WARNING

Aboriginal and Torres Strait Islander readers are advised that this document contains images or names of people who have since passed away.
FOREWORD
by
Noel Loos, Senior Lecturer in
Aboriginal Education

I am delighted that the first issue of the AITEP Newsletter is now in your hands. Ever since the Aboriginal and Islander Teacher Education Program (AITEP) commenced in 1976, we have realised the need to have a newsletter which established communications between the students and staff in the program and their family, relatives, and friends. We saw this as one way of informing people not in AITEP not only of its aims but also of the process of education the students undertake while they are here at the Institute of Advanced Education at James Cook University. We want you to know what it is like to be working in a tertiary institution. We hope that you will be then better able to support the students when they need it. As well, we hope that you will feel free to write in to us, or to ring us up, to tell us what you think of the program. Certainly, tell us if there are things you think we ought to be doing that you believe we aren't doing. You may also think that there are things we are doing that we ought not to do. If you have a concern of any kind, please let us know. There are sure to be other Aborigines and Islanders who have the same concern.

We hope that some Aborigines and Islanders who read the AITEP Newsletter will become interested in the program and will want to make enquiries about the possibility of becoming school teachers.

Up to this time, AITEP has been designed to produce primary school teachers; that is, people who will teach anywhere between Grade One and Grade Seven. In July 1983, for the first time, we admitted a group of students who will be able to specialise in the Early Childhood Education area; that is, they will teach anywhere from preschool (three year olds) to Grade Three (eight year olds). To do this we have increased our intake of students this year from 23 to 29. At least eight of these will be specialising in Early Childhood Education. Next year we hope to increase the number able to specialise in this area (that is, teaching the smaller children) and to have a Diploma of Teaching specially designed for this purpose. We have been working towards this now for a number of years.
For those of you who are interested, there is a pamphlet of the Aboriginal and Islander Teacher Education Program with this issue.

AITEP is an attempt to enable Aboriginal and Islander people with the ability to become school teachers to do so, despite the fact that they may have had an unsatisfactory experience at secondary school or have not completed it at all. Already 23 Aborigines and Islanders have graduated and proven that their school results did not truly reflect their ability. They have proven that they can successfully meet the challenge of tertiary education. Today there are AITEP graduates teaching in Brisbane, Townsville, Thursday Island, Wide Bay, Yarrabah and Weipa. One of the first graduates, Ray Warner, has successfully completed the first half of a post-graduate teacher education program, the Graduate Diploma in Aboriginal Education. Another, Rebecca Collins, is enrolled in the Bachelor of Education program at this University. We are proud of our graduates; they have taken on a great challenge and succeeded: they have become teachers.

Now they face another challenge: to prove themselves good teachers. We wish them well.

I would like to congratulate those students and staff who have been involved with the production of “AITEP News” especially Anne-Marie Cass, Victor Jose, Lyn Henderson, and Michelle Grey. I would also like to thank the Commonwealth Education Department for financing the enterprise. You have made our hopes for producing this publication a reality. I would especially like to thank Anne-Marie who has discovered problems associated with publishing such a journal that we previously did not know existed. With her usual efficiency, Anne-Marie has turned mountains into mole-hills.

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There are courses in Teacher Education and Community Welfare available through Special Entry at James Cook University

Write to: Lecturer in charge
AITEP
James Cook University
Townsville, Q. 4811
or telephone (077) 81 4141

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A GRADUATE WITH DISTINCTION

Denise Williams was the first AITEP student to graduate with distinction in the Diploma of Teaching program.

To graduate with distinction you have to average at least half of the passes in your academic subjects at distinction level and the rest at credit level. You also have to do very well at teaching practice.

Denise is now running the Urangan Pre-school in the Hervey Bay district where she was born. Congratulations Denise.

