

Japan Studies and Japanese Studies in Malaysia

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journal or publication title	JAPANESE STUDIES AROUND THE WORLD'' No. 6
volume	6
page range	23-44
year	1994-03-10
URL	http://doi.org/10.15055/00003928

JAPAN STUDIES AND JAPANESE STUDIES IN MALAYSIA

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Centre for Japan Studies

Institute of Strategic and International Studies

On January 17, 1991, the Japan Studies Centre was inaugurated in Kuala Lumpur. Operating under the aegis of the Institute of Strategic and International Studies (ISIS) Malaysia, its sponsors are ISIS and the Japan Federation of Economic Organisations (Keidanren). Funded 60% by the Keidanren and 40% by ISIS (the former providing an initial four year grant of ¥120 million), the Centre for Japan Studies' (CJS) objectives are to:

- (i) undertake research on, and involving, Japan,
- (ii) provide opportunities for greater information exchange and discussion on Japan,
- (iii) disseminate the knowledge gained on Japan to a wider audience. The Centre aims to promote greater cultural exchange between Japan and Malaysia, as well as understanding of Japan in Malaysia and parts of Southeast Asia. (See Appendix I)

The question arises: Why *Japan* studies and not *Japanese* studies? The answer, I believe, lies in the conscious goal of its sponsors to focus on contemporary Japan rather than on the past of Japanese society. As stated in the "Agreement on the Establishment of the Centre for Japan Studies at the Institute of Strategic and International Studies (ISIS) Malaysia", research will be undertaken on (i) trade (ii) investment (iii)

finance (iv) technology (v) tourism (vi) human resource development (vii) official development assistance and (viii) politics, defence and security. These research areas clearly underscore the *utilitarian* value of Japan studies for Malaysian national economic development. Indeed, the emphasis on national economic development has been the hallmark of the Mahathir Administration. It was in 1982, after assuming office as Malaysia's fourth prime minister, that the country's Look East Policy (LEP) was officially launched. As the LEP, I maintain, has inspired the setting up of the CJS at ISIS, it would be instructive to examine the policy and the measures it spawned.

LOOK EAST POLICY

Prime Minister Datuk Seri Dr. Mahathir bin Mohamad explained in his speech at the Fifth ASEAN-JAPAN Symposium at Kuala Lumpur on August 24, 1982, that the LEP called for Malaysians to look to Japan and South Korea so as "to emulate and learn work ethics and attitudes" and "for inspiration, methods and skills" for Malaysia's own national development. Japanese practices that Malaysians could adapt for their own development strategy include closer cooperation between government and business, privatisation of government-operated enterprises, general trading companies (*sogo shosha*), management techniques (e.g., quality control circles) and 'in-house' unions for local industries.

Malaysian interest in Japan experienced a quantum leap as a result of the government's LEP. While many countries have high regard for Japan's rapid emergence as a major world economic power after World

War II and view her modernisation and subsequent economic development as lessons to draw from, it appears that only Malaysia has an officially declared policy to learn from Japan. While it is true that the LEP also includes South Korea (another shining example of present-day economic success), the emphasis has been clearly on Japan.

Looking East, primarily to Japan, does not mean severing economic ties with the West, but as the Director of ISIS, Dr. Noordin Sopiee, put it: "It is part of the inevitable and necessary process of re-orientating our perspective, moving away from only looking at the West."

Looking to Japan meant that there would have to be programmes formulated for despatching Malaysians to study and receive training in Japan. An obvious obstacle being the Japanese language, it was rapidly perceived that language training and preparatory courses for entry into Japanese universities and colleges would have to be provided.

LANGUAGE TRAINING AND DEGREE PROGRAMME

In 1982, a preparatory programme for entry into Japanese institutions of higher learning was set up for Bumiputera (indigenous Malaysians such as the Malays) students. Encouraging official Japanese response to the LEP was evidenced by the founding of the construction of the premise for language training and other preparatory courses for entry into Japanese educational institutions on the University of Malaya campus. Built at the cost of M\$4 million, with most of the structural materials imported from Japan, the Ambung Asuhan Jepun (Threshold on Education About Japan, TEAJ) in the early years was operated with six Japanese teachers for

language and nine for natural and social science subjects and economics.

