

to Japanese people and society. As a consequence, the experience of living in Japan made a lasting impact on many of them, on the young soldiers in particular. Despite the ban on social contacts with Japanese, it is estimated that over six hundred young Australians who served in Japan married Japanese (Embassy of Japan 1979).

The Australian Armed Forces eventually left Japan, but for many who had served in the Occupation Forces, the involvement with Japan did not end there. After their return to Australia, a number of them became pioneer teachers of Japanese in Australian schools, others, in their various walks of life, became advocates for Japan and its culture.

### 1.5 Post War Questions

It was the Defence Department that introduced the Japanese language education in Australia. The motivation behind it had been the perceived military threat of Japan. With the defeat of Japan, the threat was removed. One of the post-war questions was, therefore, whether or not the language training should remain within the military establishment.

The growing consensus was that language training should be conducted in a more general area of education. In August 1948, Arthur Drakeford, then Minister for Air, stated that he would prefer to see the training of linguists in Russian, Chinese and Japanese undertaken at the National University in Canberra, rather than through any expansion of the RAAF Language School (Brewster 1996:38).

The need for language training, not only Japanese but languages in general, was changing its nature in peace time. At the beginning of the 1950s, the Commonwealth Committee of Enquiry was set up by the Prime Minister. Its task included the examination of the nation's need in terms of language training. By October 1951, the Committee's findings were presented to the Prime Minister. The Committee concluded that the establishment of a School of Oriental languages was a national necessity, and recommended that the emphasis should be placed on the teaching of the four languages, Japanese, Chinese, Russian and Hindustani, with

perhaps subsidiary studies in Indonesian and Malayan languages. It also recommended that the school should be established in Canberra (AA.g).

In December 1951, the Cabinet Committee on Education agreed to the establishment of a new school which would train Australian linguists in Japanese, Chinese and Russian. The School of Oriental languages was subsequently established at the Canberra University College.

In May 1950, the RAAF Language School was re-established as a section of the RAAF Headquarters in Point Cook, Victoria. Only two languages, Chinese and Russian, were taught there. The instruction of the Japanese language was not included in the program. History was taking a different turn. Japan was no longer a threat. The country's growing anxiety was directed towards a communist threat.

The first phase in the history of Japanese education in Australia thus ended. Australia's Japanese education in the first thirty years was dictated by the Defence Department's requirements, except for the small scale program at the University of Sydney. With Japan's defeat, the study of Japan was finally freed from defence considerations. The road was now open for scholars in academia to develop the study of Japan as an academic discipline, and later to guide Australia's Japanese education also at pre-tertiary levels. The Japanese programs were introduced at various levels to respond to the academic needs and the community demands, which were arising in the new and expanding world of the post-war era.