

reality placed the two countries in direct alliance. Japan's post-war economic growth helped Australia to develop its mining and mineral resources. Exports to Japan brought Australia enormous economic benefits. All this helped Australia to transform its perception of Japan from a former enemy to a valuable partner in Asia. The recognition of the importance of Japan, both strategically and economically, gradually started to sink into the minds of Australian leaders, in government as well as in business.

2.2 The First Wave of Expansion in the Study of Japan

As the awareness of Japan's importance for the future of Australia grew, so did the recognition of enormous cultural and historical differences between the two nations, and, with it, the apprehension of their interference in the future growth of the relationship. If Australia were to sustain and further cultivate a good relationship with Japan, the country would have to make an effort towards understanding Japan, its culture and its people. Australia needed people with knowledge and language of Japan. The country had to cultivate Japan skills and literacy amongst its younger generations.

Japanese experts in academia and the business community had advocated the recognition of this need since the 1950s. General recognition of the need, however, was slow in spreading amongst Australian leaders, both at government and community level. When recognition came, however, it was with force. Starting in the early 1960s, Japanese programs began to emerge one after the other in Australian universities.

The first (Tsunami) began in the 1960s or early 1970s, after Japan had become Australia's first trading partner, and a need to understand Japan was widely felt. ... Many of the now most firmly established tertiary courses on Japan were worked out in that period and placed on a firm footing in the 1970s.
(Stockwin 1989:14)

The following is the summary of activities which collectively formed the first wave of expansion in Japanese studies in Australian universities. It has

to be noted that all tertiary institutions in Australia at the time were funded by government and required governmental support one way or another to introduce new courses.

1960: Japanese program was introduced at the Australian National University (ANU) in the Australian Capital Territory (ACT).

1964: Japanese course commenced within the Department of Oriental Studies at the University of Melbourne.

1965: Japanese language and literature programs were introduced at the University of Queensland.

1967: Japanese language courses commenced at Monash University in Victoria.

Japanese language courses commenced at Curtin University (then called Western Australia Institute of Technology) in Western Australia.

1969: Japanese program commenced at Swinburne University of Technology in Melbourne.

1970: Japanese Studies program commenced at the University of Western Australia.

In addition to the Japanese programs in universities, the teaching of Japanese was increasingly introduced to secondary school systems. By 1969, twenty five (25) schools across Australia had introduced Japanese into their curriculum, two schools in New South Wales, three in Victoria, six in Queensland, five in South Australia, and nine in Western Australia, with an estimated total of over one thousand and one hundred (1,100) students learning Japanese at school level (Caiger 1972).

By 1976, tertiary institutions which offered Japanese programs had increased to thirteen. The number of secondary schools teaching Japanese had also increased to over one hundred across Australia (Embassy of Japan 1979).

The increasing prominence of the Japanese discipline in the tertiary system, together with an increasing number of Japanese specialists in academia, led to the establishment of the Japanese Studies Association of

Australia (JSAA) in 1978. The Inaugural Conference of the JSAA was held in 1980 at the Australian National University (ANU). The JSAA will be discussed further later.

2.3 Japanese at the Australian National University

At the end of the war, the University of Sydney was the only Australian university which had an established Japanese discipline. It had more than half a century of history since Murdoch introduced the discipline in 1917. The Australian National University became the first in post-war Australia to establish a Japanese discipline. ANU remains today as one of Australia's major centres for Japanese and related studies.

Japanese studies at ANU had its origin in the School of Oriental languages at the Canberra University College (CUC). As already mentioned in Chapter 1, the decision to establish the School of Oriental languages at the CUC was taken in 1951 by the Cabinet Committee on Education in compliance with the 1951 recommendation of the Commonwealth Committee of Enquiry. Japanese, Chinese and Russian were offered at the CUC.

The original intention of the government in creating the School of Oriental Languages at CUC was to provide language training for military and diplomatic personnel in each of the languages. The government assumed that, in order to train personnel to be able to 'deal with' Asian countries, it would be sufficient to equip them with basic language skills. Academia at the CUC and also the Department of External Affairs argued that this was not sufficient. They insisted that, to be able to effectively 'deal with' a country, students also had to be equipped with knowledge of each country's history, literature, customs, and so on. In other word, if one was to become a Japan specialist in his/her profession, he/she had to be trained in Japan literacy, not merely in Japanese language.

In 1953 the College Council was presented with the concept that, in order to train students who would later be involved in the affairs of Asia, a basic understanding of Asian civilisation would be essential, together with a