philippines in view of the present national and global crises? Without outside assistance, especially financial assistance, the prospects are not as bright as they were eight or ten years ago. For today, whatever resources are available to the Philippines are channeled first to programs which can contribute immediately to national development. Filipino students prefer to take courses that can yield immediate financial returns. The impact of the investment of financial resources and time in the training of a Japan specialist is not immediate but long-term. Therefore, it has a lower priority on the agenda of the individual and the nation.

This is not only regrettable, but also possibly detrimental to the Filipinos and the Japanese of the more distant future. Harmonious relations based on scholarly understanding and accurate, extensive communication between peoples are the keystones of national and global peace. A world devoid of peace jeopardizes humanity's future. It is in this context that the sustained, continuing studies on Japan should be viewed, not merely as academic specialization but also and perhaps more importantly, as an assurance of our common survival.

(February 1992)

APPENDICES

Appendix 1

List of studies on Japan by Filipinos published before the Pacific War.*

Calica, Pio. *Philippine-Japan Relations*. Manila: Bureau of Printing, 1936.

Corpuz, Enrique. "Japan and the the Philippine Revolution," *Philippine Social Science Review*. Vol. 6, 1934.

Duran, Pio. *The Japanese Concept of Official Responsibility*. Manila: General Printing Office, 1937.

Duran, Pio. *Philippine Independence and the Far Eastern Question*. Manila: Community Publishers, 1935.

Farolan, Modesto. *Japan at a Glance, Travel Impressions—A Study in Philippine-Japan Relations*. Manila: 1934.

Gonzales, Lique, L. *Repertorio historico, biographico y bibliographico*. Manila: Imp. del Dia Filipino, 1930.

Lindio, L. "Why Bring the Sino-Japanese Conflict in the Philippines." *National Outlook*, 1939.

Manipol, Felix S. "Japanese Economic Penetration of Davao: Its Political and Military Implications," Ph.D. dissertation; University of Santo Tomas, 1941.

Recto, Claro M. *Asiatic Monroeism and Other Essays*. Manila: General Printing Press, 1950.

Verzosa, Paul Rodriguez. *Re-Examining Japan: A Souvenir Book of the 5th Filipino Students' Educational Party to Japan in 1939*. Manila: Rev. Hideo Yamanouchi, 1940.

* Partly deals with Japan, especially the relations between Japan and the Philippines and the Japanese in the Philippines in late 19th and early 20th century.

Villanueva, Francisco. *Glimpses of Japan*. Manila: Japan Foreign Trade Federation, 1939.

Appendix 2

Preliminary List of Studies on Japan at the University of the Philippines* Diliman, Quezon City (Post War Period, 1945-1990)

I. At the Asian Center

A. Saniel, Josefa M. Professor in East Asian Studies and History (retired, April 1990)

Published Works

Book: *Japan and the Philippines, 1868-1898*. Quezon City: University of the Philippines, 1963, xv, 409pp. Second printing by the University of the Philippines, 1969. Reprinted by Russell and Russell Publishers Press, New York, 1973.

Articles/Monographs

"Japanese Filipiniana: Its Contribution to the Study of Late Nineteenth Century Japanese Aspirations for Expansion to the Philippines," *Historical Bulletin*, Vol. VI, No. 4 (December, 1962), pp. 374-383.

"The Woman of Aristocratic Heian Japan," *Panorama*, Vol. XIV, No. 6 (Manila, June 1963), pp. 41-46.

"Four Japanese, Their Plans for the Expansion of Japan to the Philippines," *Journal of the Southeast Asian History*, Vol. IV, No. 2 (Dept. of History, University of Singapore, 1963), pp. 52-63.

* This is a preliminary list because it is difficult to monitor researches of U.P. faculty members. For instance, the U.P. Vice President for Academic Affairs Research and Extension Services provided me in October 1990 a print-out of only two entries on researches on Japan, the Japanese in the Philippines and Philippine-Japan Relations.

"The Noh, Its Text," *University College Journal*, Vol. V (First Semester, 1963-64), pp. 134-145.

"Jose Rizal and Suchiro Tetcho: Filipino and Japanese Political Novelist," *Asian Studies*, Vol. II, No. 3 (December 1964), pp. 353-375. An abridged version entitled "Jose Rizal and Suehiro Tetcho" is included in D. Feria and P. Daroy (eds.) *Jose Rizal Contrary Essays* (Quezon City: Guro Books, 1968), pp. 24-37. This was further condensed into "How Rizal influenced a Japanese Novelist," (Views and Reviews), *Manila Chronicle*, 1968, p. 6.