By 1987, the level achieved in the TEAJ language training was getting closer to Level One of the Japan Foundation Proficiency Examination (*Kentei Shiken*) which is summed up as: "after acquiring 900 hours of *Nihongo* (Japanese) classes, the candidate would have mastered grammar at a high level, about 2,000 *kanji* and 10,000 vocabulary words, and have an integrative command of the language, sufficient for life in Japanese society and providing a useful base for study in a Japanese university." However, in the case of the TEAJ matriculation students, up to 1991, the number of *kanji* learned was only half of that of Level One, that is, 1,000 and the amount of vocabulary around 6,000 instead of 10,000.

Besides Japanese language study, the TEAJ students also take science and economics courses normally taught at Japanese institutions. Because of insufficient language proficiency, during the first year the courses are taught in Bahasa Malaysia. In the second and last year, however, the medium of instruction is Japanese. An introductory course on the history and culture of Japan is also offered to acquaint the students with the country to which they will be sent.

The course began in 1982, and in 1984 the first batch of 39 TEAJ students was sent to Japan. From 1986, 100 students have been despatched annually (75 for science courses and 25 for economics). With the assistance of the Japanese Ministry of Education (Mombusho), the Malaysian students were emplaced in the various universities and colleges. (See Appendix II)

LANGUAGE TRAINING FOR GOVERNMENT TECHNICIANS

Since 1982, under Malaysian Public Services Department sponsorship, six-month intensive Japanese courses have been conducted for government technicians at the Mara Institute of Technology campus before they proceeded to Japan. Groups of 200-250 have gone to Japan for technical training for four to six months.

LANGUAGE TRAINING IN SECONDARY SCHOOLS

As a means of exposing Malaysian students to Japanese at an earlier age than matriculation level, in 1984, the Malaysian Ministry of Education selected six Malay residential schools throughout the country to teach Japanese to its young students. Apart from Arabic and French, these institutions have thus since offered Japanese language as an elective course for their students. Each school was provided with two Japanese Overseas Cooperative Volunteers (JOCV) as Japanese teachers. From the initial six schools in 1984, the number of secondary schools which offer Japanese language rose to 19 by 1990. Most language teachers in these new institutions come from the ranks of Japanese university and college graduates.

OTHER LANGUAGE TRAINING FACILITIES

Besides the above mainly officially sponsored language study programs, other organisations and groups have been widening the opportunities for

the Malaysian public to study Japanese. Knowledge of Japanese being an important edge for employment with, Japan-related enterprises, has caused non-Malaysian government efforts to rival official ones in meeting the desire among increasing number of Malaysians to study Japanese. The Embassy's Information Service, which conducted the teaching of languages from 1976-78, but suspended it for four years, reactivated these services in 1982. Since 1986, local alumni of the Association for Overseas Technical Scholarship (AOTS) have organised language classes. Japanese companies, the Japan Graduates Association of Malaysia, the Japan Club, and even local YMCAs have started Japanese classes. Cashing in on the enlarged market for language learning, local private language centres have emerged, and in the past two years, a few Japan-based private language institutes have set up branches in Malaysia. Recently compiled Japan Foundation statistics reveal that as of November 1990, there are 48 institutions with 191 teachers catering for 6,094 students throughout the country.

Although the total number of Malaysian students at all levels of education in Japan (1,310 as of May, 1989) is much smaller than those in the United States (14,000 at university level), United Kingdom (11,000), India (4,000), Indonesia (3,000) and Canada (2,200), it is larger than those in New Zealand (712 at university level) and Pakistan (160).

