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Author(s)	Kevin Blackburn
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TEACHING AUSTRALIAN STUDIES IN SOUTHEAST ASIAN UNIVERSITIES

What images do Southeast Asian students have of Australian society, and how are these images changed when studying Australian history and culture? In answering these questions, Singapore provides a good case study. Australian history and literature have been taught at a tertiary level to Singapore students since 1994.¹ They have had very good enrolments since then (for instance, the majority of the students taking the history stream choose to do Australian history). Examining the opinions of Singapore university students studying Australia may shed light on how people from Australia's neighbours in Southeast Asia perceive the country, and come to terms with its history and culture.

Sources of information on Australia

In Singapore, information about Australia comes from tourism, the media, and friends and relatives who may be residing in, or have studied in, or visited Australia. Singapore, like most Asian countries, does not cover Australia in its school curriculum. Singapore's close relations with its Southeast Asian neighbours in ASEAN (Association of South East Asian Nations) mean that these countries tend to provide the areas to focus on in the school curriculum.

Information about Australia partly comes from the 30,000 Singaporeans who have gone to universities in Australia. Singaporeans doing their education at Australian universities seem to provide one of the strongest connections between the countries. In 1994, there were 7,739 full fee paying students from Singapore in Australia compared to 4,000 each in the United States and Britain. Singapore leaders who had been educated at Australian universities include the President Ong Teng Cheong and his wife, Deputy Prime Minister Dr Tony Tan; Communications Minister Mah Bow Tan; Labour Minister, Dr Lee Boon Yang; and Trade and Industry Minister, Yeo Cheow Tong.² The knowledge that Singaporeans obtain from their relatives living in Australia may also be significant. By 1993, 25,804 Singaporeans had migrated to Australia, and most still had family and business connections with Singapore.³ The majority of these migrants are well-educated professionals, many of whom have studied in Australia.⁴

Another source of information about Australia is the Singapore English language press, which has given events in Australia detailed coverage. The largest circulating newspaper in the country the Straits Times has since 1994 been subedited from Sydney by journalists from Singapore who have moved there. These journalists, along with former Singapore journalists, such as Florence Chong, who now works for the Australian, have covered stories in Australia that would go unreported in many other Southeast Asian newspapers. Thus events in Australia can be followed quite easily by reading the Singapore press. The issues that tend to provide the focus are, interestingly, Australia's relationship with Asia, immigration policies, and racism towards Asians in Australia. In Singapore, the influence of the Straits Times is considerable. A study done by market research firm Market Behaviour (Singapore) revealed that 73.7 percent of teenagers in Singapore read the Straits Times.⁵

A significant proportion of news stories on Australia in the English language press have featured racism in Australia. In 1993, the Singapore newspaper, the New Paper, a popular and sensationalist English evening tabloid, ran a large section on the firebombing of Chinese restaurants in Perth. These had not been given much coverage in the Australian press, but the New Paper devoted considerable space to covering examples of racism against Perth's Asian community, many of whom come from Singapore.⁶ The Market Behaviour (Singapore) study revealed that 61.6 percent of teenagers in Singapore read the New Paper. Thus, its influence is quite significant.

However, the most common way in which many Singaporeans experience

Australia is through tourism. Increasing affluence has meant that many Singaporeans have directly experienced the country through brief visits. In 1993, 155,512 Singaporeans out of a nation of 2.8 million spent their holidays in Australia. This was an increase of over 33 percent from 1992. By 1995, 202,366 Singaporeans a year were visiting Australia. About 60 percent of them were repeat visitors.⁷ The number of Singaporeans visiting Australia is expected to increase to 420,000 a year by the year 2003. Commenting upon this trend, the Straits Times noted that this is the direct result of the 'phenomenal growth of most Asian economies' which has resulted in 'not only the emergence of a younger, affluent middle class but also stronger Asian currencies', which 'translates into value for money in terms of travel fares, accommodation and shopping'.⁸

Singapore university students undoubtedly fall into this designation as members of the 'younger, affluent middle class'. University education in Singapore is still restricted to an elite of about 16 percent of the primary one cohort. The number has been expanding over the last decade,

but it has not reached the levels of mass university education of many Western countries, such as Australia.⁹ Thus, while the knowledge of this elite group about Australia should be stronger than the rest of the community, their judgements should still reflect those of informed public opinion in the country. The Singapore university student community is therefore an ideal test sample for examining perceptions of Australia in Southeast Asia.

