



25 Years of ASOPA

EDITORIAL

Geoff Leaver

This publication is to commemorate both the 25th Year of ASOPA and the closing down of teacher training at this institution. It is the result of the efforts of many students and lecturers alike. Unfortunately, due to the lack of time, we were unable to obtain contributions from Mr. J Reynolds, the present Principal, and Mr C Rowley, a past Principal.

To my knowledge this is the only publication of its type in the long history of ASOPA. It should stand in future years as an historical record of the contribution the School has made to both the Northern Territory and Papua New Guinea.

As the main purpose of this magazine is to commemorate teacher training, little reference is made to other courses undertaken, such as the Patrol Officers' course. Teacher training has been only one facet of ASOPA and the importance of the other courses should not be overlooked.

Reference must be made to several instrumental people for the success of this publication. Firstly, thanks must go to Mrs NB White of Canberra who provided much of the background material. Others include Maree Morton, our photographer, Kay Rae, our treasurer, Grant Moore, Judy Le Cheminant, Betty Katsoulis and Kerry Jenkins. Last but not least I would like to thank those people who wrote the articles for without them the magazine would not have been a success.

Should you wish to obtain further copies of this booklet send 50 cents to the Administration office at the School.

25 Years of ASOPA

ASOPA 1972

Phil Trenorden, 1972 SRC President

This has been an historic year at ASOPA for two major reasons; Firstly, a large number of men from Papua New Guinea have been involved in several different courses designed to equip them to hold more important positions in their country. Secondly, the last Cadet Education Officers to have the benefit of an ASOPAN background will graduate from the School, ending an era of teacher training for Papua New Guinea and the Northern Territory.

The decision to run courses at ASOPA for Papua New Guineans, must surely be one of the more imaginative decisions made by the Department of External Territories. Despite some 'teething problems'; I am certain any future evaluation will reveal that 1972 was a very important year in the lives and careers of most of the Papua New Guineans who attended ASOPA.

In Papua New Guinea earlier this year, I heard considerable criticism of the Government's decision to train people in Australia; the main criticism being that it would be better to spend the money on expanding training facilities within Papua New Guinea. This is a reasonable argument assuming the same benefits are obtained. However, in my opinion, there are definite advantages to be gained through conducting the training in Australia.

These are not obtained from 9 am to 4 pm at ASOPA, but at night, during weekends and vacations. Opportunities exist for visits to factories, to see films, plays and ballets, to visit farms, and simply to see what goes on in a big city and to enjoy the experience of a city in a foreign country. For this reason, I would suggest that the formal workload of the students should not be heavy as the real educational experience is going to come from these "incidental" experiences which in my opinion should be given greater emphasis. After talking with some of the Papua New Guineans here this year, it is clear that they do have a heavy workload and some claim that it is too heavy.

Unfortunately, there will be no Cadet Education Officers at ASOPA in future years to socialize with the Papua New Guineans. For many students, the outstanding feature of 1972 has been the friendships made with fellow students from another country. Certainly this is true of many of the 'Aussies' and I hope it is equally true of the PNG students.

From the point of view of the CEO's, 1972 has been a 'mixed' year. Firstly, I must express my appreciation to Mr Reynolds and Mr Saxby for allowing the students to have a say in the setting out of the year's programme and the procedure for assignments etc. They have shown a greater readiness to listen to our viewpoint than would be shown by the administrators of most other tertiary institutions.

The year is behind us now and we are all looking forward to 1973. Most of us will be heading for Papua New Guinea, where self-government will be granted next December or shortly

25 Years of ASOPA

after. For the majority it will mean going back home to resume jobs vacated at the beginning of the year but for 36 it will mean the start of a teaching career. The remainder will be heading for the Northern Territory, also to start a teaching career, leaving behind a group of Aboriginal Welfare Officers to complete their course.

Personally, I will be leaving ASOPA with many happy memories and with regrets that I will be leaving some very good friends.

I know a large majority of the ASOPANS will have similar feelings. Naturally, there are many different student opinions towards ASOPA and unfortunately, a few people feel their time here has been wasted. But I can't help but feel that we have all benefited in some way, whether we are prepared to admit it or not.