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EDUCATION COMMITTEE

A local Aboriginal and Islander Education Advisory Committee was formed in 1982 and meets regularly throughout the year. The Committee consists entirely of Aboriginal and Islander people, including school counsellors, others involved in the education field, and parents.
Non-Aboriginal people are invited as resource persons to speak at meetings. The long-term aim of the Committee is to increase understanding and cooperation between educational institutions and the Aboriginal and Islander community. The Committee members have knowledge and experience which would be valuable to all non-Aboriginal people involved in Aboriginal education at the pre-school, primary, secondary, or tertiary level.

The Committee has a vital role to play in ensuring that the view of local Aboriginal and Islander people reach administrators in Brisbane. Local people can have a say in important issues in Aboriginal education. The Townsville Committee is one of many local committees which have been formed throughout Queensland. The Committees are directly associated with QATSICC (Queensland Aboriginal and Torres Strait Islander Consultative Committee). QATSICC is an advisory body to the Director-General of Education in Queensland. Committee members meet regularly to discuss most important issues in Aboriginal education on a State level. QATSICC relies upon local committees keeping them informed of community views. QATSICC channels information into our national body which is the NAEC (National Aboriginal Education Committee).

The NAEC advises the Commonwealth Minister for Education and his department on the educational needs of Aboriginal people. The NAEC relies upon QATSICC keeping them informed of state views. An effective communications network has been established:

Local $\xrightarrow{\text{QATSICC}}$ $\xrightarrow{\text{NAEC Committees}}$

This ensures that:

a. Aboriginal and Islander people's views on education are heard.

b. Information is passed on to people throughout Aboriginal and Islander Communities.

The local Aboriginal and Islander Education Advisory Committee worked hard in 1982 on developing aims and objectives, which will form the basis of recommendations about Aboriginal Education made by the Committee.

In order to achieve the Committee's aims, educational institutions/bodies must recognize the importance of consulting Aboriginal and Islander groups. In 1982, the Queensland Department of Education released a statement of aims for the state school system. The following is the local committee's response.

Aboriginal Input Into Statement of Aims for Education in Queensland

The existing state school system does not help and guide Aboriginal and Islander children “to progress towards the full attainment of their potentialities as individuals and as adult members of our society”.

It is the duty and responsibility of our (State) teachers and educational administrators to assist in effecting changes within the system, to ensure that all children have equal access to education.

In order to achieve the above, the following changes are necessary:

1. i) Aboriginal/Torres Strait Islander studies must be a compulsory unit in pre-school, primary and secondary education.

ii) Aboriginal/Torres Strait Islander studies must be a compulsory component of all teacher training courses.

Helena Gulash
National Aboriginal Education Committee (NAEC) Representative
iii) In-service training in Aboriginal/Torres Strait Islander studies must be compulsory for all trained teachers.

2. School subjects should include a coverage of appropriate aspects of Aboriginal/Torres Strait Islander culture, e.g. Modern History to include Aboriginal/Torres Strait Islander history.

3. Administrators and teachers should assist in ensuring that Aboriginal/Torres Strait Islander studies programs are offered to non-Aboriginal people throughout the entire community.

4. Local resource people in all Aboriginal/Torres Strait Islander communities should be fully utilised in the planning and teaching of Aboriginal/Torres Strait Islander studies programs.

5. Administrators and teachers should assist in developing a statewide awareness campaign, which highlights the educational needs and aspirations of Aboriginal/Torres Strait Islander people.

6. Changes in policy must be made and new programs implemented to:
   a. train and employ Aboriginal/Torres Strait Islander teachers;
   b. train and employ Aboriginal/Torres Strait Islander people in all other fields of education, e.g. administrative.

7. Administrators, principals, and teachers must set consultation with the Aboriginal/Torres Strait Islander community as a priority. An effective method of achieving the above is through liaison with Aboriginal/Torres Strait Islander consultative groups; i.e. QATSICC (Queensland Aboriginal and Torres Strait Islander Consultative Committee) as well as the Regional and Local Advisory Committees throughout Queensland.

Helena Gulash

INTRODUCING RON FYFFE

My name is Ron Fyffe, and I teach a course called “Contemporary Australian Society” to students in the AITEP Program. I find this course enjoyable and I hope students do too.