In Japan itself, Malaysian students rank fourth in size compared with China (18,850), Korea (6,575) and Taiwan (6,063). Of the Malaysian total of 1,310, those on Malaysian and Japanese government scholarship numbered 627 while private students amounted to 683. Japanese Embassy (in Kuala Lumpur) statistics categorise the students as

undergraduate (890), post-graduate (143), technical college (102), junior college (18) and professional schools (157).¹

On January 19, 1991, at the opening ceremony of this year's Japan Education Fair in Kuala Lumpur, Malaysian Minister of Education Datuk Seri Anwar Ibrahim reiterated the rationale for Malaysia's LEP when he said: "The secret of [Japan's and South Korea's] strength lies in the high level of discipline of its people and their work ethics and culture, and resilience." The minister pointed out that while Japanese investments in Malaysia had increased greatly over the years "economic ties alone was not enough and should be complemented in other areas like education." He was pleased to acknowledge the Japanese government's assistance in this endeavour, for while Mombusho provided only 61 scholarships in 1980, by 1989 the number had risen to 232. (See Appendix III & IV)

TECHNICAL COLLEGE EDUCATION

The need to acquire technical knowledge for Malaysian industrial development, underscored by the LEP, led the government to despatch 25-30 students annually for enrollment in Japanese technical colleges. Beginning with the first batch in 1984, by 1991 the number had increased to nearly 200. A joint Japanese-Malaysian government project to assist in the development of technical institutions began in 1981 with the setting up of the Metal Industry Technology Centre (MITEC). Aimed at improving the technological standards of the Malaysian metal industry, the MITEC reportedly provided services to nearly 300 factories. While 42 Japanese

¹ These statistics all pertain to 1991 figures.

experts served as lecturers in the centre, 32 Malaysians went to Japan to acquire training as technical consultants. In 1984, also, bilateral cooperation between the two governments resulted in the establishment of the National Computer Institute and the Centre for Instructors of Advanced Skills. Besides government efforts, Japanese companies in the private sector have to agree to engage in technological transfer in their contracts. In 1983 alone, 600 Malaysians reportedly went to Japan for short-term training in construction work.

MANAGEMENT TRAINING

Aimed at improving the quality of management personnel in the public sector, small groups of high-level civil servants have been assigned to public and private organisations in Japan such as public authorities, cooperatives, *sogo shosha* and private firms.

CENTRE FOR JAPAN STUDIES

Given a decade of closer relations between Malaysia and Japan, a relationship initiated by the former's LEP, and strengthened by the almost annual dialogues of the Malaysia-Japan Economic Association (MAJECA) and the Japan-Malaysia Economic Association (JAMECA) and the Malaysia-Japan Scholars' Colloquia, it was no surprise that the preponderant economic matters brought about the setting up of the CJS under the aegis of ISIS Malaysia in January, 1991. As announced to the public on 17 January: "The need for the Centre arises from a mutual

recognition of the strengthening economic relationship between Japan and Malaysia."

Further indication that the CJS would focus on Japan-related contemporary matters useful for Malaysia's development objectives is evidenced by the statement: "The main purpose of the Centre is to undertake research on Japan in a way that will broaden and deepen knowledge of the country, and *make substantial contributions to the policy makers of both countries.*" (Emphasis added.) (See Appendix I)

The relevance of Japan Studies for serving national interests as well as those of the East Asian region was amplified by the Minister in the Prime Minister's Department, Datuk Abang Abu Bakar Datuk Bandar Abang Haji Mustafa, in his speech officially launching the CJS. The minister maintained that "the establishment of the Centre cements another brick in what I call the 'East Asian House'". Relating it to a newly proposed Malaysian government objective in regional economic cooperation, the government official elaborated:

The image of this 'house' came immediately to my mind when Prime Minister Mahathir recently suggested an East Asian Economic Group that is GATT-consistent, intent on ensuring the success of the Uruguay Rounds and positively contributing to an open global trading system. Like the Look East Policy of ten years ago, it may seem very strange to some. But I hope that we will not ignore it, only to lose another vital opportunity.

JAPANESE STUDIES IN MALAYSIA

If *Japan* studies encompasses all aspects of study related to the country, yet because of pragmatic reasons, it clearly emphasises contemporary

Japanese society, what then is the state of *Japanese* studies in Malaysia? What constitutes *Japanese* studies that would set it apart from *Japan* studies? To my mind, while generally possessing attributes similar to Japan studies, that is, it involves the investigation of all aspects about the country, the core of Japanese studies consists of the 'traditional' academic disciplines such as Japanese linguistics, history, literature, philosophy, religion, archaeology, government and politics and Japanese economics—more of humanities and social sciences content than of present-day natural sciences or of political and economic matters. For to understand Japan "in a way that will broaden and deepen knowledge of the country"—for that matter, any society—it would be necessary to study its history and culture because therein lies the 'soul' of the nation, and there from originate and develop Japanese ethics and values.