"Japanese Humour," *Education Quarterly*, Vol. XVII (October 1964), pp. 33-45.

"Okuma Shigenobu and the 1898 Philippine Problem," *Waseda Daigaku Shi Shiryō Kiyo* (Waseda University Historical Sources Journal), Vol. 1, No. 2 (1965), 11, 17-45. The Japanese translation of the paper appears in the same number of the journal, pp. 47-64 and is entitled "Okuma-Shi to 1898 Piripin Mondai."

"The Mobilization of Traditional Values in the Modernization of Japan," in R.N. Bellah (ed.), *Religion and Progress in Modern Asia* (New York: The Free Press, 1965), pp. 124-129. Translated into Japanese: "Nihongo no Kindai-ka ni Okeru Dento Tekikachi no Doin," *Ajia no Kindai-Ka*, ed. by R.N. Bellah and translated by Hiromiki Sasaki (Tokyo: Kinkasha, 1975).

"Japan's Future in the Philippines," in *Japan's Future in Southeast Asia* (Symposium, Series II), ed. by Inoki Masamichi (Kyoto: The Centre for Southeast Asian Studies, Kyoto University, 1966), pp. 153-166. Its translation entitled "Firipin Boeki-ni Keikoku Suru; Sengyo-Nihon no Sinyokai-jiku-o Samatageru ichi-kugyosha no musekinin no gyojo-o gutaiteki-jirei-o agete hinansuru" (A Survey on Philippine Trade: A Criticism on the Cases of Some Irresponsible Actions of Some Businessmen which Might Become Obstacles to the Recovering of (Philippine) Trust in Post-War Japan"), *Chuokoron*, (October 1965), Special Large Issue, pp. 102-111.

"The Japanese Minority in the Philippines Before Pearl Harbor: Social Organization in Davao," *Asian Studies*, Vol. IV, No. 1 (April, 1966), pp. 103-126.

"Philippines-Japan Relations and Japan's Southeast Asian Policy," *The Fookien Times Yearbook*, 1966 (Manila, 1966), pp. 278-283.

"Communications and National Development in Japan" in *Communication and National Development in Southeast Asian Countries* (Q.C.: Institute of Mass Communication, U.P., 1967), 3 vols. (mimeo.) Also published in *Philippine Political Science Journal*, Vol. I (?) No. 2 (December 1975), pp. 56-77.

"Japan Studies in the Philippines," *The Development of Japanese Studies in Southeast Asia*, Proceedings of the Fourth Leverhulme Conference (March 10-15, 1969), ed. by F. H. King (Hong Kong: Centre of Asian Studies, University of Hong Kong, 1969), pp. 133-151.

"Japan's Modernization: A Retrospect," *Fookien Times Yearbook* 1969 (Manila, 1969), pp. 52-58, 173.

"Contemporary Japan's Image Among Southeast Asian Countries with Special Reference to the Philippines," (co-authored with R.V. Reyes and A.V. Arizabal, Jr.) Q.C.: October 1971), 211pp. (mimeo.)

"Japan's Trust in Southeast Asia in the Sixties," in B. Grossman (ed), *Southeast Asia in the Modern World* (Wiesbaden: Otto Harrossowitz, 1972), pp. 377-422.

"The Philippines-Japan Treaty of Amity, Commerce and Navigation: an Overview," (Quezon City: Asian Center, May 1972), 244pp. (mimeo.)

"The Erosion of the Bi-Polar Power Structure in the 1960's: Its Impact Upon East Asian International Politics," *Asian Studies*, Vol. XI, No. 2 (August 1973), pp. 6-40.

"Japan's Role in the Philippines: A Historical Perspective," *The Philippines and Japan*, State Visit to Japan of President Ferdinand E. Marcos, 25-28 April 1977 (Manila: National Media Production Center, 1977), pp. 3-6. Also published in *Business Day*, April 19, 1977, pp. 1 & 10; *The Times Journal*, April 21, 1977, pp. 1 & 6; *Philippine Daily Express*, April 21, 1977, p. 6.

"Japan and the Philippines: From Traditional to Modern Societies," *Proceedings of the 30th International Congress of Human Sciences in Asian and North Africa*, Mexico City, August 3-8, 1976 (Mexico City, 1978). Also Published in *Asian Studies*, Vol. V (April-August-December 1977), pp. 65-109.

"Japan Studies in the Philippines: Development and Prospects," *Occasional Papers*, Series II, No. 1 (Quezon City: Asian Center, University of the Philippines, 1984), 151pp.