The course is useful because we examine a lot of everyday organisations which everyone knows something about, but which school teachers should know a lot about. Business companies, banks, trade unions, political parties, and public service departments are some of the institutions we study.

I try to make this interesting by involving the students in simulation activities. For example, after we have studied meeting procedure, we hold a meeting of an imaginary housing co-operative with students playing the roles of chairman, secretary, treasurer, etc. After we have discussed our Parliamentary system, we move the desks about, and act out a session of Parliament, with a Speaker, Prime Minister, Leader of the Opposition, etc.

When we study investment and finance, I ask the students to select one thousand dollars worth of shares (using the prices listed in a newspaper of one year ago). Then I show them what to-day's prices for those shares are, and they see if
they would have made any money out of those investments.

We also look at problems facing families in Australia today, and changes which are taking place. This is done using ideas and methods from the Social Science called "Sociology". So you see there is a lot of interesting variety in this course.

I find most of the students work hard at it, and last semester I was very pleased to find that everybody passed the exam.

I know that some of our AITEP students come long distances to attend this University, and I am always interested when they discuss the places they have lived and their own ideas about society.

The Aboriginal community is experiencing a period of rapid change and I know it is a challenge to our students to find how they can contribute to that change and to Australia. I am reminded of the four years I spent lecturing to Papuan and New Guinean students at Madang Teachers College, P.N.G., just before that country became independent. The students there were also full of enthusiasm and expectations for a good future.

I have been a wanderer all my life, and, as well as New Guinea, I have lived in Canada, U.S.A., and Britain (where I was born). I came to Australia in 1957 and taught school for ten years in Tasmania. I have four children; two daughters and two sons, and my wife is a school teacher. We have lived in Townsville since 1975 and want to stay here permanently. In my spare time I go cycling and camping with my family. I am also a Deacon of the Baptist Church.

It is good to have this opportunity to contribute to the Newsletter, and I send best wishes to all our students, future students, and their families.

by Ron Fyffe

ABORIGINALS AND ISLANDERS AS TEACHERS

"Every child has the right to grow up feeling good about herself and her people. To see the positive images reflected in her everyday life. To find the reassurance of who she is and where she is. To develop the self confidence and security of knowing that her people are accepted and recognised as worthy human beings. People who have made worthwhile contributions to society. Who occupy a respected place in the community.

For aboriginal people, this doesn't happen. Or it doesn't happen very often."

(Maureen Watson — Black Reflections)

Thanks to the good folk at the Institute of Advanced Education of the James Cook University, it is happening more often. Teaching is one of the most respected of occupations and teachers are visible to large numbers of people; thus, there are more positive images available as more Aboriginal and Islander people become teachers.

W. L. Hamilton
ORIENTATION '83

Director of the Institute of Advanced Education, Mr Ross McKee, welcomes new AITEP students.

During morning tea break, Tutor Ms Helen McDonald chats with students (from left): Kerry Hollingsworth, Lisa Davis, Leanne Hollingsworth, Eddie Fewings, Rachel Savage, Gilbert Freeman, Karen Klimm.

Students Karen Cooper and Annette Gaulton share a humorous exchange of words with Tutor Counsellor, Ms Narelle Wharton (right).

Lecturer Ms Anne-Marie Cass (left) talks with students, Donna Anderson and Cathy Santo.

Students Tammy Rholf, Jennifer Kite, Maree Goebel, and Edith Johnson had the opportunity to meet and talk with Ms Helena Gulash (far right). Ms Gulash is a member of NAEC and Townsville QATSICC.

Ms Lyn Henderson (left) Lecturer in charge, AITEP, talks with Samantha Kain, Lesley Donald, Anne-Maree Munns and Wayne Costello.
Aboriginal Education staff (from left, top row) Lyn Henderson, Narelle Wharton, Helen McDonald (AITEP). (Front row) Julia Koppe, Geoff Coombs (Graduate Diploma in Aboriginal Education – GDAE), Anne-Marie Cass (AITEP).