In this respect, Japanese studies in Malaysia is still in its infancy and has a long way to go before it reaches maturity. Unlike Malay Studies (since 1957), Indian Studies (1959), Chinese Studies (1963) and Southeast Asian Studies (1978), which are all degree programmes in the University of Malaya, Japanese studies merely consists of a few disparate courses in language, history (including a course on the Japanese occupation of Southeast Asia during World War II), economics, foreign relations and they are taught in the Language Centre, the Department of History and the Division of Public Administration in the Faculty of Economics.

In tracing the origins of Japanese studies in Malaysia, we find that during the immediate postwar years, only negative interest in Japan existed among Malaysians. Owing to the traumatic Japanese occupation

(1942-45), Malaysians after the war associated Japan mainly with war claims compensation. The negative image of Japan (especially because of the atrocities committed by its troops during wartime) was sustained by publications of personal accounts and novels about hardships under the Japanese Military Administration (e.g., Chin Kee Onn's *Maraiee* [1950] and *Malaya Upside Down* [1952]; and Sybel Karthigesu's *No Dream of Mercy* [1954]). Japan then was certainly not a country Malaysians would have liked to learn from, much less emulate.

It was not until the early 1960's, because of expanding trade between the two countries, that the Malaysian image of Japan began to improve. In 1966, the Faculty of Arts, University of Malaya, introduced the first Japanese language course. It was taught by K. Maeda, a Ph.D. candidate from Kyoto University's Centre for Southeast Asian Studies. When the University of Malaya's Language Centre was set up in 1972, the teaching of Japanese (together with French, Dutch German, Russian and Thai) became its responsibility. Since its inception in 1966, the University has been fortunate to have the services of native Japanese teachers sponsored by the Japan Foundation. Some have come from the ranks of the JOCV. The language courses are at basic and intermediate levels only.

At the Mara Institute of Technology, the first Japanese language course was offered in 1969 in the School of Engineering and the School of Business Management. The Institute also teaches Japanese to students enrolled in the course for a Diploma in Tourism. Here only spoken Japanese is taught; no knowledge of *kanji*, *hiragana* or *katakana* is required; only *romaji* is used. For a normal course such as that offered for a Diploma in Banking and a Diploma in Law and Administration, a

knowledge of written Japanese script is required.

In 1966, the University of Malaya's Department of History offered the first course in Japanese history and this was taught by a Japanese Canadian, T. Copithorne. This initial effort was followed by courses conducted by a series of Japan Foundation Visiting Professors: T. Iesaka (1967/68), M. Shimazu (1970/71), K. Toba (1972/73), H. Seki (1973/74), K. Ori (1974/75), Y. Akashi (1976/77), Y. Suzuki (1978/80), and M. Nakahara (1986/87). The variety of courses taught by the visiting scholars included: Modernisation of Japan, Traditional Politics and Society in Tokugawa Japan, Contemporary Japanese Politics, Japanese Foreign Policy, History of Contemporary Japan, and Japan-America Relations.

The growing awareness of Japan's emergence as a world economic power led Yuen Choy Leng, a graduate of the Department of History to undertake an M.A. thesis on "The Expansion of Japanese Interests in Malaya (1900-1941)" under the present writer's supervision. Soon, another local graduate, M. Rajendran pursued a Master's course in Economics at Nagoya University. Subsequently, Yuen Choy Leng acquired a doctorate in Modern Japanese History from Harvard University and returned to teach at the Science University of Malaysia in Penang. Most unfortunately for Japanese Studies, because of personal reasons, she resigned from her post in 1986. Meanwhile, M. Rajendran took leave from the Department of History to pursue a doctorate in International Relations at Griffith University in Australia. He returned to teach at University of Malaya (UM) upon completion of his course. Added to the very small core of Japan specialists is Abu Talib Ahmad

