

Chapter 3

Defining Requirements for Australia's

Study of Japan: 1970s - 1980s

3.1 Outcome of the First Wave of Expansion

Australia's awareness of its need for knowledge and understanding of Japan, which began in the late 1950s and accelerated through the 1960s and 1970s, resulted in a great expansion in the study of Japan and Japan-related education in Australia. Through the process of this expansion, Japanese studies in Australia went through many changes. For Japan scholars and other Japan specialists in the country, the 1970s and 1980s became a time of great evolution.

The most obvious change brought about was that a greatly increased number of Australians were now provided with an access to Japan-related education across the country. By 1976, with thirteen (13) tertiary institutions offering a Japanese program, every state in the country, with the exception of Tasmania and Northern Territory, was provided with Japanese programs at university level. At pre-tertiary level, over one hundred secondary schools across the country had introduced the teaching of Japanese by 1976 (Embassy of Japan 1979). Increasing numbers of Japanese programs at universities meant that more teachers of Japanese were being trained. This ensured a continuous development of Japanese education in the secondary, and even primary, sectors of school systems.

Interestingly, in the succeeding ten years between 1978 to 1988, no new tertiary institution introduced a Japanese program (Marriott, et. al. 1993:p.26). The ten-year gap, however, did not represent any decline in the study of Japan and Japan-related education. Japanese programs in existing universities steadily grew. More importantly, this period served to consolidate the ideas on what Australia needed in Japan-related education, and to build the curriculum to meet these particular needs. In other words, this period helped to lay the foundation from which further development