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学位論文題目 Japan Literacy in Australia A Changing Demand
over Eighty Years

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論文内容の要旨

Australia and Japan stand, in more ways than one, at the opposite end of the world. One is a sparsely populated continent in the Southern hemisphere and the other well populated island nation in the North. Culturally, Japan is built on centuries-old tradition of the East. Modern Australia, on the other hand, is a relatively new nation built on the tradition transported directly from the West. Comparisons are numerous. Despite the vast differences, however, Japan has continuously attracted Australia's attention, all through the past century. One manifestation of this is the Australia's remarkable achievement in the Japanese language and Japan related education.

Australia now ranks second in the world, after Korea, in the number of people learning the Japanese language. Over three hundred and seven thousand (307,000) Australians, or one in every fifty nine (59) Australians currently study Japanese. Japanese education in Australia has now achieved a unique status amongst the nations outside Japan. Australia's international prominence in this field comes not only from the size of the Japanese learning population, but also of academic and educational initiatives that the nation has taken in guiding, supporting and sustaining the growth of Japanese language teaching and Japan related education.

Why has Australia, with her cultural heritage still deeply rooted in the West, achieved such remarkable status in Japanese education? This is the principal question asked in this study. Many attempts have already been made to answer this question. Active discussions have taken place in recent years amongst specialists in academia in Australia, and to a limited extent amongst the specialists in Japan.

Prominent feature in these discussions has been a tendency to tie the issue solely to the development of economic relations between the two countries. They attempt to seek an answer within the framework of Japan's economic strength in the region, Australia's increasing reliance on it, and the significance of the trade partnership developed between the two countries. The result is that current discussions are too often confined within the relatively short time span and view the issue as a relatively recent phenomenon.

The author's investigation has revealed that the issue holds far more complex dimension, with its roots deep in the political, sociological as well as economic history which extends over the entire length of modern Australia. Whilst not denying the decisive impact brought about by the economic interdependence between the two countries in recent years, the author argues that the issue has to be examined in much broader context, against the backdrop of regional and international dynamism of 20th century. More specifically, the key to the question lies in the dramatic changes that Australia has made throughout the 20th century in her relationship with Asia, and in the fact that Japan has been a predominant factor to precipitate these changes.

In an attempt to examine the issue from a previously unexplored dimension, this paper introduces the concept of 'Japan Literacy' in Australia as a focal point of investigation. The discussions will be developed by tracing the Australia's pursuit of Japan Literacy and her effort

in cultivating it. The author believes that the answer to the principal question will emerge through the identification of the political, sociological and economic circumstances that motivated Australia in the pursuit of Japan Literacy during the past century.

The terminology 'Japan Literacy' may sound unfamiliar to some. The original meaning of 'literacy' is, as we all know it, the ability to read and write in a particular language. In that context, 'literacy' has been a tool for intellectual communication within a community in which the language is spoken, and thus an instrument to bind the community together. Acquisition of literacy is also considered to lead to further knowledge and intellectual understanding of the community where the particular literacy is relevant.

As the interaction between countries of the world increased in our recent history, the terminology has gone through a transformation. The meaning of 'literacy' has now expanded to include the knowledge and skills to understand a particular society and culture in which the language is spoken, as well as to communicate with the people of that community.

In the global environment in which we now live, 'literacy' related to another country or a region is considered increasingly a significant medium in developing the international understanding. Knowing a country other than your own, speaking their language and understanding its culture is regarded increasingly an essential preparation for forming an effective relationship with another country and its people.

In this paper 'Japan Literacy' is defined as knowledge and skills to understand Japan and to relate effectively with her people. The 'knowledge' here means broadly based knowledge, as compared with the specialised in-depth knowledge sought by scholars. The 'skills' mean generic skills, with the language skill a most prominent example, and cross cultural skills as another.

The choice of the terminology 'Japan Literacy' is intentional. The terminology was chosen as the author is convinced that, although academic interest of Japan in its purest form always existed in Australia the Australia's desire to learn Japanese language and gain knowledge of Japan has been consistently characterised by its pursuit of 'Japan Literacy'. Throughout the history of modern Australia, the pursuit of 'Japan Literacy' has always been the driving force behind the country's education in Japanese and Japan related knowledge. Without recognising the significance of this fact, the author argues that Australia's remarkable success in Japanese and Japan related education can never be fully explained.

The approach taken for this study is two dimensional. First, the study examines how Australia's demand on Japan Literacy changed through the period of its modern history. The paper seeks to identify the relevant factors and inter-related elements in Australia's history which influenced these changes. Second, the study examines how these changes affected the cultivation of Japan Literacy in Australia. A special focus will be placed on the role played by the academia in Australian universities in the cultivation of Japan Literacy. Evaluations will be attempted on how the academia recognised the changes in nation's need for Japan Literacy, and how effectively they responded.

The paper consists of three major parts. Part I will present the historical and sociological circumstances that formed a backdrop to Australia's need for Japan Literacy. Relevant

geo-political factors and inter-related elements in Australia's history will be closely examined. The focus will be on the changes in Australia's perception of Asia, of Japan in particular.