who acquired his M.A. from Tsukuba University and his Ph.D. from Monash University. In the field of economics, Md Ali Hassan acquired his Masters degree from Waseda University and returned to teach at UM. Malaysia's most renowned Japanese university graduate is none other than Royal Professor Ungku A. Aziz who was awarded a Doctorate in Economics by Waseda University. Prof. Ungku Aziz's long association with Japan began during wartime when he became one of *Nampo Tokubetsu Ryugakusei* from Malaya. He was the Vice-Chancellor of UM from 1968-88. Lee Poh Ping, a Cornell University Ph.D. began to specialise in Japanese Foreign Relations. His department colleague, Khong Kim Hoong, has also researched on Japan-Southeast Asia relations.

Strong interest in the Japanese presence in Southeast Asia during the war years led Stephen Leong (M.A., University of California at Berkeley, and Ph.D., University of California at Los Angeles) to offer a course on "The Japanese Occupation of Southeast Asia, 1941-45" in UM's Department of History for the past 11 years. Further interest in the war years as a significant period in Southeast Asian history led Leong to spend a nine-month sabbatical, in 1983, collaborating with Y. Akashi at Nanzan University on the Japanese Occupation of Malaya. Their joint paper, "Notes on Recent Japanese Sources on the Occupation of Malaya, 1941-45" was presented at the "Ninth Conference of the International Association of Historians of Asia" in Manila in November, 1983. While in Japan, Leong also had the opportunity to participate in the Hosei University International Symposium on "The Allied Occupation of Japan in World History" in November 1983. His paper "Mareya ni okeru Nihon

Gunsei" (Japanese Military Government in Malaya) was published in Sodei Rinjiro (ed.) *Seikaishi no nakano Nihon Senryo* (Japanese Invasions in World History) in 1985. The Hosei University symposium was instructive for Leong for having solely focused on the Japanese Occupation of Southeast Asia, he has now acquired new insights into, and perspectives of, the Occupation of Japan by the Allied Powers. His comments of the symposium appeared in an article in the *Asahi Shimbun*. (See Appendix V)

Unfortunately, this is the present state of Japanese Studies in Malaysia: only a handful of courses in language, history, economics and foreign relations taught in the various 'traditional' departments. Compared to the UM, the other six campuses are worse of. The Agricultural University of Malaysia (Universiti Pertanian Malaysia), the University of Technology Malaysia (Universiti Teknologi Malaysia) and the Northern University of Malaysia (Universiti Utara Malaysia) do not even offer basic language courses.

THE FUTURE OF JAPANESE STUDIES

Is there justification for promoting Japanese studies in Malaysia? The answer is clearly yes. Unless some systematic support is undertaken to encourage the growth and development of the 'traditional' or 'core' disciplines, the poverty of Japanese studies in Malaysia will continue to remain.

Like the Centre for Japan studies, rather appropriately emplaced in ISIS Malaysia and serving present-day national goals, a Japanese

studies degree programme on one of the universities should be set up to integrate the already existing courses of Japanese language, history and economics with new disciplines such as Japanese linguistics, literature, geography, sociology, government and politics and religion, so as to provide a good balance to Japan studies aimed at strengthening the economic relationship between Japan and Malaysia.

Given the ever increasing role of Japan in the Asia Pacific region as the new century dawns, and given the greater interaction between Malaysia and Japan, Malaysian interest in Japan has yet to peak. Compared to the earlier years when the market value for Japanese university graduates was poor because of government non-recognition of Japanese degrees, the situation has greatly changed since the second half of the 1980's as a result of the LEP. While it might be that owing to increasing industrialisation and commercialisation in Malaysia that the graduates with degrees in natural sciences and economics will continue to have an edge over the humanities and social science graduates in seeking employment, still I would say that the market value of Japanese studies graduates will be higher than those of Indian, Chinese or even Southeast Asian Studies.