25 Years of ASOPA

ASOPA in war and peace

VH Parkinson, Registrar

The concept of the Australian School of Pacific Administration was the brainchild of Lieutenant Colonel Alfred Conlon. As Director of the Australian Army Land Headquarters Directorate of Research and Civil Affairs, he convinced the Commander-in-Chief, Sir Thomas Blamey, of the need for a school to train officers to undertake civil government functions in the areas of Papua and New Guinea recaptured from the Japanese.

Early in 1945, with General Blamey's approval, Colonel Conlon proceeded to establish what was known as the Land Headquarters School of Civil Affairs, in building in the grounds of the Royal Military College, Duntroon. Colonel JR Murray, who later became the first Postwar Administrator of Papua and New Guinea, was appointed Chief Instructor and a highly qualified academic staff was quickly assembled.

Dr HIP Hogbin MA PhD, Dr RO Piddington and the Honorable Camilla Wedgwood MA, three anthropologists with established reputations for scholarship in this field, were appointed to the full time staff with the rank of Lieutenant Colonel. Dr. John Andrews, the present Professor of Geography at the University of Melbourne, also joined the staff as a Lieutenant Colonel to lecture in geography. Dr Lucy Mair, reader in colonial Administration at the London University, was brought out from England under contract to lecture at the School.

Lecturing in law was done by Lieutenant Colonel JP Fry MA BCL SjurD, who later compiled the first ten volumes of the Annotated Laws of Papua and the Territory of New Guinea.

In addition to this highly qualified staff of lecturers, six full time tutors were appointed, one of whom was Captain JP McAuley, now Professor of English, University of Tasmania, and one of Australia's outstanding poets.

In those early days the school's training programme was designed on the basis of each lecture being followed by a tutorial.

Students were selected to attend the School from the ranks of the Australian Army and Air Force and included the following officers still serving with the Administration of Papua New Guinea: Harry West, Director, Division of District Administration within the Department of the Administrator; Kingsley Jackson, District Commissioner; Bill Johnson, Assistant Secretary, Civil Defence; Don Grove, Director of Lands; Keith Dyer, Principal Projects Officer, Department of the Administrator; Des Clifton Bassett, District Commissioner at Madang; Eric Flower, Works Coordinator, Department of the Treasury; and Fred Kaad, former District Commissioner and now on the staff of the School.

In May 1945, General Blamey approved an amount of £10,000 being allocated for the construction of permanent premises for the School in the ACT. This was further evidence of Colonel Conlon's influence on General Blamey. Colonel Conlon clearly perceived an important

25 Years of ASOPA

post-war role for the School as a centre of training and research for the whole South Pacific area, and gained General Blamey's support for his long-range plan.

Although a site for the School was selected within the grounds of the proposed Australian National University, events were to conspire against the project proceeding. The School was moved to Holsworthy at the end of 1945, and it was not until the early 1950s that the proposal to establish the school in Canberra was again seriously sponsored by the then Minister for Territories, Mr Paul Hasluck.

When the school's military role came to an end with the defeat of Japan, Alfred Conlon set about the task of persuading Mr Eddie Ward, the first post-war Minister for Territories, to ensure its continuance as a civil institution to train administrative officers for the Administration of Papua and New Guinea.

Largely as a result of his efforts, in March 1946, the School became a civil institution under the name of The Australian School of Pacific Administration, and was transferred to Georges Heights, Mosman. There, and later at Middle Head, the School operated provisionally until 12 April 1947, when the Federal Cabinet approved its permanent establishment.

ASOPA was given statutory recognition in 1949 by the Papua and New Guinea Act 1919-1971.

Mr JR Kerr, the present Chief Justice of New South Wales, was appointed the first Principal of the newly constituted School. He was followed by Mr AA Conlon (August 1948 - September 1949), Mr CD Rowley (November 1950 - March 1964), Mr JR Mattes (March 1964-December 1971), and the present Principal, Mr JP Reynolds.

In the post-war years the School's training responsibilities were extended to include the training of welfare officers for the Northern Territory and teacher-training, as well as its original commitment to train patrol officers for Papua and New Guinea.