"Japan Studies in the Philippines in the 80's," Department of Japan Studies, National University of Singapore, November, 1989 (in press, University of Singapore), 83pp. (Typescript)

B. Epistola, Silivino V., Professor in Asian Studies and Philosophy (retired, April 1990)

"The Haiku as Poetic Form," *Asian Studies*, Vol. I No. 1 (Special Issue), 1963, pp. 41-51.*

C. Jacano, F. Landa, Professor in Philippine Studies and Anthropology

"Contrastive Study of Japanese and Philippines Core Value System," (Typescript)."

D. Mojica, Beatriz P., Assistant Professor in Japanese Language.*

Basic Japanese I, Handbook used at the Foreign Service Institute, Republic of the Philippines, Manila.

"Let's Learn Japanese," a feature/column of *Japan Bulletin*, a monthly publication of the Japan Information and Cultural Center, Embassy of Japan, Makati, Metro-Manila.

"Kikuchi Yasu-shi Koenkai Kiroku o Yonde," I. Vol. 9: II, Vol. 10; III. Vol. II of *Filipica*.

* Based on bio-data filed at the Asian Center, University of the Philippines (1990).

** Interview with Prof. F. Landa Jocano, December 5, 1990.

"Mohica-joshi e no Kaito o Yonde," *Filipica*, Vol. 12.

"Shichinenburi no Nihon," *Filipica*, Vol. 10.

"Dyip Bombito" (a children's picture story book) published by the National Council of Day Nurseries of the Japanese National Council of Social Welfare Incorporated, Tokyo.

Translation into Filipino (Tagalog) of Shigeo Watanabe's *Shobo Jidosha Jiputa*, originally published by Fukuinkan Shoten Publishers, Inc., Tokyo.

E. Sta. Romana, Elpidio E., Assistant Professor in East Asian Studies and International Relations.*

"Development and Philippine-Japan Relations," *Japan Interpreter*, Vol. 12, No. 2, Summer 1978.

"Hinkon no Kenryoku, Kenryoku to Kaihatsu," *Kokusai Gaku Ronshu*, Vol. 2, No. 2, January 1979 (published by the Institute of International Relations, Sophia University in Japanese).

"Ajia ni Okeru Juzokuron—Omo na Choryu to Mondai Ten," *Kokusai Gaku Ronshu*, Vol. 3, No. 1, January 1980, in Japanese (also published in English and Spanish).

"A Framework for Philippine Foreign Policy—Some Suggestions," *Asian Studies*, Vol. 19, April-December 1981 (published by the Asian Center, University of the Philippines).

"Firipin-ni Okeru Nihon Kenkyu," *Kokusai Koryu*, April 1984 (Published by the Japan Foundation).

"Evaluation and Prospects of the Mombusho Scholarships Program in the Philippines," *Daigaku Ronshu*, Vol. 15, 1986 (published by the Research Institute for Higher Education, Hiroshima University).

"Japan, SDI and the Pacific," *Journal of Foreign Relations* (Published by the Research Institute for Higher Education, Hiroshima University).

"The Philippines and the World Capitalist System," with Alexander Magno and Germiliano Bautista, *The Journal of International Studies*, Vol. 18, January 1987.

"Nihon-Firipin Kankei e no Shiten," *Kokusai Mondai*, Vol. 327, June 1987.

"The Philippines and the Sealanes of the Region," in Lau Teik Soon and Lee Lai To, eds., *The Security of the Sealanes in the Asia Pacific Region*. Singapore: Singapore Institute of International Affairs, National University of Singapore, 1988.

"Security, Politicians and the Public in Japan " in Harry S. Kendall and Clara Joewono, eds., *ASEAN, Japan and the United States*, Institute of East Asian Studies, University of California, Berkeley, 1990.

"Liberalizing the Japanese Agricultural Market: Perceptions of Major Japanese Political Actors, August 1990," *Foreign Policy Journal*, publication of the Philippine Council of Foreign Relations.

*Translations**

On Contemporary International Relations—A Japanese View by Dr. Tadashi Kawata, Research Paper, Institute of International Relations, 1980.

Setsuo Ikehata, "Firipin Minzoku Shiso no Shoshitsu to Puropaganda Undo" (Translated as "The Propaganda Movement Reconsidered" in Akira Takahashi, ed., *Tonan Ajia no Ryugakusei to Minzokushugi Undo*. (Tokyo: Gannango, 1981); Translation published in *Solidarity*, No. 122, April-June 1989.