As in the case of the CJS in ISIS Malaysia, without strong and confirmed financial support, it would not be possible to set up a Japanese Studies Programme. A programme for Japanese studies rather than a Centre for Japanese Studies is suggested here because of practical reasons. Having already set up the Centre for Japanese Studies in ISIS Malaysia, confusion would arise and speculation about competing interests would surface. The initial administrative structure of the Japanese Studies

Programme could be similar to that of the Southeast Asian Studies Programme in its early stage when it was administered by the Dean's Office in the Faculty of Arts before emerging as an autonomous department in the Faculty.

As regards staffing, ideally a chair in Japanese Studies should be created and it should be held by a well-qualified and experienced scholar so as to provide sound academic leadership and guidance to staff members in the programme. He or she could oversee the training of human resources by encouraging promising undergraduates to pursue graduate studies in the field and return to teach new disciplines in Japanese studies.

The need for academic materials and equipment will also have to be met in the Japanese Studies Programme. While books on Japan may be readily available in the Japanese language or in English, there will also be the need for translating projects to add to the very few texts on Japan in Bahasa Malaysia. In this respect M. Rajendran must be credited for having translated into Bahasa Malaysia two English versions of Japanese studies (namely, T. Nakamura and B.R.G. Grace) *Economic Development of Modern Japan* (1985) and Y. Tazawa, et. al., *History of Japanese Culture: A Perspective* (1987).

The present author's recent discussion with Japan Foundation personnel in Kuala Lumpur reveals that the Foundation would be open to the proposal of setting up a Japan Studies Programme in the University of Malaya, where human resources in Japanese studies are greater than in any of the other six Malaysian campuses. The Foundation would also be willing to consider providing human resources and materials for the

purpose. It is to be hoped that discussion with the university authorities will occur in the near future.

A *Japanese Studies Programme* would serve well to complement Japan Studies in ISIS Malaysia. Although functioning separately under different administrations, together they would represent a holistic approach to the study of Japan: a balance of the past and the present, of the abstract and the tangible, of the aesthetic and the utilitarian and of traditionalism and modernity. It is through this comprehensive approach that Malaysians can better understand and appreciate Japan and its people, and thus facilitate and promote closer economic, political, educational and cultural relations between the two countries.

Appendix I

**INSTITUT KAJIAN STRATEGIK DAN ANTARABANGSA
INSTITUTE OF STRATEGIC AND INTERNATIONAL STUDIES
(ISIS) MALAYSIA**

PRESS STATEMENT

17th January 1991

**CENTRE FOR JAPAN STUDIES TO BE ESTABLISHED
UNDER THE AEGIS OF HIS MALAYSIA**

The Institute of Strategic and International Studies (ISIS) Malaysia, in partnership with the Japan Federation of Economic Organisations (Keidanren), intends to establish a Centre for Japan Studies to be located in Kuala Lumpur, under the aegis of ISIS.

The main purpose of the Centre is to undertake research on Japan in a way that will broaden and deepen knowledge of the country, and make substantial contributions to the policy makers of both countries.

The Centre will also invite specialists to lecture and conduct discussions on key developments and issues in Japan, and make available its research findings and lectures to interested Malaysians and others in Southeast Asia.

The Centre, which will initially be staffed by seven professionals, will have five programmes:

- (i) The Japan Lecture Programme
- (ii) Research Programme
- (iii) Network Programme
- (iv) Information Resources Programme
- (v) Annual Conference on Japan

The idea for the Centre was first proposed in November, 1989, during the visit of the Keidanren's Committee on Promotion of Inter-Cultural Understandings headed by its chairman, Mr. Shinichi Nishio.

The Keidanren, ISIS and the Japanese Chambers of Trade and Industry, Malaysia (JACTIM) have worked on the Centre's establishment

since early this year.

The need for the Centre arises from a mutual recognition of the strengthening economic relationship between Japan and Malaysia. Economically, Japan is Malaysia's largest single foreign investor and its biggest trading partner. Japanese companies invested almost US\$400 million in 1989 and could invest up to US\$800 million in 1990. Cumulative Japanese official development assistance (ODA) commitments to Malaysia stood at ¥450 billion (M\$8.3 billion; conversion rate—¥100 = M\$1.85) as at March 1990.