Conceived in the prevailing uncertainty of the war years, ASOPA has battled on hopefully through the post war years, to an assured future that has so far eluded it. When its epitaph is finally written it will surely contain the words - "to the memory of an institution that passed away while its future role was under periodic review."

25 Years of ASOPA

ASOPA as I knew it

JR Mattes

When I started to work at ASOPA twenty years ago there was only one regular course of studies at the School, a two-year course for Patrol Officers from Papua New Guinea. Orientation courses of short duration were also held for persons going to Papua New Guinea, so that in any one year there may have been only twelve or fifteen permanent students. I have been asked to write briefly on the period during which I was Principal of the School, that is the eight years between 1964 and 1972. I became Principal when, after fourteen years as Principal, Mr Rowley left to conduct a programme of research into the history and conditions of the Australian Aboriginal.

In 1964 the Education Cadets at the School were all being trained for Primary Schools in Papua New Guinea and the Northern Territory. This was the last primary course for Papua New Guinea. At the end of 1964 the School was asked, to meet the need of Papua New Guinea, to switch teacher training for that Territory from Primary to Secondary and from 1965 all new intakes of Cadet Education Officers were for secondary schools, the last primary teachers graduating at the end of 1965, during that year both primary and secondary Cadet Education Officers were attending the School.

At the beginning of 1965 the following courses were enrolled at the School – for Papua New Guinea: Primary Teachers, Secondary Teachers (both Arts and Science), Diploma of Education trainees (attended the School for only one and later two days a week), Patrol Officers (one year course); for Northern Territory: Primary Teachers, and Patrol Officers (one year course).

About this time, the policy of engaging Patrol Officers on a six year contract and not as permanent Public Servants commenced, and because it was impractical and uneconomical to train people for one year of a six year contract, Orientation Courses of three months' duration were held for Cadet Patrol Officers, and two short General Orientation Courses for Administration Personnel for Papua New Guinea were also held. The same courses were enrolled in 1966 including the largest Cadet Education Officer intake for Papua New Guinea of 89 students in first year, and the last of the long courses for Papua New Guinea Patrol Officers was completed.

From that time onwards Cadet Patrol Officers – later called Assistant Patrol Officers – attended a three or four month course at the School before proceeding to Papua New Guinea.

From 1966 South Australian Aboriginal Welfare Officers attended the Northern Territory Patrol Officers Course and continued to do so until 1970.

25 Years of ASOPA

In 1967 a new course commenced for Senior Local Government Officials. This was a one-year course designed to help these officials become advisers to Local Government Councils in Papua New Guinea.

In 1968 the first of two special English Courses for members of the Papua New Guinea House of Assembly was held. This was a course of three months' duration, which concentrated entirely on the teaching of English. A similar course was held during 1969.

The courses as outlined formed the basis of the work of the School during this period. In 1970-71 a short course was held for Pre-School Teachers for the Northern Territory and in 1970 a three-month course was held for Assistant Police Inspectors going to Papua New Guinea.

At the beginning of 1970 an interesting course was held during the School's summer vacation. This was a Science/Maths Course, which was designed to help students from Papua New Guinea to matriculation standard to enable them to enter Australian Universities in faculties that had not yet been created in the University of Papua New Guinea.

In 1970 the first continuing course designed wholly for indigenes of Papua New Guinea commenced. This was the Local Government Practice Course for personnel of Papua New Guinea Local Government Councils. It was attempted to make this a practical course with students receiving letters etc, taking the necessary action and sending replies etc. Students also visited Local Government Councils and had two periods of attachment to various Councils during the course.

The Course for Northern Territory Primary Teachers was extended to three years with the 1970 intake.

During 1970, Mr Weeden, who had been a member of the School Council, was appointed to enquire and make recommendations into the future of the School. The enquiry was carried out during 1971 and as a result of his report the emphasis of the School was changed from the training of expatriates to the training of indigenes from Papua New Guinea. Those Cadet Education Officers who were at present at the School were to complete their course but these were to be the last teacher training courses held by the School. First year Northern Territory trainees were to complete their course at the Canberra College of Advanced Education.