F. Mahiwo, Sylvano Dong-E, Assistant Professor in East Asian Studies (Japan).

"Postwar Japan's Human and Cultural Foreign Policy. A Focus on the ASEAN," Ph.D. Dissertation submitted to the Department of Social and International Relations, Tokyo University, July 1990. (Unpublished)

II. College of Social Sciences and Philosophy

A. Department of Anthropology

Zayas, Cynthia

Japanese-Cebuano Conversation Handbook. Tokyo: Daigaku Shorin, 141pp. (in Japanese), 1984.

"The Enduring Coastal Fisheries of Isozaki," A preliminary study in the tradition of fisheries in Nakaminato City, Ibaragi Prefecture, Japan. M.A. thesis submitted to the Institute of History and Anthropology, University of Tsukuba, Japan, 1986. A summary of the study is presented in *Transactions of the International Conference of Orientalist in Japan*, 1987.

"Isozaki -A traditional Fishing Village in Japan," In *Yakara*, Vol. 5, illus., 68pp. (with Japanese Summary), 1987.

"The life of Japanese Fishermen: A bibliographic review on the works of Japanese Folklorists, 1942-1960," In *Jinrui Bunka* No. 9, pp. 128-139, 1988.

B. Department of History

B-1 Bauzon, Leslie E.

A Contemporary Study of Paddy: Growing Communities in Southeast Asia and Japan. Kyoto: Department of Sociology, Ryukoku University, 1979. 460pp. (co-editor).

"Comparative Rural History: Japan and Southeast Asia." in Masuo Kuchika and Leslie Bauzon (eds.), *A Comparative Study of Paddy-Growing Communities in Southeast Asia and Japan*. Kyoto: Department of Sociology, Ryukoku University, 1979.

Asian Studies in the Philippines. Tokyo: The Center for East Asia Cultural Studies.

"Country Report on the Past and Present State of Cultural Exchange in the Philippines," in Yoneo Ishii and Patya Saiko (eds.) *Dialogue*, Southeast Asian and Japan Symposium on Cultural Exchange, Tokyo. The Japan

Foundation, 1977. Translated into Japanese.

"Three Japanese Villages: A Filipino's Glimpses of Rural Japan," *Asian Studies*, XVII (April-August-December, 1979), 104-112pp.

"Reflections on the New International Economic Order by a Southeast Asian," Paper No. 40 in *Modernization: Asian Perspectives*. Tokyo: World Peace Academy of Japan, 1982.

B - 2 Guerrero, Milagros C.

"Japanese Trade and Investments in the Philippines, 1900-1941," with special reference to Philippine-American Reactions, Master's Thesis (1965) published in the *Philippine Social Sciences and Humanities Review*, Vol. 31, No. 1 (March 1966), 129pp.

"Japanese Propaganda in the Philippines, 1942-1945." Paper read at the Conference of the International Association of Historians of Asia at Kuala Lumpur Malaysia, 5-10 August 1968, 25pp. Submitted for publication (July 1970) to the *Revue d'Histoire de la Zeme Guerre Mondiale* (Paris).

B - 3 Medina, Isagani

"Manira Nihon Ryojikan," (Ang Konsulado ng Hapon sa Maynila, 1888-1898) *Dyornal ng Malawakang Edukasyon*, No. 27-28, pp. 264-302.

B - 4 Jose, Ricardo T.

"Memories of the War" (for the Ayala Museum), *Bulletin Today*, 18 October 1976.

"Japanese World War II Victory Anticipated?" (for the Ayala Museum), *Bulletin Today*, 17 December 1976.

"Bataan Has Fallen," *WHO Magazine*, 15 April 1978.

"Good Friday Christmas," *The Review*, VI, 3, 1980 (Christmas During the Japanese Occupation).

"Death of a City," *The Review*, IV, 2, 1981 (1945 Battle of Manila).

"Have We Forgotten?" *The Review*, V, 2, 1982 (Similarities of 1982 Philippines with the Japanese occupation).

"The War in the Pacific," *Business Day*, 18 December 1984.

"A Hero's Tale Retold," *Business Day*, 16 April 1985.

"Some Similarities, Many Differences: A Preliminary Look at the American Occupations of the Philippines and Okinawa," *Ryudai News*, October 1986.

"The Pacific War in the Philippines: A Preliminary Study of Published Materials in Japanese," *Bulletin of the American Historical Collection*, January-March, 1989.

"Once Upon a Time," *News and View*, November 27, 1988 (Filipino Laborers in Japan).

"The Japan-Southeast Asia Forum," *The Toyota Foundation Occasional Report No. 10*, November 1989.