Rationale for the survey and the content of the Australian studies subject

The variety of information on Australia at hand to Singapore university students would suggest that they are reasonably knowledgeable about Australia, and would be able to come to informed judgements on the country. This prompts the question: what images are constructed from the information available? Answering this question is necessary before ascertaining whether studying Australia at a tertiary level changes these perceptions. In order to pursue these lines of inquiry, two groups of students were surveyed: one that had not done Australian studies, and a group that had just completed a course on Australian studies. In gathering the data for these surveys, the assumption is made that the non-Australian studies students' opinions would be similar to those of Australian studies students before they had done the subject. It is, of course, possible that this assumption may not be the case, but it is a reasonable assumption to make. Polling the students before the classes began, and then again at the end with the same questions would seem to be the most logical course of action, but then it would be too obvious to the students that the lecturer was looking for changes in their opinions. Consequently, that course of action was never taken. As can be readily seen, there are some striking similarities in responses of the two groups to some of the questions asked, especially in 'Table 3: Perceptions of Australia' and 'Table 4: Student Interest in Australia'. These indicate that it is correct to assume that the non-Australian studies group is representative of the opinions of those of the Australian studies group before they took the subject.

In late 1993, 50 university students who were studying a survey course in history were polled on their opinions about Australia. In early 1995, 17 students taking Australian history were given the same questions (numbers were lower than usual because the rest of the students from that particular year of intake which this group belonged had already completed Australian history in early 1994). The classes chosen were ones in which minority groups, the Indians and Malays, had a strong numerical presence, so the results would not just reflect the opinions of the ethnic majority of Singapore, the Chinese, who comprise over 77 percent of the population, with the Malays constituting about

14 percent, the Indians around 7 percent, and other races making up the rest.¹⁰

Some of the areas of focus in the Australian history subject included topics that tended to feature in the press, and in general discussions with students and colleagues when Australia came up in the course of conversation. The question of to what extent a subject should cater to the tastes of the students is a highly problematic one, but Manning Clark's experience from teaching Australian history at Harvard offers some guidance. He believed that it was far more intellectually stimulating to spend more time on topics in Australian history that the non-Australian audience found interesting rather pursue topics that bored them.¹¹ Issues raised by newspaper reports on Australia tended to complement the topics studied. These news stories on Australia analysed the native land title legislation and the Mabo High Court judgement, examined Australia's relations with Asia, and looked at Australia's British colonial background, when the possibility of an Australian republic was being raised. Still, the university subject on Australian history was similar to those conducted in Australia. The students taking Australian history in Singapore as part of their Bachelor of Arts were interested to hear universal themes being played out in Australia. These included crime and punishment in the convict era, the impact of geography on the people of the country, the themes of racial domination and oppression in European-Aboriginal relations, the racism found in the White Australia Policy, and the rise of its opposite, the multicultural society of the present.

Singapore students' perceptions of Australia

There were three broad areas surveyed: how students position Australia in the world, their perceptions of the people of Australia, and student interest in Australia.

The first area that these students were asked questions on sheds light on how the people of Southeast Asia (a region which is obviously adjacent to Australia) may mentally position Australia. The Singapore students were asked to answer either 'yes' or 'no' to two questions about how they saw Australia - 'Is Australia part of the region that

Singapore is in?', and then the next question was 'Do you consider Australia as part of Asia?'. The results are compiled in 'Table 1: Is Australia Part of Asia, and is Australia a Part of the Region Singapore is in?'. From 1992 to 1996, these were questions that surfaced in the Singapore press, as Paul Keating, the Prime Minister, sought to enmesh Australia into the region. Demonstrating their awareness of this issue, students from both groups commented on their questionnaires that Australia was trying to become part of the Asia, and was 'making progress' in that direction. Significantly, of the non-Australian studies group, 48 percent felt that Australia was either a part of Asia or in the same region that Singapore was in. This rose in the Australian studies group to 65 percent.