During the eight-year period ad hoc courses were held of varying lengths sometimes as short as one day. These courses covered Mission personnel who were going both to the Northern Territory and Papua New Guinea who came to the School for two weeks for Instruction in Anthropology, English as a Second Language etc.

Also included were courses for British Volunteers Abroad and Canadian University Students Abroad and during this period, although accurate figures can be obtained for the regular and long course it is difficult to ascertain the numbers in short courses at the School, but it would be safe to say that at least 1500 students passed through the School. At one stage over 230 students were attending courses at the one time, and during one year sixteen separate courses were held at the School.

25 Years of ASOPA

I would like to take this opportunity to wish all students completing courses this year, a most happy and successful career and to send my regards to all former students who may read this paper.

25 Years of ASOPA

Charles Rowley - a tribute

Miss M Westwood

Charles Dunford Rowley MA (Sydney), was the third Principal of the School, from November 1950 until March 1964. He began his career teaching in secondary schools in New South Wales and later became a lecturer at Sydney Teachers' College. In 1942 he enlisted in the AIF and served with the Australian Army Education Service in New Guinea. He attained the rank of Lt Colonel and was Mentioned in Despatches. On the completion of his war service Charles Rowley became Assistant Secretary to the Universities Commission and, in 1949, Chief Education Officer in the Commonwealth Office of Education. It was from this position that he came to ASOPA as Principal with an interest and background already well established in the Territory of Papua and New Guinea and the Northern Territory.

Charles Rowley brought to the Principalship an already outstanding record of academic achievement and scholarship together with a wide experience and competence as an educator, administrator and historian. These qualities enabled him, during his thirteen years as Principal, to establish for ASOPA a reputation for sound scholarship among academic institutions in Australia and overseas. He was able to attract a small but outstandingly able staff, three of whom moved on to Professorial appointments.

He combined scholarship with practical administrative know-how which appealed to the Patrol Officers who attended the Diploma and Certificate Courses at the School. Many who came as experienced practical field officers ready to doubt the value of 'impractical academic' courses returned to Papua New Guinea as enthusiastic supporters of the value of the training provided by ASOPA. For many it proved to be the inspiration to undertake university and other tertiary studies on their return to the field, often under the most difficult conditions. Many students of the Rowley era are now occupying responsible positions with the Administration of Papua New Guinea and are making an important contribution to the preparation of the country for self-government.

During Charles Rowley's period as Principal, the School assumed responsibility for two new areas of training – a course for Welfare Officers of The Northern Territory and teacher training courses for the Administration of Papua New Guinea and The Northern Territory.

While Principal of ASOPA he published numerous articles and three books – *'Australians in German New Guinea 1914-21'*, *'The Lotus and the Dynamo'*, and *'The New Guinea Villager'*.

He resigned from the position of Principal in March 1964 to take up an appointment as Director of the Social Science Research Council's major research project on Aborigines in Australian Society. The three works which resulted from this, *'The Destruction of Aboriginal Society'*, *'Outcasts in White Australia'*, and *'The Remote Aborigines'* published in 1970-71, and other works published by his research staff on the Project represent the first major attempt to assess the conditions of Australia's aboriginal people on a national basis.

25 Years of ASOPA

In 1967 Charles Rowley was given the unique distinction of being invited to be the Foundation Professor of Political Studies at the University of Papua and New Guinea and he took up his duties there in the 1968 academic year.

Professor Rowley has travelled widely and his services have been sought by overseas by universities and international organisations. In 1949 he attended the UNESCO Conference on Adult Education and in 1954–55 worked as a UNESCO expert in adult and workers' education in Siam, Laos, Cambodia, South Vietnam, The Philippines and Indonesia. In 1959 he received a grant from the Carnegie Corporation of New York to undertake a study tour in the North American area for the purpose of studying aspects of administrative training especially in relation to Eskimos, American and Canadian Indians and Puerto Ricans in the United States. He has just recently returned from a term as Visiting Professor at the University of California, Santa Cruz.

No tribute to Professor Rowley would be complete unless reference was made to the role played by Mrs Rowley who has not only assisted and supported him in all his work but has also offered friendship and hospitality to many students who passed through the School.

