WARNING

Aboriginal and Torres Strait Islander readers are advised that this document contains images or names of people who have since passed away.
NEW GRADUATES

1983 saw nine Aboriginal and Islander students graduate with the Diploma of Teaching from James Cook University. Seven of these students entered the University through AITEP.

Victor Jose graduated in June and has since been working in Sydney at the Aboriginal Training and Cultural Institute. His job involves both research and conducting workshops. Kathy Warcon, who also graduated in June, is working for the Queensland Education Department in Mount Isa.

Donald Whaleboat, Brad Simpson, and Nancy Tatow all graduated at the end of 1983 and are now teaching in Townsville: Donald at Garbutt, Brad at Mundubbera, and Nancy at Railway Estate. Gail Mitchell has returned to her home town of Charters Towers where she is teaching at Central School. Lilian Miller is teaching at Edge Hill in Cairns. Already they are beginning to make a valuable contribution to education in general and Aboriginal and Islander education in particular.

Students received their diplomas at the official graduation ceremony at the University on May 26th, 1984.
GETTING INTO AITEP

The Aboriginal and Islander Teacher Education Program is designed to give Aboriginal and Islander people a chance to become teachers. To give people this chance, we have designed a selection process which, we hope, provides people with plenty of opportunity to show their potential as future teachers. That is why we consider a wide range of factors before making the final selection of places in any AITEP intake.

After you have completed an application form, we send you a pre-interview assignment to do. We have found that people who are prepared to put a little effort into applying are more likely to be really genuine about wanting to enter the course. If you return the pre-interview assignment, we make arrangements for you to attend an interviewing and testing session here at James Cook University. Your travel to and from Townsville and your accommodation while you are here are financed by Commonwealth Education. You need to complete a study grant form through your local Commonwealth Education office to arrange this. Most people come by plane, and you will even find a taxi, booked by Commonwealth Education, waiting at the airport to take you to where you are staying. Generally, we book people into one of the residential colleges at the University. That way, you can get an idea of university life while you are here.

We conduct at least two rounds of interviews and tests, one for mature aged applicants and one for Grade 12 students, so you are likely to be in the company of 30 or more people, all going through the same process. You also get a chance to meet some of the current students. They are always keen to talk to people about the course and about their experiences at university. Often we arrange to have a barbecue beside the University pool to help you to get to know us better.

While you are here, you are given several tests. These include tests for reading, comprehension, and for aptitude, a maths test and an essay. Some people might feel nervous about so many tests but remember, you can’t really pass or fail on one test. It is your overall results that we consider.

The panel who interviews you is made up of three people. It always includes one student and one member of the AITEP staff. The third person might be an education officer from Commonwealth Education, a lecturer from the University, a community education counsellor, or a representative from the National Aboriginal Education Committee, or the Queensland
Aboriginal and Torres Strait Islander Education Consultative Committee. This ensures there is at least one Aboriginal or Islander on each panel. We ask questions like, "How do you feel about living in Townsville for 3½ years?" or "Why do you think you will make a good teacher?" What we are trying to determine is whether you want to be a teacher enough to put in 3½ years of hard work to achieve it. We also look at your past experiences in case they will help you with your work here. The interview also gives us a chance to tell you more about the University.

After the interview and testing session, we ask you to do one more thing — a post-interview assignment; once again to see if you are prepared to make an effort to gain selection.

The final selection for places in AITEP is made not by just one person, but by a group of people, including AITEP staff and representatives of Aboriginal and Islander groups. We look at all the information we have available to us to determine if we think you have a chance of succeeding in the course and going on to be a successful Aboriginal or Islander teacher.

So, no matter how far you went at school or what your results were like, if you would like to be a teacher, apply to the AITEP course and we will do our best to see that you get the chance to fulfil your ambition — if you have the potential.

If you are interested in becoming a teacher through AITEP, write to:

AITEP  
School of Education  
James Cook University  
TOWNSVILLE, Q. 4811

or telephone (077) 81 4229
Personal Contract for Study Skills

As part of their work in Study Skills, Gladys Leon and Tom Sebasio interviewed two postgraduate students, Maureen Fuary and Jackie Lloyd. Below are excerpts from the interviews.