Appendix II

List of Japanese Language Institutions	No. of Students	No. of Teachers
Universities (6)	903	30
Secondary Schools (19)	2,229	27
Private Language Schools (11)	1,907	60
Companies (5)	258	12
Others (7)	797	31
TOTAL (48)	6,094	191

Appendix III

Information Regarding Malaysian Students in Japan

(1) Number of Malaysian Students in Japan (as of 1st May, 1989)

	1980	1985	1986	1987	1988	1989
Japanese Government Scholarship	61	109	135	165	197	232
Malaysian Government Scholarship (Look East Policy)	0	116	227	315	355	395
Private Students	83	410	532	640	649	683
Total	144	635	896	1120	1201	1310

Japan Studies and Japanese Studies in Malaysia

(2) Number of Malaysian Students in Japan (as of 1st May, 1989)

	1986	1987	1988	1989
Undergraduate	595	796	852	890
Postgraduate	93	93	121	143
Technical College	93	100	100	102
Junior college	15	15	16	18
Professional School	120	16	112	157
Total	896	1120	1201	1310

(3) Number of Foreign Students in Japan (as of 1st May, 1989)

1	2	3	4	
China	Korea	Taiwan	Malaysian	Total
10,850	6,575	6,063	1,310	31,251

Appendix IV

The Japanese Education Fair

Last year's Fair was a success. Again, this year, selected educationalists will be present to give you details of study life in Japan. You are cordially invited to attend this admission-free fair to ask any questions, clarify any doubts, seek any information or whatever other aspects concerning education in Japan.

PLACE Putra World Trade Centre in Kuala Lumpur
DATE Saturday, 19 January 1991
 Sunday, 20 January 1991
TIME 9.00 am to 5.00 pm
ADMISSION FREE

PARTICIPATING UNIVERSITIES/ORGANISATIONS:

Asia University	Takushoku University
Chuo University	Tohoku University
Hiroshima University	Tokyo Institute of Technology
International Christian University	Tokyo International University
International University of Japan	Tokyo Metropolitan University
Kansai University	University of Ryukyus
Keio University	University of Tokyo
Kinki University	University of Tsukuba
Kobe University	Waseda University
Kyushu University	Association for the Promotion of Japanese Language Education
Meiji University	The National Association of Special Institutes of Japan
Osaka University	
Ritsumeikan University	

SPONSORS:

The Association of International Education, Japan (AIEJ)
Japan Graduates' Association of Malaysia (JAGAM)

SUPPORTERS:

Ministry of Education Science and Culture of Japan
Embassy Of Japan

PROGRAMME

Day One: Saturday, 9 January 1991

- 09.00 Film—An Invitation to Japan
- 09.25 Film—Student Life in Japan
- 09.50 Opening Address
- 10.00 Congratulation Address
- 10.15 Lecture—Why Study in Japan?
- 10.45 Coffee Break
- 11.00 Orientation with Handbook Q & A Session
- 12.30 Individual Consultation with Representatives from:
*AIEJ *Universities *Organisations
- 17.00 Close

Day Two: Sunday, 20 January 1991

- 9.00 Orientation with Handbook Q & A Session
10.30 (similar to day one) and
9.00 Individual Consultation
17.00 (similar to day one)

Appendix V

**Resource Personnel in Japan/Japanese Studies in
Malaysia**

Language

Suraiya Mohd. Ali (UM)
Chia Ham (ITA)
Goh Boon Cheng (ITM)
Cheng Ah See (USM)
Soh Soong Har (UKM)
Thaiyabah Sulaiman (UKM)

History

M. Rajendran (UM)
Stephen Leong (ISIS)
Abu Talib Ahmad (USM)

Japanese Government and Politics

Lee Poh Ping (UM)

Japanese Economics

Lee Poh Ping (UM)
M. Rajendran (UM)
Md. Ali Hassan (UM)
Steven Wong (ISIS)

Japanese Foreign Relations

Lee Poh Ping (UM)
Khong Kim Hoong (UM)
M. Rajendran (UM)
Stephen Leong (ISIS)