"Challenges for Southeast Asia and Japan: Issues and Agenda for Intellectual Exchange," *Japan-Southeast Asia Forum Newsletter*, 1990.

"The Tribune During the Japanese Occupation," *Philippine Studies*, Vol. 38 (1990, First Quarter).

"The Tribune as a Tool of Japanese Propaganda 1942-1945," *Philippine Studies*, Vol. 38 (1990, Second Quarter).

B-5 Terami, Motoe Wada, Graduate Student working for a Ph.D. degree in History.

"Philippine Stage Performance During the Japanese Occupation," *Philippine Studies*, 29, 1981.

"Nihon-gun Azamuku Firipin no Engeki (Manila Stage Shows which Fooled the Japanese Military) in Shizuo Suzuki ed., *Shinsei Kokka Nihon to Ajia* (Holy State Japan and Asia) Tokyo: Keiso Shobo, 1984.

"Firipin no Taishu Shosetsu ni Miru Nihon (jin) Zo no Hensen (Changes in the Image of Japan and the Japanese in Philippine Popular Literature)" in *Sekai Shizo no Kenkyu No. 4* (Comparative Studies of World History). Tokyo: International Christian University, 1984.

"Japanese Residents and the Philippine Revolution," *DLSU Dialogue*, 20, 1984.

"A Japanese Takeover of the Philippines," *Bulletin of the American Historical Collection*, Vol. 8 No. 2. 1985.

"The Cultural Front in the Philippines, 1942-1945: Japanese Propaganda and Filipino Resistance in Mass Media," unpublished M.A. thesis, University of the Philippines, 1985.

"Karayuki-san of Manila," *Philippine Studies*, 34, 1986.

"Nihon Senryo-ka no Firipin Eiga" (Filipino Movies under the Japanese Occupation), in Tadao Sato ed., *Senso to Nihon Eiga* (The Japanese Movies and the War), Tokyo: Iwanami Shoten, 1986.

"Manira Shoki Nihonjin-machi no Keisei to Karayuki-gan" (The Formation of the Early Japanese Community in Manila and the Karayuki-san) in Setsuo Ikehata, Motoe Terami, Shinzo Hayase, *Seiki Tenkan-ki ni okeru Nihon-Firipin Kankei* (The Japanese-Philippine Relations at the Turn of the Century), ILCAA Southeast Asian Studies No. 1, Institute of Language and Culture in Asia and Africa, University of Tokyo of Foreign Languages, 1989.

"Japanese Organizations and Institutions in Prewar Manila," in W. Villacorta, I. Cruz, M. Brillantes ed. *Manila: History, People and Culture*, De La Salle University Press, 1989.

"The Japanese Propaganda Corps in the Philippines," *Philippine Studies*, 38, 1990.

"The Japanese Propaganda Corps in the Philippines: Laying the Foundation" (originally read at the 41st Asian Studies Conference held in Washington, D.C., U.S.A.) in Grant K. Goodman ed., *Japanese Cultural Policies in Southeast Asia During World War II*, New York: St. Martin's Press (forthcoming), 1990.

C. Department of Political Science

C-1 Solidum, Estrella D.

"Political Considerations for ASEAN: A Philippine View" and "Some Considerations for Accelerating Economic Cooperation," in *The ASEAN: Problems and Prospects in a Changing World*, East-West Seminar of Japan and Chulalongkorn University, 1976.

"Strategic Issue in Trilateral Relations" in *Trilateralism in U.S.-Japan-Asian Relations*, Nathan and Patmanathan (eds.) Kuala Lumpur: Antara Press, June 1986.

C-2 Morales, Natalia M.

"Saitama Filipino Mombusho Students Make Their Mark," *Philippines Newsletter*, May-August 1988.

"Who's Afraid of Japan as No. 1?" *Philajames Newsletter*, December 1989.

"The Emerging Political Role of Japan," *Philippine Daily Inquirer*, July 9, 1990, *Philajames Newsletter*, May-August 1990.

C-3 Carlos, Clarita

"ASEAN Perception of Japan and the Japanese," Japan Institute of International Affairs, Tokyo, Japan, July 1988.

D. Department of Sociology

D-1 Ballescas, Maria Rosario Piquero

"Another Look at Philippine Population Problems: Focus on Migration," in *Jinko to Shakai Mondai* (Population and Social Problems), in Japanese. Edited by Hiromichi Nakamoto, Tokyo, Japan, July 1988.

"Beyond Population Problems: The North and the South Question" in *Jinko to Shakai Mondai* (Population and Social Problems) in Japanese. Edited by Hiromichi Nakamoto, Tokyo: Nansho-sha Co., Ltd., 1983 and 1984.