INTERVIEW ONE
Maureen Fuary — Male/Female Roles of Yam Island.
“Can you tell me more about your studies?”
“I was interested in learning more about the Torres Strait and, when I was teaching here in the University, I found there was a lot of information about Aboriginal people but not very much about Torres Strait Islanders. I was interested in looking at both what men and women do in a particular community and also the effect of colonisation on people’s lifestyles today. I went to Yam Island because there had been a little bit of work done by anthropologists on Murray Island, Saibai and Mabuiag, but I couldn’t find much on the Central Islands.”
“Was the community interested in what you were doing or were they apprehensive?”
“They were apprehensive at first, of course, because on Yam Island there aren’t any other non-Indians living on the island and so they thought, ‘God! This white person is going to be checking us out for 18 months’.”
“What are some of the roles of women on Yam Island?”
“Not very many women work on the island so they are mainly involved in fishing, gardening, and rearing children or grandchildren.”
“Mainly traditional roles?”
“Yes, but I think, since the whites colonised the areas, laws were passed that changed the women’s role. For example, if a woman was not at home cooking her husband’s breakfast early in the morning when the policeman came around, she would have her head shaved and carry stones on her head. Those laws passed by the whites made female roles less flexible. Traditionally, they probably would have done more fishing and more gardening, but today they spend more of their time around the house.”

INTERVIEW TWO
Jackie Lloyd — Aboriginal Unemployment in Townsville
“How long have you been studying Aboriginal unemployment in Townsville?”
“I began the project at the end of 1981.”
“Did you have to get among the people to do your study?”
“To do the study, you have to see if the people in the community want you walking into their lives and seeing how unemployment affects them... The more you understand the situation from the Aboriginal person’s point of view, the more likely your research is going to mean something.”
“Why did you study Aboriginal unemployment?”
“I did a research project into general unemployment within the community and I found, when doing that, although unemployment was high among non-Aboriginal people, among Aboriginal people it was even higher and nobody had bothered to look at it and to see how people cope with it — even government departments, and they are making policies about unemployment.”
"Why is there a high rate of unemployment among Aborigines in Townsville?"

"Aboriginal people say to me there is a big percentage of people out of work because there aren't enough jobs available; because of discrimination and racism in Townsville; because Aborigines lack the qualifications that are required. This is because they are dissatisfied with the education system and a lot of people tend to leave school early and that doesn't qualify them for a white work force; as well, they don't want to change their behaviours to suit the employer, to suit what their employers want."

New Students

The next intake of AITEP students, G8, commence their course at James Cook University with a two-day orientation program beginning on July 18th, 1984. This year we are expecting about 50 new students on campus in the Diploma of Teaching (Primary) and in the new Diploma of Teaching (Early Childhood Education). Students will be coming from as far away as Birdsville, Darnley Island, and Tennant Creek and will be bringing with them a wide range of experiences. AITEP students and staff look forward to welcoming G8 to the challenging role of student-teacher.

RESULTS FROM SEMESTER 2, 1983

The final results from Semester 2, 1983, gave all AITEP staff and students considerable cause for celebration. In total, AITEP students were awarded:

- 4 high distinctions
- 16 distinctions
- 54 credits
- 150 passes
- 187 satisfactory results

*In some subjects, awards are graded (distinction, credit, pass, fail). In other subjects, awards are made on a satisfactory/unsatisfactory basis.

All students who passed the subjects in which they were enrolled deserve congratulations but some students stand out for special mention. Josephine Salam, previously a community education counsellor, gained a high distinction in The Social Setting of Education. Tom Sebasio, from Bamaga, was awarded a high distinction in Physical Education Curriculum. Two G7 students, Shane Williams and Jennifer Kite, also were awarded high distinctions — Jenny for Contemporary Australian Society, and Shane in Art Curriculum. Shane was the only student at the University to receive a high distinction in this subject in Semester 2, 1983. Trish Geise earned three distinctions before moving to Mabulaq Island where her husband is school principal. Trish is continuing her studies externally.

Gail and Victor are joined by their proud families at the Graduation Ceremony.
AITEP STUDENTS AT WORK

Cedric Giau, Dana China, Max Webster, and Debra Sowden work together in the AITEP common room.

Koko Wapeu receives personal tuition from Lyn Henderson.

Drama Elective provides scope for the talents of G7 students.

Shirley Cloke and Maureen Liddy in the Library.

George Nelson and Edith Johnson chose Physical Education as a first year elective subject.

