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Over eighty years have passed since the study of Japan began in Australia. Throughout the 80 year history, Australia's Japanese academia faced countless difficulties and came through successfully, with some brilliant achievements. As a member of that body, I am certain that Japanese academia will survive this period of difficulties and will be further strengthened as a result. The prospect towards the 21st century is exciting. It also holds enormous challenges that no previous generation of academia has ever experienced.

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Sydney Australia

Notes

¹ The figure quoted here has been estimated on the information given in two recent reports: Fitzgerald, J., et. al.(2002), *Maximizing Australia's Asian Knowledge*, published by the Asian Studies Association of Australia, and Erebus Consulting Partners (2002), *Evaluation of the National Asian Languages and Studies in Australian Schools Strategy*, Released by the Department of Education, Science and Training, Canberra

² Figures quoted here are from *Survey Report on Japanese Language Education Abroad* (Kaigai no Nihongo Kyōiku no Genjō) 1998, The Japan Foundation

³ Information from the Australian Archive materials largely relied on Brewster 1996, due to difficulties in accessing the originals.

⁴ For information on the early life of James Murdoch, the author has relied on Sissons, 1985, as the most reliable source, after exploring other sources and discovering inaccuracies in them. Meaney also cites Sissons' paper as an excellent account of Murdoch's career, in his 1996 publication 'Fears and Phobias' page 66.

⁵ According to the entry in the *Australian Dictionary of Biography*, vol.10, published by Melbourne University Press in 1986, Murdoch was born at Fetteress, Kincardineshire, Scotland. Here, however the author decided to rely on the information provided by Sissons, 1985.

⁶ As the source of this information, Sissons cites the publication in 1889, *Nihon Gaikō Monjō*, vol. 22, Tokyo, Nihon Kokusai Rengō Kyōkai, pp.550-553

⁷ In Australian universities, a long vacation occurs after the end of the academic year usually at the beginning of December and ends in February when the new academic

year commences.

⁸ The role of a 'Reader' has transformed in recent years and is now generally defined as an academic member employed by a university primarily to undertake research work rather than teaching responsibilities. In Murdoch's time, however, it appears to mean a 'teaching assistant' or a 'tutor'.

⁹ Sissons notes that the discussion between Piesse and Murdoch took place in Melbourne and extended over several days. Sissons, 1985.

¹⁰ The portrait described here appears in Turney et. al. 1991, p.525

¹¹ The chair was briefly held 1948-50 by J. K. Rideout, a Sinologist, and then left vacant until 1954 when A. R. Davis was appointed. Davis, although an Oriental specialist, specialised in the field of China and Chinese.

¹² WAAAF stands for Women's Auxiliary Australian Air Force

¹³ This information was kindly provided in 1998 by Nanette Gottlieb, the University of Queensland.

¹⁴ Data is from the Report by the Commonwealth Committee on the Teaching of Asian languages and Cultures in Australia published by the Commonwealth of Australia in August. This was cited in (Caiger 1972).

¹⁵ In order to provide students with an exposure to language learning, many high schools in Australia adopted a curriculum in which students of Year 7 or Year 8 are introduced to a multiple of languages. The teaching of each language lasts only one term. For example, one year curriculum may consist of one term each of Japanese, Italian and French.

¹⁶ EFTSU stand for the Equivalent to Full-Time Student Unit

¹⁷ Higher institutions here included Colleges of Advanced Education and Institute of Technologies, but excluded Technical and Further Education (TAFE) colleges.

¹⁸ Data was obtained from three sources: The Embassy of Japan (1984); The Japan Foundation (1990); and The Japan Foundation (1993)

¹⁹ Data was obtained from three sources: The Japan Foundation (1990); The Japan Foundation (1993); and The Japan Foundation (1998)

²⁰ The primary source of information on the activities of each of the three centres is the report prepared by each centre for the presentation at the administrators meeting of the Nippon Foundation Fund for Japanese Language Education (NFFJLE) held in Japan, May 1999

²¹ Year 12 is the highest level in Australia's secondary education.

²² Data from IDP Education Australia report, May 1999