E. Third World Studies

E-1 Tadem, Eduardo C.

"Japanese Interests in the Philippine Fishing Industry," Series No. 6. 26pp.

"The Japanese Presence in the Philippines: A Critical Re-Assessment," Series No. 34. 22pp.

E-2 David, Randolph S. and Tsuda Mamoru

"The Politics of Major Japanese Filipino Joint Ventures: A Sociological View," Series No. 8. 25pp.

E-3 Villegas, Edberto M. "Japanese Capitalism and the Asian Development Bank," Series No. 38. 49pp.

E-4 Tsuda Mamoru

"Big Corporations and Business Groups in Japan Today," Series No. 8. 23pp.

III. School of Economics*

A-1 Albuero, Florian and L. M. Sicat. "Philippine-Japan Economic Relations: Investment," in *ASEAN-Japan Relations: Investment*, Singapore, 1983. pp. 93-147.

A-2 Albuero, Florian. "Some Aspects of Japanese Investments in the Philippines," Quezon City: School of Economics, University of the Philippines, 1981.

B. Alonzo, Ruperto P. "Japan's economic impact on ASEAN countries," *The Indonesian Quarterly*, 15 (1987): pp. 472-487.

C.1 Bautista, Romeo H. and W .V. Villacorta.

"Economic and political factors affecting Philippine-Japan trade," In *ASEAN-Japan relations trade and development*. Singapore, 1983. pp. 79-115.

* The list of studies on Japan was provided by Ms. Rosemarie G. Rosali, Librarian of the School of Economics Library, University of the Philippines.

C.2 Bautista, Romeo and G.R. Tecson.

Philippine export trade with Japan and the United States, 1962-1971. Quezon City: School of Economics, University of the Philippines, 1976.

Philippine trade with Japan and the United States: examination of recorded data and analysis of export. Quezon City: School of Economics, University of the Philippines, 1974.

C.3 Bautista, Romeo.

Philippine import flows from Japan and the United States: accuracy of trade recordings. Quezon City: Institute of Economics Development and Research, School of Economics, University of the Philippines, 1975.

Trade with Japan and the United States: responsiveness to exchange rate changes. Quezon City: School of Economics, University of the Philippines, 1975.

D. Gochoco, Ma. Socorro H.

"Tests of the rationality and neutrality hypothesis: the case of Japan, 1973-1983," *Journal of Money, Credit and Banking*, 18 (November 1986), pp. 458-466.

E. Lim, Joseph Y. *Japanese investments in the Philippines: the experience during the eighties.* Tokyo: Foundation for Advanced Information and Research, 1988.

F. Medalla, Felipe.

Growth, employment and wage performance in the manufacturing sector: a comparative study of Japan and the Philippines. Quezon City: School of Economics, University of the Philippines, 1977, No. 4.

G.1 Oshima, Harry.

Review of Equity and Poverty Under Rapid Economic Growth: the Japanese Experience by Toshiyuki Mizoguchi and Noriyuki Takayama, Institute of Economic Research, Hitotsubashi University. Economic Research Series No. 21, Tokyo, 1984. *The Developing Economies*. June 1985.

"Reinterpreting Postwar Japanese Economic Growth," *Economic Development and Cultural Change*, (October 1982).

The Role of Institutional Changes in the Growth of Postwar Japan. Quezon City: School of Economics, University of the Philippines, 1979.

H. Sicat, Gerardo P. *Philippine Economic Development and Japan in the Future*. Tokyo: Institute of Developing Economies, (n.d.).

I. Tsuda Mamoru and Leo A. Deocadiz. (eds.) *RP-Japan relations and ADB: in search of a new horizon*. Metro- Manila: National Book Store, c1986. 143p.

J. Tecson, Gwendolyn R. "Industrial Policy for International Competitiveness: A Case Study of Industrial Policy in the Iron and Steel Industry of Japan," Ph.D. Dissertation, Hitotsubashi University, 1984.

IV. College of Public Administration*

Panganiban, Elena M. "Toward a Democratic and Rational Framework for Local Self Government: The Philippine and Japanese Experience," 1988 (unpublished MSS).

V. Institute of Small Scale Industry**

A. *The Foundation for Asian Management Development: Management Development of Small and Medium Enterprises in Asia*. Proceedings of the Tokyo Conference, March 5-7, 1984. Tokyo: The Foundation for Asian Management Development, 1984.