Music Elective widens G7's musical horizons by providing practical group activities.
BLACK VOICES

Black Voices is the latest publication from AITEP. It was launched on April 16th, 1984, by the Vice-Chancellor of James Cook University and will be published twice a year — the next issue being planned for October.

The aim of the journal is to provide an outlet for writings by Black Australians and, in a sense, act as a voice for contemporary Black culture in Australia. The journal at present contains only writings by students and graduates of James Cook University but it is hoped that its base will spread to other tertiary institutions where aboriginal and Islander students are studying and, indeed, spread to include writings from the broader Black community.

Black Voices will accept for publication any topic of interest to Aboriginal and Islander people. This includes polemic articles on issues concerning Aboriginal and Islander people, articles on Black culture, as well as creative prose and poetry. The first issue contained articles on Land Rights, Black History, and Music of the Torres Strait, as well as stories and poems.

If you want to contribute writings for publication in Black Voices, Vol. 1, No. 2, or want more information on Black Voices, write to:

The Editor,
Black Voices
c/- AITEP
James Cook University
Townsville, Qld 4811

CONFERENCE PROPOSAL

On 27th April, 1984 members of the National Aboriginal Education Committee (N.A.E.C.) tertiary sub-committee met with representatives of James Cook University Aboriginal Studies Committee to plan a program for a proposed national conference on Aborigines and Islanders in Tertiary Education to be held in June, 1985. Speakers at the conference will include Paul Hughes, Chairperson of N.A.E.C., and Eve Fesi, Director of the Aboriginal Research Centre at Monash University. Senator Susan Ryan, Minister for Education, will be asked to speak at the official dinner. A wide variety of workshop topics have been suggested to ensure that all participants can play an active role in proceedings.
Hi, I'm Allan Doring. I teach a subject called "The Social Setting of Education" to students in the Aboriginal and Islander Teacher Education Program (AITEP).

Having taught this subject to a number of AITEP groups, it is obvious that the students seem to enjoy examining a number of the factors that influence a child from birth and during attendance at school.

One of the most enjoyable aspects of the subject is the sharing of experiences. In some ways the AITEP students teach me more than I teach them. So many of them have lived in different places — some I have never been to but would one day like to visit — and have very different school backgrounds, so that, when we look at how the family and friends help a child, we do have an excellent collection of experiences to use.

Apart from the sharing of our backgrounds we do spend a lot of time working hard in order to become teachers. The students have to read articles and then talk to the other students about what they have found. I believe that this helps them to gain confidence in talking and discussing things in front of other people. We also have practice in other types of assignments which they may meet as they continue through the Diploma of Teaching course.

Because the subject centres around the ideal of "social", one of the most important aspects of the course is social interaction. I also believe learning should be enjoyable, so, with these two ideas in mind, we spend considerable time discussing and examining what goes on in our schools as teachers and pupils talk. From what they tell me, the students find this really great.

Of course, one of the best moments is at the end of the year when (hopefully) all the students pass and go on to new subjects. It is always a little sad because one gets to know AITEP students very well, but then I am proud that they are achieving their goals. I wish them well and always keep an eye on their progress.

AITEP has now become an important part of my teaching since I moved to Townsville from Goulburn in New South Wales in 1978, together with my wife, Carol, and our three children. Carol meets many of the AITEP students in the library where she works.

I am sure that in the future I will have the opportunity to continue to meet the students who undertake the Aboriginal and Islander Teacher Education Program. I look forward to meeting them and also hearing from our early AITEP students who have graduated and are now teaching in various places. Best wishes to you all.
JAMES COOK UNIVERSITY
ABORIGINAL/ISLANDER
STUDENT ORGANISATION

An Address by the President

As President of this student organisation, I wish to thank all students for their co-operation during the 1984 Executive Committee elections. On behalf of all students, may I take this opportunity to thank the previous committee for their devoted time and effort to this organisation in 1983.

The 1984 Executive Committee is as follows:
President: Shane Williams
Secretary: Jennifer Kite
Treasurer: Glady's Leon
Social Officer: Shirley Close
Publicity Officer: Michael Blackman

Our committee aims at providing services to all Aboriginal and Islander students on campus and endeavours to promote a closer community/student relationship. Our major project is to promote the 1984 Aboriginal and Islander Teacher Education Program Graduation Ball which will feature a fashion parade and a short variety concert.