Noel Loos is Head of the Aboriginal Education Division and his article is on page 1.

Mornington Island students look at Townsville’s Castle Hill through the telescope. Lecturer in Science, Barry Woodworth (right).
The commencement of the special teacher training course for Aboriginal and Islander students was an expression of faith by many people: the College itself, the Board of Advanced Education, the Board of Teacher Education, the Queensland Department of Education, and eventually the Tertiary Education Commission. That faith has been amply rewarded. Although the actual number of teachers graduating appears pathetically small, it is nevertheless highly significant.

It is sad that newspapers and television stations industriously report upon street marches, tent embassies, and land rights protests, but give little or no coverage to the graduation of successful AITEP students. Queenslanders should be told about the courage it takes to face seven semesters of tertiary education, and the determination it takes to see them right through, especially when the student may have had a short and shaky basic education as a child.

Although you do not see me about much, I try to keep informed about your progress as teachers. It is a credit to you all that you have been accepted so readily by children, parents, and your fellow teachers. Some of you prefer to teach in "regular" schools; some wish to teach in community schools. That is your decision. Wherever you teach, your contribution to the improved social standing of black Australians is vital, and your influence upon the motivation of other young black people is formative.

It is notable in the history of developing countries that many of the great leaders began their careers as teachers. Although the situation in Australia is not analogous, there is still a need for leaders or role-models to emerge and be recognised amongst Aboriginal and Islander people.

Walk tall my child, you walk real tall,
And hold your head up high . . .

(Maureen Watson)

W.L. HAMILTON
Deputy Director-General of Education and Chairman of the Co-ordinating Committee for Aboriginal and Islander Education.

VISITING LECTURER

Recently, Aboriginal historian, Michael Williams, was in Townsville at the James Cook University to deliver a lecture on the topic, "Australian History from an Aboriginal Perspective". Brought up in Berajondo, south of Bundaberg, Michael attended school there until year 10. He worked at various labouring jobs and for OPAL; then he worked in the Queensland Railways, and with Aboriginal Hostels Ltd.

Michael remembers how, when he was a child, the old people would sit and tell him stories. Today, the old people have to compete with video games, television, and radio. He feels that the stories were important to him, and also to the retention of his heritage, so he set about establishing his family tree and progressed on to recording the oral history of his people, the Goreng

Michael Williams
Goreng tribe, and adjacent groups. While working with Aboriginal Hostels in Canberra he took advantage of study schemes available, and is now completing his Masters Degree in History at Griffith University.

When asked if Australian history presents (in school texts) a true picture of the events that occurred, Michael replied with the question: “Well, what year was Australia discovered?” According to school texts, the most frequent answer would be, “1770”. He then went on to say that this would neglect the fact that, in Australia prior to British arrival, there had been contact by Dutch and Asian (Macassan) explorers.

Aboriginal involvement in history is even less considered. Aborigines, it would appear, did not exist as a race of people: Australian history textbooks neglect to include the facts that Aborigines have lived in Australia for some 40,000 years and that British occupation of Australia was one of displacement.

Michael agreed that there are a few historians who are trying to correct this and, though they give very real accounts of Australian history, it is hard to change the already set ideas gained through schools and school texts. Michael suggests that one way is to rewrite history to include Aboriginal perspectives. The events recorded in Australian history have significance for non-Aborigines but may have little or no importance for Aborigines. A flood or fire in a certain area could have had more significance for Aborigines, but this was not recorded.

According to Michael, present Australian history fails to give dignity to Aboriginal people. It does not convey an awareness of Aborigines and Torres Strait Islanders that recognises their long and complex history. The stereotyped view still prevails in the textbooks and in the teaching about Aborigines and Torres Strait Islanders, and this affects attitudes towards and, hence, the social standing of Aborigines in today’s society. Unless there is Aboriginal involvement in re-defining Australian history, Michael is emphatic that such myths as “settlement in Australia took place at the time of the arrival of the First Fleet” will be perpetuated.