B. Salazar, Melito Jr. "The Second Tokyo Conference on Management Development of Small and Medium Enterprises in Asia," March 27-April 1, 1989.

* From Research and Extension Services Documentation and Information Center. Office of the Vice-President for Academic Affairs, University of the Philippines.

** From the Institute of Small Scale Industry Library.

VI. College of Law***

Magallona, Merlin M.

"Some Patterns of Political and Economic Developments in the ASEAN," *World Outlook*, 1, 1982, pp. 3-15.

"Warning: Japanese Militarism on the Rise," Quezon City, 15 December, 1981, 23pp.

"Japan: Breaking the Arms Barrier," *World Bulletin*, Vol. III, No. 1, pp. 1-6.

*** List of Studies on Japan was given by Prof. Merlin M. Magallona, Associate Dean, College of Law, University of the Philippines.

Appendix 3

University of the Philippines
Asian Studies Program,
Asian Center
Diliman, Quezon City

Faculty Members (1980-1990)*

Josefa M.aniel, Professor
Ph.D. Far Eastern Studies
Univ. of Michigan
M.A. History Univ. of Chicago
(Retired, April 30, 1990)

Silvino V. Epistola, Professor
Ph.D. History & East Asian
Languages
Harvard Univ., 1971
(Retired, April 30, 1990)

Beatriz Mojica, Assistant Professor
M.A. International Affairs
Tsukuba University, Japan, 1981
A.B. Japanese,
Tokyo Univ. of Foreign Studies,
1973, A.B. English

Elpidio Sta. Romana,
Assistant Professor
Ph.D. (*Bungaku Hakushi*)
International Relations,
Sophia Univ., Japan, 1982
M.A. Asian Studies
(East-Asia—Japan)

Asian Center, Univ. of the Phil.,
1976

Sylvano Dong, Assistant Professor
Mahiwo Ph.D. Cand. in
International Relations,
Dept. of Social and International
Relations, Tokyo Univ.
M.A. Public Adm. (MPA),
Univ. of the Phil.

Edilberto Alegre, Asst. Professor
M.A. Japanese Lang. and Literature,
Kyoto University
Ph.D. degree program (on-going)
U. P.
(Not with the Center since 1986)

Lily Ann Polo, Assistant Professor
M.A. Asian Studies,
Univ. of the Phil., 1981

Elena Samonte, Assistant Professor,
Psychology
Ph.D. Univ. of the Philippines, 1986

Rene E. Mendoza, Professor
M.A. & Ph.D. Political Science,
Univ. of Oklahoma, 1970
A.B. Philosophy, Univ. of the Phil.

Benito O. Lim, Associate Professor
M.A. Communication,
Univ. of Pennsylvania

* This is a list of faculty members
at the Asian Center, University of the
Philippines who have taught courses
on, or those partly dealing with Japan.

Aurora R. Lim, Professor
Ph.D.
History of Arts & Archaeology
(candidate)
M.A. General Studies, Humanities
Univ. of Chicago, 1959

Appendix 4

Ateneo de Manila University
Japanese Studies Program
Loyola Heights, Quezon City

Director. Faculty members.
Lecturers* (1984-1991)

Lydia N. Yu-Jose,
Incumbent Director
Japanese Studies Prog. (1989),
Faculty
Political Science Dept.
Ph.D. Sophia Univ. (1988)

Irene C. Goto, Lecturer (1984-88)
B.A. in English
Kobe Kaisei College, Japan
M.A. Candidate, Univ. of the Phil.

* This is a list of faculty members at the Ateneo de Manila, Japanese Studies Program who have taught courses on, or those partly dealing with Japan. Data based on interview with Dr. Lydia Yu-Jose, Director of the Japanese Studies Program, for 1984-1989; 1989-1991, data provided by Ms. Carolina Diyco, Secretary and in-charge of research by the Japanese Studies Program.

Edilberto Alegre, Lecturer
Ph.D. in Japan
Former faculty of the Asian Center
U. P.

Akiko Nagashima, Visiting Lecturer
B.S. in Education and Chemistry
Tokyo Gakugei Univ.

Charlie Fernando, Lecturer
M.S. Engineering
Nagoya Univ., Japan
B.S. Civil Engineering
Garcia College of Tech.

Rodolfo Ang
A.B. Communications and Business
Ateneo de Manila Univ.
M.A. Boston College, U.S.A.

Imelda Chiu
A.B. in International Studies
Ateneo de Manila Univ.

Christine Cunanan
A.B. Social Science
Ateneo de Manila Univ.