These two questions were asked on geographic location because it is possible that Australia can be perceived as not being part of Asia, yet still be perceived to be part of the region that Singaporeans see themselves as being in. Among the non-Australian studies students, this view was significant - 18 percent. However, with the Australian studies students, it was not as prevalent - at 12 percent. These students appear to have had changed their minds, and now agreed with the notion that Australia is both a part of Asia and a part of the region that Singapore is in. Thus it seems that some of the Australian studies students who perhaps before the course would have balked at describing Australia as a part of Asia, yet conceded that Australia was part of the region that Singapore is in, were willing to rethink this assumption. Students who thought that Australia is both a part of Asia and a part of the region that Singapore is in doubled from 20 percent to 41 percent. The most significant shift that explains this doubling

is the dramatic drop in the number of students who believed that Australia is not a part of Asia and not a part of the region that Singapore is in. This fell dramatically from 48 percent to 35 percent.

If the question 'do you consider Australia as part of Asia?' is taken by itself, then 64 percent of the non-Australian studies students did not consider Australia as part of Asia. In the Australian studies students, this figure had dropped to 53 percent. The question may be construed by the students to mean 'is Australia culturally a part of Asia?', so in the table presented there was an additional question on whether Australia was part of Singapore's region. These two questions taken together give a more accurate picture of how Australia is mentally positioned rather than just asking whether Australia is a part of Asia, with all the cultural implications that go with saying 'yes'. Interestingly, a Saulwick poll of Australians conducted in 1993 revealed that two thirds of Australians themselves did not see their country as a part of Asia. The Straits Times expressed its displeasure at this result when it commented that the poll showed 'Australians are what they have always been suspected to be: insular in reflex and spirit in spite of their society's cosmopolitan mix'.¹² The results of the opinion polling on Singapore university students confound this common criticism in the Singapore press and reveal a similar picture if the loaded question about Australia being a part of Asia is asked without other questions to indicate what the respondents mean. Among the Singapore students, it would seem that answering 'yes' to this question alone usually means to the majority, but obviously not all, affirming that Australia is not just economically, geographically, and politically connected to the region, but also culturally linked. Therefore, most students did not agree that Australia was a part of Asia.

However, when adding the responses to this question with those to an additional question asking whether Australia and Singapore are in the same region, it can be seen that they do see Australia as part of the region; but they definitely do not see Australia as culturally Asian. This is clear from the students' responses to another question on the questionnaire which was meant to clarify how they mentally picture Australia in relation to the rest of the world. The results are summarised in 'Table 2: Is Australia Culturally East or West?'. The obvious conclusion to draw is that the Singapore students see Australia as culturally a Western country, but one that is in an Asian region. This perception is strongly reinforced by their experiences in studying Australia's history.

The shifts in opinion that are shown on Tables 2 and 3 can be put down to the students' reactions to the content of the Australian history subject, which did cover the history of Australia's relations with Asia. The subject traced immigration to Australia by Asians from the Gold Rushes of the 1850s through to their exclusion during the White Australia Policy, and then to the non-discriminatory immigration policy since 1973. It then covered the multicultural society of the present. The entry of Vietnamese refugees and other Asian migrants in recent times featured in the course. Also covered were Australia's foreign relations with Southeast Asia, including the fall of Singapore to the Japanese, Australia's involvement in the Malayan Emergency, its role in

the Confrontation with Indonesia, and its part in the Vietnam War. A comment scribbled on the back of one questionnaire indicates what has occurred in perceptions of Australia among some students. It stated that 'before the course', the student felt that Australia was 'very much an isolated area'.

Perhaps, it can be hypothesised from these changes in perceptions that more knowledge about the history and culture of Australia counters the impression that it is an isolated part of the world. By learning about Australia, the students also appreciate that the Australian experience

has universal themes, yet is unique. They also learn of Australia's various links with world history, Asian history, and historical connections with the countries of the region that Singaporeans see themselves as living in. The significant proportion of students accepting Australia as part of Asia and/or the region that Singapore is in gives proof to a point made by Associate Professor Kirpal Singh, of Nanyang Technological University, who has taught Australian literature in Singapore since the 1970s. At the conference 'Outside Images of Australia' held in Perth in July 1992, he said that he felt that 'Australia is in Southeast Asia. It has been there for years and it looks as if it is going to stay there for many more'.¹³

The data from 'Table 3: Perceptions of Australia' illustrates mostly minor changes in the views of the students doing Australian studies. By and large, these are not major shifts in opinion, as depicted in the tables dealing with how Singapore students mentally position Australia. The reactions of both groups are almost the same to the question, 'Would you describe Australia as a nation composed of people of different races and cultures?'. The replies to this question tend to suggest that Singapore university students do have an accurate picture of Australia as a multicultural country. This accurate description reinforces the credibility of the responses to the subsequent questions, which were placed on the survey sheet in the order presented on the table.