After completing his Masters degree this year, Michael will take up a position as Lecturer in History at Macquarie University. An Aboriginal lecturer in an Australian history course which has an Aboriginal perspective is a unique situation for Australia.

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**Victor Jose**

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During lunch break five Aboriginal students were discussing certain aspects of University life and answered the following questions for the AITEP Newsletter.

**Q1. How did you feel on your first day?**

“Excited but a little nervous.”

— **Second-year student**

“I felt excited and looked forward to starting. A week of Orientation was rather long and a bit disappointing.”

— **Second-year student**

“Excited though shy about meeting everyone.”

— **Third-year student**

“Frightened, I did not know if I could cope with three years.”

— **Second-year student**

“I wondered how I was going to get through it all!”

— **First-year student**

**Q2. How do/did you feel after one year?**

“Practice Teaching often is seen as a burden because I feel any mistake I make will be detrimental to the children.”

— **Second-year student**

“In some areas I am still finding my feet but I am happy with some of my results. What is important is the realisation that teaching is the thing for me.”

— **Second-year student**

“I have resolved that I will try harder to obtain better results.”

— **First-year student**

Cont. on p. 11
ERIC WILMOTT

Recently Mr Eric Wilmott, a prominent Aboriginal academic, visited the Institute of Advanced Education at James Cook University.

Eric is the Principal of the Australian Institute of Aboriginal Studies (AIAS) which is centrally located in Canberra. It is a federally funded, commonwealth statutory authority. Eric is directly responsible to a Federal Minister and a Council. The AIAS is the custodian of information about the original society and the inhabitants of Australia. It is also a scientific institute which funds and carries out research, makes films, publishes, and runs an educational unit.

Eric has further connections with Aboriginal and Islander education: he directed research for the NAEC (National Aboriginal Education Committee) which gave rise to the strategy to produce 1,000 black teachers by 1990. "We will become less significant if we are not sufficiently articulate to be able to be responsible for our own affairs and destiny," he said. It is harder in Aboriginal society because there are fewer than 200,000 Aboriginals and Islanders and because the societal structure is different: it is made up of a number of communities, rather than based on social stratification. Eric believes that although professional qualifications for blacks are not a major concern amongst members of white society anymore, they are a concern amongst black professionals - the age of black tokens is long gone. Today, blacks are looked upon for their professional merits and they have to try a little harder to have an equal footing with whites.

Within AIAS structure there are a number of professionals who cover almost all of the Social Sciences. These include:

- Administrators.
- Film makers and a film unit: which includes an Aboriginal from Western Australia, who has been awarded a scholarship to go to Canada and who will
At present, there are only a small number of Aboriginal people working with the AIAS. In addition to those above, an Aboriginal named Neil Hardwood is training as an electronics engineer in the AIAS technical service centre.

Eric Wilmott has been visiting the James Cook’s Institute of Advanced Education for a number of years. He visited through interest and curiosity before he actually became involved. Eric has always had a symbiotic relationship with the Institute. Eric explains that in Aboriginal society the “name of the game” is status; Status is something that you are given by other blacks. He says, “It is a privilege to be invited to the Institute to lecture”. The recipients are students who need to see and feel Aboriginal people who are making it as professionals.

Mr Wilmott was born in Queensland; in his youth he was a drover and a stockman; he became educated like many people of his generation, “as a product of an accident”. In tertiary education he majored in mathematics. He claims Aboriginal and Islander people have two aims: firstly, to become part of Australia, to become involved politically, socially and economically; and secondly, to be custodians of that long, deep human heritage.

To achieve these aims Eric believes black society is becoming more academically oriented: in 1971 in Australia there were 20 Aboriginal and Islander people in tertiary institutions; in 1981 there were 881.

“Black people are going to take a greater role in society,” says Wilmott. “They will determine their own destiny and be custodians of Australia’s heritage.”