On behalf of the students and staff of ASOPA present, we extend our thanks and congratulations to Professor and Mrs Charles Rowley and wish them future success and wherever they may be.

25 Years of ASOPA

A day of greeting

David A Cottons

As the gap widens and the donkey's back is broke with carrying your letters from Vanimo to Samarai, wheresoever you may write from, to wheresoever may write to, and to whosoever you may write, remember that at least while you write and as you read that which is written to you.....

A day of greeting

A lifetime of letters or a day of greeting,
Which is the greater, the image or the meeting?
In letters, an eternity is not the truth in a man;
'Tis but an image, whitened by the glove of the writing hand.
Yet in a day of greeting like its sunrise start,
Beams a warmth unique of the human heart;
Of love, of feeling, of knowing; To hold
A hand ungloved, sincere and twicfold.
And to behold a face, unmasked; and warm or cold.
Thus in a day of greeting one may impress
That which a thousand lines could not express;
The true oneself to another,
The one True self to the other.

25 Years of ASOPA

Teacher education at ASOPA

A short historical account

NG Gash, Senior Lecturer in History

The year 1954 was an important turning-point in the history of ASOPA. Changes were announced which would “enable the School to concentrate more effectively on the training of public servants for the Australian Territories and to make the School’s courses available to a wider range of officers in those services” [quoted by CD Rowley, *The Australian School of Pacific Administration*, The POA Chronicle, June 1956, p 22]. The necessity recognised by the Australian government to construct a broad base of primary education in Papua New Guinea brought teacher education to ASOPA. The shortage of adequately trained teachers in Papua New Guinea gave the stimulus to a scheme for the recruitment. of cadet education officers in Australia and their training under ASOPA auspices in this country.

It was envisaged at the beginning. of teacher education by ASOPA that cadet education officers would need to use New South Wales teacher training facilities but that the importance of ASOPA’s role in offering specialised courses would be emphasised. Consequently the first education cadets were enrolled at Sydney Teachers' College for the two-year primary course of training and then attended a third year of training at ASOPA in specialised courses orientated to Papua New Guinea. By 1956 the cadets were located at the Teachers' College, Bathurst and ASOPA courses were given to these cadets by visiting lecturers from this institution. The School's report for 1956 expressed the difficulties of this arrangement.

"The change in the location of the teacher-training constituted a major alteration of the basis on which the courses given by the School had originally been planned. The provision of courses at Bathurst in 1956 was costly and a heavy drain on the limited academic staff of the School, particularly as the air service schedules were altered during the Year. For various reasons it is difficult to fit the tuition into the syllabus of the Bathurst Teachers' College. As a result most lectures had to be given in the evenings after the Teachers’ College work had ceased for the day. Loss of time in travel was heavy, involving lecturers at times in two days absence for two hours of tuition”.

This arrangement, which appears to have been a most unsatisfactory one for students and staff alike, continued until 1959. In that year the entire training course for cadet education officers was transferred to the School. The course offered was of two years' duration for primary teachers. For the purpose of ensuring New South Wales teacher certification of cadets on graduation the Principal of Balmain Teachers' College was appointed on an honorarium in a consultative capacity to the ASOPA School Council. The New South Wales State government at the same time generously cooperated in secondary teacher education

25 Years of ASOPA

staff to the School on a permanent secondment, or part-time basis. The advantages of this arrangement accrued mainly to the students who gained the advantage of a teacher certification of application to all the Australian States thus ensuring them of continuity of employment following New Guinea service. In 1960 a similar arrangement for training was extended to teachers-in-training for the Special (Aboriginal) Schools of the Northern Territory.

In 1960 there was a change in emphasis in education in Papua New Guinea. The view that New Guinea education would progress from a broad base of elementary education changed. A new emphasis was given to secondary and tertiary education. This change of view influenced teacher training policy at ASOPA and in 1960 a junior secondary two-year course was offered. In that year the two-year primary teacher training course for Papua New Guinea ended. The junior secondary course of two years' duration has continued to date. In 1970 the two year course for Northern territory teachers-in-training was extended to three years and the present Northern Territory students have the distinction of being the only three year trained students to be graduated from ASOPA.