Another question that was put on the questionnaire to test whether the students were making informed judgements on a subject that they had a reasonable knowledge of was, 'who is the prime minister of Australia?'. An astounding 46 percent of the students who had not studied Australia at university were able to write Paul Keating's name in the blank space provided (it was not a multiple choice question). All but a few students were able to spell his name correctly. This is strong testimony indeed to the success of Keating's push for Australia's engagement with the Asian region! Interestingly, 4 percent named Bob Hawke as prime minister. On the questionnaire, there was yet another question which could be used to check the validity of the replies from the students. The similar responses of both groups to the question, 'If you lived in Australia do you think you would experience either racial discrimination or prejudice?' adds greater empirical strength to the results of the survey. The answers reflect a study, done in the late 1980s, of Singaporeans intending to migrate to Australia, which revealed that over 90 percent of them believed that they would experience discrimination.¹⁴

The responses from the question from 'Table 3: Perceptions of Australia' that changed the most after the students had completed the subject on Australian history were those responses to the question that dealt with racism towards Aborigines. The increase from 80 percent to 94 percent saying 'yes' to the question on whether there is racial discrimination and harassment against Aborigines can be attributed to the Australian history subject dealing with the history of European and Aboriginal relations. The 80 percent figure among the non-Australian studies class perhaps does indicate Singapore university students familiarity with Australia. One student in this group actually wrote that he or she would like to learn more about the Aborigines of Australia.

However, when it came to the questions on discrimination against Asians there was little change. This indicates that Singapore students' knowledge of Australia is acquired through reading the newspapers and hearing stories from friends who have resided in Australia of the isolated incidents of discrimination and harassment of Asians in Australia. The personal contact with Singaporeans who have lived in Australia seems also to be important in forming perceptions. Over one fifth of the non-Australian studies class when asked to nominate the Australian they knew most about nominated a friend, or relative who was

an Australian citizen, or an Australian working in Singapore who they were acquainted with. These individuals were invariably Singaporeans or Malaysians who had become citizens of Australia. This personal contact would give greater credence to the judgements of the students. The degree of congruency in responses to the question, 'Do you think there is racial discrimination and harassment of people from Asian countries in Australia?' illustrates that it is correct to assume that the views of the non-Australian studies group do reasonably represent

the views of the students before they do the course in Australian studies. There is very little change in the responses. However, answering 'yes' to the question 'Are Australians in general racist?' seems to be a generalisation that could easily follow from answering 'yes' to the questions above it, yet many students preferred not to make this generalisation. In the non-Australian studies group, several students actually mentioned Australians they knew who they felt could not be labelled as racist. The Australian studies group appeared to be the least willing to make it. Perhaps, they were influenced by the wealth of published works written by a new generation of historians, who have been willing to look critically at race relations in Australia's past and not pretend that racism in Australia was peripheral, or did not happen, but to expose it as a core theme in the nation's history.

Student reactions to such frank national self-analysis tend to be favourable. Their responses resemble the reaction some Asians have had when faced with the rigorous self-criticism of the new histories of Australia, which was described by Professor Wang Gungwu, of Hong Kong University, at the 1992 'Outside Images of Australia' conference. He remarked that Australian history as it is written today seems a stimulating 'eye opener', to Asian students because many 'Asian peoples are not accustomed to such open-ended scrutiny of their own past, especially in the new nations which are themselves engaged in nation-building today'.¹⁵ In such circumstances, students may be reluctant to make the judgement that Australians in general can be described as racist if today Australians are willing to look critically at their own past and acknowledge that it was coloured by racism towards Aborigines and non-whites. Singapore student interest in these areas meant that in their course work they overwhelmingly chose to work on Aboriginal-European relations and the White Australia Policy over more well-worn topics, such as the convicts. Another factor that perhaps contributed to unwillingness of most students studying Australian history to make this generalisation was their favourable reaction towards the part of the subject that dealt with Australia moving away from the days of White Australia and embracing a multicultural identity. A number of students made comments on their questionnaires affirming with confidence that this process was happening now.