Part II will discuss how the demand on Japan Literacy was translated into educational initiatives, and how these initiatives led to the cultivation of Japan Literacy in Australia. The role played by universities and relevant sectors in the government will be examined. In so doing, the eighty year history of Australia's Japan related education in its entirety will be presented in chronological order. The portrayal of the entire eighty year history has never been attempted, to author's knowledge, either in Australia or overseas.

Part III will examine the current status of Japan related education in Australia, and attempt a brief forecast on the future demand of Japan Literacy. Of the challenges that Australian universities are expected to face in the 21st century, two areas of significance will be identified and examined: internationalisation of education; and the development of Information Technology (IT) based flexible mode learning. Discussions will be focused on these issues in terms of further developing Japan Literacy in the country.

In Australia today, the majority of Japanese learners are found at pre-tertiary levels, that is, at both primary and secondary school education. In this study, however, the focus of discussion will be kept on educational initiatives taken by university academia. Historically, Australia's Japanese learning begin with university education. University academia today remains to be the predominant influence in guiding the direction of Japanese education in Australia.

Research resources for this study have been found mostly in Australia. Literature has been selected from the latest available materials; particularly those published in the past five years where applicable. For investigation into the earlier history, however, the author is indebted to the valuable materials found in the Australia's national archive.

論文の審査結果の要旨

本論文は、オーストラリアにおける日本研究と日本語教育の発展の軌跡を、歴史的・社会的観点を加味して、総合的に明らかにしようとした労作である。学位申請者は、30年近く海外における「日本語教育」の現場体験者であるが、現在在住しているオーストラリアの過去と現状を、「ジャパン・リテラシー」という観点から分析する。

問題の焦点は、オーストラリアは人口比において、もっとも日本語の学習が盛ん（59人に1人、アメリカ合衆国は2400人に1人）であり、日本語学習者数も韓国に次いで第2位をしめる。歴史的伝統も異なり、距離も離れているオーストラリアで、このような現象がなぜ生じたのか。この問いに答えようとしたのが、この論文の中心的課題である。

筆者は、この問いに十分に答えるために、「日本教育」と「日本語教育」を統合した概念として、「ジャパン・リテラシー」という観点を導入する。「日本語教育」とは、単なる「語学教育」ではない。言葉の学習を通じて、言葉の背景になっている「文化」を学習するのであることは言うまでもない。日本の「文化」の研究と教育の豊かな背景があって、充実した「日本語教育」が実践されていく。周知のように、オーストラリアはイギリスを母国とし、自治領になってからは「白豪主義」を国是とし、1970年代からは「文化多元主義」を標榜し、その移民政策も大きく転換した。しかし、日本とオーストラリアの接点は、このときに始まったわけではない。1917年に、シドニー大学に「東洋学科」が設立され、その初代の教授にジェームズ・マードック (James Murdoch) が就任してからである。マードックは、長年日本に滞在し、第一高等学校で英語の教師（漱石の英語の先生として著名である）などをしながら、独力で大著『日本史』(A History of Japan)を執筆した、著名な日本研究者である。しかし、このマードックの教授就任には、その後の日豪関係を象徴するような背景があった。

日露戦争における日本の勝利は、「白豪主義」のオーストラリアには、「黄禍」論的風潮をもたらし、またイギリスのアジア太平洋地域におけるプレゼンスの相対的な衰退によって、日本という北からの軍事的脅威を感じるようになった。この傾向を加速したのが、第一次世界大戦による、イギリスの軍事的空白である。マードックは、1916年にまず国防省に採用され、翌年、身柄をシドニー大学に置くことになった。大学での日本研究・教育と軍の学校における語学教育の、両者を引き受けることになった。オーストラリアは、「言語」「文化」を国の戦略的課題として、長年意識してきた国である。文化的出自（イギリス起源）と、地理的なギャップのために「文化多元主義」へと、大きな政策を転換した今も、多様な「文化」「言語」を内側に抱え込んでいるのは、オーストラリアという国がサーヴァイブするための、重要な「資源」であり「戦略的重要性」を持つという、冷めた目があることを忘れてはならない。日本の経済的な成功と、その貿易関係、地理的位置などから、「ジャパン・リテラシー」は重視されているが、同時にインドネシア語・中国語・韓国語という、日本語以外にも、戦略的重点言語があることを意識しておくべきであろう。

本論文は、80年間に及ぶ、日本とオーストラリアの「ジャパン・リテラシー」という観点からの、一種の総合的研究であった。「日本研究の歴史」「日本語教育の実践的工夫の考察」、さらにまた外交文書を用いた「国際関係論」（あるいは外交史）や、「文化政

策論」など、論点が多岐にわたり、個々の分析や解釈においては、データ不足であったり、論旨が徹底されていない部分も見られたが、それは総合的研究につきまとう不可避免的なものである。「ジャパン・リテラシー」という観点の斬新さは、従来になかったオーストラリアにおける日本研究と日本語教育の新しい認識を加えることに成功している、という意味で博士の学位に値すると判断した。