All in all, teacher education at ASOPA can be said to have been a most successful enterprise. The beginnings at Sydney and Bathurst were rather shaky. Since the courses were centred at ASOPA, however, they have been generally satisfactory. Ex-ASOPA teachers in New Guinea and the Northern Territory have constituted an important element of the respective systems. ASOPA courses over and above the essential teacher training courses have orientated these students to their peculiar teaching situations. Many of these ex-students have shown qualities of adaptability and enterprise, qualities which have been encouraged by the form of government at ASOPA.

One aspect of teacher education at ASOPA calls for special mention. This is the unusual arrangement of Commonwealth and New South Wales officers serving together to achieve a common purpose. Each 'side' has gained much from contact with the other. ASOPA has been a stimulating place of teaching and scholarship for those who value professionalism, academic freedom and trust of colleagues. The spirit engendered in the atmosphere of ASOPA has been reflected in a student body of generally keen hard-working young men and women who face their difficult early years of vocation with courage and versatility.

25 Years of ASOPA

Teacher education at ASOPA: 1954-72

Cadet Education Officers – PNG Primary Trained

Total enrolment to 1971; 287 (including 8 mission students, 5 Nauruans and 1 Commonwealth Scheme). Of the total enrolment of 287 –

242 were certificated

44 resigned or cadetships were terminated

1 has still to pass a supplementary examination

Cadet Education Officers – PNG Secondary Trained

Total enrolment to 1970–71; 343. Of the total enrolment of 343 –

278 were certificated

49 resigned or cadetships were terminated

3 have still to pass supplementary examinations

1971–72 enrolment – 42. Total enrolment to 1972 – 385.

Teachers-in-Training – NT Primary

Total enrolment to 1970–71 – 137. Of the total enrolment of 137 –

119 were certificated

18 resigned or traineeships were terminated

19 were enrolled for 1971–73

Total – 156

Graduate Students studying for the Diploma in Education and attending ASOPA courses part-time

Total enrolment to 1971 – 80. Of the total enrolment of 80 –

76 qualified and were certificated

1 was killed

1 resigned

2 failed to qualify

Pre-School Teacher-in-Training – Northern Territory

Total enrolment in 1970 – 10. These are still undergoing training.

Summary

Since the inception of teacher education at ASOPA, a total of 918 students have been enrolled for training. Of these 715 have been certificated and 71 have still to complete their training.

25 Years of ASOPA

The Asopan tragedy

Ralph S Watson, SRC President 1971
[now at Kwikila High School PNG]

When I had to make the final speech on behalf of the students to Mr Barnes, the then Minister for External Territories at Graduation 1971, I felt something firm, reactionary and positive should have been said. However it was not the place and I firmly believe the words would have been lost in the air.

It is easy to say one is sad ASOPA is no longer a training college for teachers. Easy to say, because it is sad, not only that but a tragedy, and that tragedy reaches further than the sadness of goodbye.

Owing to the needs of the times ASOPA set out to make patrol officers. It changed to include teacher trainees and other odds and ends. That is about as far as governmental inspiration went.

ASOPA's tragedy is a total governmental blunder to see, try to see, and even think about, the future. If it had been American, there would have been a monument on Middle Head, and ASOPA a fine educational seat of learning. Instead it is a creeping scab.

What happened? It has been suggested that if ASOPA was under External Affairs something would have happened. Under Territories, nothing did, and that is the tragedy.

When Australia, South-East Asia and the Pacific are drastically short of teachers, English as a Second Language specialists and training institutions, it is abominable that a training college should be closed down.

In a typical Australia (both parties) government attitude of anti-radical, anti-intellectual; anti-change; anti-planning for the future move, we see ASOPA closed.

Time and time again it has been suggested by lecturers, students and visitors (from overseas) that ASOPA should be – a PACIFIC COLLEGE. A college like this allows for greater cross-cultural contact and understanding. Australia needs this vitality.

Asopan students are treated like dirt in Australia; that is their certificates; but overseas they are welcomed, have won scholarships to universities and distinguished themselves – proof of the value and type of Asopans who have graduated.

The Asopan tragedy is the tragedy of a backward thinking band of politicians.