The question on whether the Australian government discriminates against Asian migrants had the most surprising result. The Singapore students today, unlike older generations, are too young to remember the White Australia Policy that discriminated against non-white migrants until it was completely abolished in 1973. When students were informed that such a policy had existed, their impressions towards it seem to have changed their views of Australia's immigration policy as it exists today. These impressions seemed to have remained with a significant proportion of them, despite it being made clear that the policy had been done away with. This can explain the increase in the number of students who believed that there is government discrimination against Asian migrants coming to Australia today. The results confirm the view of Sean Brawley, an Australian immigration historian, which he expressed at the 'Outside Images of Australia' conference in 1992. He argued that any awareness of the White Australia Policy among people of Asian countries taints whatever images that they have of Australia.¹⁶ Indeed, to some

Asian students, it can seem quite startling. One student, after studying Australian history, wrote on his or her questionnaire that it was 'shocking to hear that Australians had been so racist against the Chinese'.

The bleak impressions that can be drawn from student responses to the questions in 'Table 3: Perceptions of Australia' belie the students' attitude in class when presented with material on Australia. Singapore students react differently than Australian students do to the material presented in the subject. The racist cartoons of the Chinese that appeared in such nationalist magazines like the Bulletin and Boomerang in the late nineteenth century are always a source of great amusement when they appear. There are two well-known cartoons that produce the most laughter. The first is the 'Mongolian Octopus' from the Bulletin of 1886, which depicts the head of a Chinese man with tentacles that are the source of immorality of white women, opium, disease, cheap labour denying a white family man and his child a home, and corruption in society. The second is the 'Wake Australia! Wake!' cartoon from the Boomerang of 11 February 1888, which shows a Chinese man as a villain with a knife between his teeth entering the bedroom window of the virginal maiden, 'Australia', who is asleep. The classes are predominantly Chinese, reflecting the population of Singapore. Some members of the class had been told by students who have done the subject the previous year that these cartoons will come up, and they awaited with interest the section of the subject that they illustrate, knowing that these cartoons will appear and be a source of humour. Australian students tend to feel embarrassment and unease when

presented with similar material. Singapore university students studying Australia tend to be much more relaxed about such material. Student perceptions on racism in Australia are not strong enough to detract from their overall positive image of the country. Looking at 'Table: 4 Student Interest in Australia', first of all, it is clear that there is a remarkable degree of congruency between the responses of the two groups. The second impression is that an overwhelmingly number of students had favourable images of living in Australia, and a keen interest in the country. Over two thirds of the students believed that they would enjoy living in Australia, while over 70 percent said that they would consider studying or working in the country. Students perceived the most enjoyable things about Australia as its natural beauty, wide open spaces, unique flora and fauna, and relaxed lifestyle.

Student interest in Australia was very high. Over 80 percent of both groups stated that they were interested in Australia and would be interested in learning more about the country. The conclusion that can be drawn from examining Tables 3 and 4 is that Singapore university students are aware of the incidents of racial discrimination in Australia (these are chronicled in the press and come up in the course of conversation with some Singaporeans who have visited Australia or who have friends and relatives who have visited Australia). However, they feel that the possibility of racial discrimination is not sufficient enough to deter them from either working or studying in Australia, and enjoying living there. Their approach is perhaps summed up by one non-Australian studies student's comment on his or her survey form. The student wrote, next to the question on whether there was racial discrimination and harassment of people from Asian countries in Australia, that 'there will always be, its how much and to what extent'.

Impressions of Australia held by the Singapore university students surveyed indicate that they have a good knowledge of the country and its society. The students are able to construct reasonably accurate images of the Australia from reliable sources of information about the country, and make informed judgements about it. The surveys of the students' opinions tend to suggest that the people of the countries

which are Australia's nearest neighbours pay a great deal more attention to what goes on in Australia, and are more interested in the country, than is commonly assumed by Australians. The Singapore student's reactions to learning more about Australia can be summed up in the words of one Australian studies student. He or she commented on his or her questionnaire that studying Australia 'is very beneficial as it informs us of the history and mentality of the Australian people', and that 'for Australia to be part of Asia, its important that both sides begin to understand each other's history, culture, etc'.

1Some Australian literature was taught as a component of Commonwealth literature subjects during the 1970s and 1980s at the National University of Singapore. However, it was not until Nanyang Technological University was established in the early 1990s that Australian literature (albeit with several New Zealand writers included as well in a subject called Contemporary Writing from Australasia) and Australian history (which had never before been taught in Singapore) were made into distinct subjects to be taken by themselves. See Amanda Lohery, Australian Studies Overseas, (Canberra: Australian Government Publishing Service, 1988), p.77.