Since taking office, we have already initiated the following projects:

* The Hot Dog Stand, each Friday evening at Bludgers, will recommence on April 13th, 1984.
* A Raffle containing wine, beer, chips, and peanuts will be held every second Thursday commencing April 12th, 1984.
* With the fashion parade, a Modelling and Deportment Course, conducted by Beryl Anne Harris, will commence in early September for eight weeks. This course is open to all students wishing to train as models for the parade.
* With the variety concert, a booking has already been made with Aboriginal country and western singer, Gwen Deemal-Hall, and her band, the Paper Train. Their style of music ranges from Country Rock to Country Blues.

* The Townsville Aboriginal and Islander Media Association advises that all students are invited to contribute news items to their radio programmes. If this appears successful, this association will endeavour to slot into their programme a regular section for news from AITEP.

As this committee understands the problem of student attendance at General Meetings, we have decided to hold regular Executive Meetings on the first Monday of each month. Any suggestions by students would be appreciated and if there are any major issues for discussion, a General Meeting will be held. However, the Minutes from the Executive Meetings will be displayed on the notice board in the common room.

Finally, as this organisation was originally established to benefit all Aboriginal and Islander students at this University, we hope that your generous support will further promote its identity.

INTRODUCING
THE PRESIDENT...

As President of the James Cook University Aboriginal/Islander Student Organisation, I would like to take this opportunity to introduce myself to you.

My name is Shane Williams and I am 23 years of age. I am originally from Cairns, although I now live permanently in Townsville. I did my schooling in Cairns up until year eleven, then decided to join the Aboriginal/Islander Skills Development Scheme in Sydney in 1977. During my two years with the course, I studied various forms of contemporary and traditional dance and drama technique. My work took me to many places in New South Wales and Queensland where I took part in dance and drama workshops and stage performances.

In 1979 I returned to Queensland where I obtained a clerical position within the Public Service in the Department of Education and
Youth Affairs in Townsville. I am currently on study leave from this department, attending university with an Undergraduate Study Award offered by the Public Service Board. Since my arrival in Townsville, I have conducted dance and drama courses on a part-time basis with the Townsville TAFE College and Arts Centre. Through these courses I managed to establish Townsville's first Aboriginal/Islander dance troupe, The New Blood Dance Troupe. With funding from the Aboriginal Arts Board, I toured this troupe promoting its identity and the recognition of Black talent in North Queensland. Apart from my work in this area, I have also aided in promoting Townsville's first Aboriginal/Islander FM Radio programmes with FM Radio Station 4TTT. Through this, the Townsville Aboriginal and Islander Media Association was established where they now broadcast programmes with the ABC and FM 4TTT.

Since July 1983, I have attended this University under the Aboriginal and Islander Teacher Education Program, and I am presently engaged in both full-time studies and the J.C.U.A.I.S.O.

Jennifer Kite

INTRODUCING
THE SECRETARY...

As Secretary of James Cook University Aboriginal/Islander Student Organization, I would like to take this opportunity to introduce myself and share a little about myself with you.

My name is Jennifer Kite and I am 21 years of age. As a child, I lived in the "outback" of Queensland due to my father's occupation.

My primary school history consists of four different schools. I commenced grade one at Windorah, a small town with a population of about 200 people. After spending a year there I moved on to Quilpie, then Blackall, and last of all, Bedourie. Many of you, especially city dwellers, may not be familiar with these places; however, I can assure you that they do exist.

My high school years were spent at Slade School, Warwick, a co-educational boarding school. After successfully completing my senior there, I went on to teachers college, this college being the Kelvin Grove College of Advanced Education in Brisbane. I began a Diploma in Secondary Teaching, majoring in Mathematics; I found that Secondary mathematics wasn't for me, so I took on a clerical position in a factory. I later moved to Mt Isa to take up work there with the Alcoholic Rehabilitation Centre. I returned to Brisbane and commenced with the Public Service in the Customs Department, during which time I was informed of my acceptance into the AITEP course here. I got the opportunity and I am now very proud to be part of G7.
Rebecca Hooper entered the Diploma of Teaching through AITEP as part of G2 in 1978. She graduated in 1981 and has since been teaching at Belgian Gardens State School.

AITEP NEWS

For further information contact:

AITEP
School of Education
James Cook University
TOWNSVILLE, Q. 4811

If you are interested in becoming a teacher through AITEP, write to:

AITEP
School of Education
James Cook University
TOWNSVILLE, Q. 4811

or telephone (077) 81 4229