Stephen Summers

Cont. from p. 9

“I realised that being a tertiary student involves a lot of work. I also realised that I could do it.”
— Second-year student

“I am satisfied with my results so I am happy to go on.”
— Third-year student

Q3. What is it like being a tertiary student?
“…I see the end of our studies, I am upset that the system is not geared for our children and am determined to change it. There are a lot of responsibilities and pressures that the rest of society does not understand.”
— Second-year student

“It is not a big deal. Though we are just the same as the others, we become more assertive.”
— Second-year student

“I now know my aim; it has helped clarify where I want to go in life.”
— Third-year student

“I can see the light at the end of the tunnel. I am a lot more confident in my capabilities. We have many responsibilities towards society because we will have the skills that our community needs.”
— Second-year student

“There is a lot of work but I manage to get it done.”
— First-year student

Q4. Are you happy being in AITEP?
“I find studying rewarding and stimulating.”
— Second-year student

“I enjoy studying, but the holidays are necessary.”
— Second-year student

“I agree with both statements.”
— Third-year student

“I am happy being a student. I am very proud that I can cope academically and also raise a family.”
— Second-year student

“I look forward to coming back to AITEP after the holidays. One reason is that I enjoy the study challenges.”
— First-year student
CAMPUS GOSSIP

by

B. A. Dorrie

AITEP is really becoming a family affair. Already we have had several brother and sister teams — Faye, Margaret and Eric Law; Carol and Tony Kyle; Phillip, Celeste and Robert Driese; Jo and Steph Satriek, not to mention Henry and Annie Neill. Narelle and Wayne Wharton are another sister/brother team but with a difference: Wayne is a second-year student whilst Narelle is on staff as a Tutor-Counsellor. Koiki and Bethel Mabo made up our first father and daughter team. They have been matched by a mother and daughter team: Debbie Salam joined her mother here last July.

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Congratulations to Lynette Weatherall, Judy Christian, Carol Fisher, Wilma Weatherall and Letitia Kennedy. Lynette, Judy and Carol have beautiful new baby girls; Wilma and Letitia, boys.

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While we train to be primary school teachers, some of our children are just starting primary school. Sondra Walsh, Joey Fisher, Gavin Dodd, and Nova Simpson all started school this year. Let’s hope they come across a few Murri teachers in the classroom as well as their teacher mum or dad at home.

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Debra Sowden, Irene Hocke, and Kathy Williams shared a caravan together in Cairns when they completed their last three-week teaching practice. Donald Whaleboat, Gail Mitchell, and Lily-Jane Shibasaki have just completed their third year, six-week teaching practice at the Palm Island State School. Phillip Obah and Eric Barkmeyer, both doing the Associate Diploma in Community Welfare, successfully completed one of their work experience segments at Thursday Island and Bamaga.

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Some people certainly get around. Both Rose Murray and Cherie D’Antoine made trips to Western Australia over the summer holidays. Colin Thomas made it as far south as Melbourne, while Wayne Wharton went further to Tasmania — all proving that you don’t need money to travel.

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It’s nice to get visits from ex-students from time to time. Both Tony Collins and Emily Close have been here this year, catching up on all their old friends. Stephen Hagan flew in from Colombo on his way back to Canberra. Letitia Kennedy always calls in to say “hello” and now brings her primary school pupils from Yarrabah to visit the University as part of their geography excursion.

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As usual Murries have been well represented at the Bludgers’ Social Club this year. Hope to see Barry Cedric entertain us with another show this semester. Barry is one of North Queensland’s prominent amateur boxers as well as one of Townsville’s weekend Night-Club singer/guitarists. AITEP students also show good support when a Murri band plays at the University. It is good to see the Student Union support them.

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Quite a few students and a couple of tutors (+ hitch-hiker) went up to Charters Towers for Gail Mitchell’s 21st. It was well worth the trip and turned out to be a great night.

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Ray Warner, an ex-AITEP student, returned to university last year to commence the Graduate Diploma in Aboriginal Education. Rebecca Collins, one of our AITEP graduates is now studying for her Bachelor of Education at night after school.