Enrico Ingles
B.A. Ateneo de Manila University
LI.B. Ateneo de Manila University

Maki Tanaka
M.A. Linguistics, Sophia University

Ida T. Dy, Lecturer, 1989-1990
B.S.C. University of Santos Tomas

Tito Valiente
M.A. Anthropology,
Ateneo de Manila Univ.

Alberto Zenarosa
M.A. in International Trade
Sophia Univ.

Hiroko Nagai-Yabut
M.A. Cultural Anthropology
Japanese Folklore
Rikkyo Univ., Japan

Jimmy Antonio
A.B. Management
Ateneo de Manila University

Artemio Abad, Jr.
A.B. Physics
Ateneo de Manila University

Donna Faylona
A.B. Interdisciplinary Studies
Ateneo de Manila University

Maribel Buenaobra
M.A. Ateneo de Manila University

Appendix 5

University of Santo Tomas
Espada, Manila

Asian Studies, Faculty of Arts and Letters
*Dean, Faculty Members (1984-1990)**

Faculty of Arts & Letters

Magdalena Alfonso-Villaba, Dean
Graduate School
Ph.D. University of Santo Tomas

Carmelita Dorienda-Manabat, Head
Dept. of Asian Studies
B.S.E., M.A. History and Geography
Univ. of Santo Tomas

Anita Penuliar Garcia, Professor
A.B. History, Univ. of Santo Tomas

David Lopez, Professor
A.B. Political Science
Rizal and Social Philosophy, U.S.T.

Milagros Tanlayco, Professor
A.B., M.A.
Literature and Asian Studies
Univ. of Santo Tomas

* This is a list of faculty members at the Faculty of Arts & Letters, College of Education and Graduate School of the University of Santo Tomas who have taught courses on, or those partly dealing with Japan.

Nicolasta Barrido
B.S.E., Univ. of San Agustin (1969)

Cesar Caviles
B.S.C. major in Marketing,
Polytechnic Univ. of the Philippines
(Also attached to College of
Education)

College of Education
(*Nihongo* teachers)**

Nicolasita Barrido
B.S.E. Univ. of San Agustin (1969)

Cesar Caviles
(See above)

Appendix 5a

University of Santo Tomas
Graduate School
Faculty of Theology
Oriental Religions & Cultures
Institute

Faculty of Oriental Religions and
Cultures Institute
Graduate School***

Fr. Lucio Gutierrez, O.P. STD
Head of the Institute of History

Fr. Shigeto Oshida, O.P.
M.A. from Japan,

Ernest Piryns, C.I.C.M. Ph.D.

Hermogenes Bacareza, SVD Ph.D.

Florentino Homeda Adaneda
Chairman of the Philippino Dept.
Ph.D. Ateneo de Manila University

Arsenio Manuel, Ph.D.

Piedad Rosales, Professor
M.A.

Yumi Numata
M.A. (Economics)
B.A. (Politics) Tsukuba University

*** Based on brochure of the
University of Santo Tomas, Oriental
Religions and Cultures and interview
with Dean Magdalena A. Villaba,
Graduate School.

** Information gathered from Prof.
Beatriz Mojica, Asian Center,
University of the Philippines.

Appendix 6

De La Salle University
Japan Studies Program
History and Area Studies
2410 Taft Avenue, Manila

Coordinator, Faculty Members,
Lecturers: (1984-1990)*

Carmelita Corpuz, Incumbent
Coordinator
M.A. and Ph.D. History
Univ. of Santo Tomas
A.B. History
Univ. of the Philippines

Leopoldo Martinez, Professor
M.A. Asian Studies
Asian Center, U.P.
B.S. Foreign Service U. P. (1978)

Edwin P. Mojica
M. D. Univ. of the Philippines
A.B. *Nihongo*
Tokyo University of Foreign Studies

Marikita Tirol
Ph.D. in Education (Admin.)
Univ. of Santo Tomas

Angelo Unite, Professor
M.B.A., De La Salle University
Professor in Economics
De La Salle University

Charlie Fernando
M.S. Engineering
Nagoya University, Japan

Sangeeta Shields
B.S. Foreign Service in
International Politics & Relation
Law and Organization
Georgetown University, U.S.A.
(1983)

Elpidio Sta. Romana
Ph.D. International Affairs
Sophia Univ. Japan
(Resigned 1985)

Christy Arboleda
M.A. Language and Literature
De La Salle Univ.
B.S. Agricultural Chemistry
Tokyo University of Education
Japan

* This is a list of faculty members
at the De La Salle University Japan
Studies Program who have taught
courses on or those partly dealing with
Japan.