2Brett Martin, Australia in Singapore, (Singapore: Australian High Commission, 1995), pp.40-41.

3'Malaysians, S'poreans in Australia all for republic', Straits Times, 16 October 1993, p.18; and see 'S'poreans "among highest achievers" in Australia', Straits Times, 10 August 1994, p.10.

4See Selakumaran Ramachandran and Ponniah Arudsothy, 'A Socio-Economic Profile of Malaysian Immigrants in Australia', in James E. Coughlan, (ed.), The Diverse Asians: A Profile of Six Asian Communities in Australia, (Brisbane: Centre for the Study of Australia-Asia Relations, Griffith University, 1992), pp.33-54.

5'Which newspapers teens read', Straits Times, 31 October 1996, p.20.

6'Racists Down Under', New Paper, 14 August 1993, pp.25-34

7Rav Dhaliwal, 'Holiday-makers undeterred by race row in Australia', Straits Times, 7 November 1996, p.2.

8See 'Asian Trek Down Under', Straits Times, 5 August 1994, p.9; and 'Huge increase in S'pore investment Down Under', Straits Times, 17 February 1995, p.11.

9'More going up the educational ladder', Straits Times, 29 September 1993, p.19.

10Singapore 1995, (Singapore: Ministry of Information and the Arts, 1995) p.31.

11See Lohery, Australian Studies Overseas, pp.212-213.

12Chua Huck Cheng, 'Australian are missing substance for the symbolism', Straits Times, 22 October 1993, p.34.

13Kirpal Singh, 'Australia in Southeast Asia: Eliminating Stereotypes', in Don Grant and Graham Seal, (eds.), Australia in the World: Perceptions and Possibilities, Papers from Outside Images of Australia Conference, Perth, 1992, (Perth: Black Swan Press, 1994), p.280.

14Gerard Sullivan and S. Gunasekaran, Motivations of Migrants From Singapore to Australia, Field Report Series No.28 Social Issues in Southeast Asia, (Singapore Institute of Southeast Asian Studies, 1994), p.25.

15Wang Gungwu, 'The Australia Asians Might Not See', in Grant and Seal, (eds.), Australia in the World, p.235.

16Sean Brawley, '"An Iron Curtain Canberra Style": Asian Perceptions of the White Australia Policy' in Grant and Seal, (eds.), Australia in the World, pp.255-262.

**TABLE 1:
IS AUSTRALIA PART OF ASIA, AND
IS AUSTRALIA PART OF THE REGION SINGAPORE IS IN?**

Percentage of the Students Saying "YES"

Questions	Non-Australian Studies (n=50)	Australian Studies (n=17)
Australia is not a part of Asia, but is a part of the region Singapore is in.	18	12
Australia is a part of Asia, but not a part of the region Singapore is in.	10	12
Australia is a part of Asia, and is a part of the region Singapore is in.	20	41
Australia is not a part of Asia, and is not a part of the region Singapore is in.	48	35
No response.	4	0

TABLE 2: IS AUSTRALIA CULTURALLY EAST OR WEST?

Percentage of the Students Saying "YES"

Question: Do You See Australia As	Non-Australian Studies (n=50)	Australian Studies (n=17)
a. A Western Country	44	12
b. An Asian Country	2	0
c. A Western Country in an Asian Region	54	82
d. None of the above	0	6

TABLE 3: PERCEPTIONS OF AUSTRALIA

Percentage of the Students Saying "YES"

Questions	Non-Australian Studies (n=50)	Australian Studies (n=17)
Would you describe Australia as a nation composed of people of different races and cultures?	80	82
If you lived in Australia, do you think you would experience either racial discrimination or prejudice?	86	94
Do you think there is racial discrimination and harassment against Aborigines in Australia?	80	94
Do you think there is racial discrimination and harassment of people from Asian countries in Australia?	86	88
Are Australians in general racists?	56	41
Do you think that the Australian government discriminates against Asian migrants coming to Australia?	30	47

TABLE 4: STUDENT INTEREST IN AUSTRALIA

Percentage of the Students Saying "YES"

Questions	Non-Australian Studies (n=50)	Australian Studies (n=17)
Would you ever consider studying or working in Australia?	70	76
Do you think you would enjoy living in Australia?	66	70
Are you interested in Australia?	80	82
Would you be interested in learning more about Australia?	82	82