

ASOPA: the Balmain years

*By Cliff Turney & Judy Taylor **

IN THE BEGINNING



Another outpost of Balmain during the sixties was the Australian School of Pacific Administration (ASOPA) at Middle Head. At ASOPA too there was geographical and philosophical separation from Smith Street. From 1958 to 1972 Balmain Teachers' College, together with the Commonwealth Government, provided teacher education for Cadet Education Officers who were being trained at ASOPA as teachers for Papua New Guinea and the Northern Territory.

During World War II Lieutenant Colonel Alfred Conlon headed a government research unit which was established by the Australian Army. It became the Directorate of Research and Civil Affairs. One of its projects was to develop a plan in case of Japanese invasion of Australia. Later it was to train officers for the Australian New Guinea Administrative Unit. At first the Unit was based in Canberra at the Australian National University and then at Duntroon Military College.

At the end of the war, Conlon pressed for the setting up of a permanent "centre which would provide the Australian Government with a team of Australians specialising in the training of officers to undertake civil administration in developing countries and provide advice on aspects of development" and in 1947 the Commonwealth Government approved the setting up of ASOPA.

The first Chief Instructor was Colonel JK Murray. When Murray became the first post-war Administrator of PNG, the first Principal of the civil school was John Kerr, who later became Chief Justice, then Governor General. He went back to his legal career in 1948 and Alfred Conlon was Acting Principal until Charles Rowley took up the position in November 1950. Rowley was Principal until March 1964. Jack Mattes followed him until December 1971.

ASOPA was transferred to Sydney, first to Holsworthy Army Base but shortly after to Middle Head where old army huts remained its home despite later efforts to move it to Canberra. The PNG Act 1917-71 gave ASOPA statutory recognition in 1949 and a Council was appointed to govern it. The head of the first Council was Professor RC Mills, Director of the Commonwealth Office of Education. The Annual Report of the Council was submitted to the Minister for Territories.

SOME EMINENT ASOPA STAFF

Over the years, ASOPA Commonwealth staff were very eminent people with salaries the same as for staff at the Australian National University. Margaret Westwood wrote in 1972: "Charles Rowley brought to his Principalship an already outstanding record in 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."

Some well-known lecturers were the eminent anthropologists Hon Camilla Wedgwood and Professor AP Elkin, poet James McAuley and lawyer Hal Wootten. Often people were selected on the basis of their reputation and personalities and joined the staff more often by invitation than by formal application for a position. Research was regarded as an important part of work for all staff members who were all expected to be engaged in research and publications for at least two days a week.

Charles Rowley encouraged high standards of teaching and research, supporting and facilitating opportunities for his staff and always setting an example by his own work. One staff member who was encouraged by Charles Rowley to undertake further study was Ann Prendergast who went to the University of Hawaii and was awarded a doctorate for her work on the London Missionary Society's role in the development of New Guinea.

Rowley's own published work was on New Guinea (eg *Australians in German New Guinea 1914-21*, *The Lotus and the Dynamo* and *The New Guinea Villager*) and on the Australian Aboriginal (eg *The Destruction of Aboriginal Society*, *Outcasts in White Australia* and *The Remote Aborigines*). The latter three books were the first major attempt to assess the Aboriginal and the history of white and aboriginal contact throughout Australia.

The Hallstrom Pacific Library at ASOPA was built into a valuable specialised resource on the Pacific region and was also used by many people not at ASOPA. Geographers, teachers, anthropologists, historians, lawyers and students of politics and administration came from many parts of the world on their way to or from PNG or the Northern Territory to talk to staff and students or to work in the ASOPA library.

The collection was built up by Margaret Westwood. From 1959 there was also an assistant librarian. There was a first class periodicals and newspapers section and a huge pamphlet file. In addition to the use of the library by scholars, ASOPA students were encouraged to use the library and did so.

CHARLES ROWLEY

Staff at ASOPA had a great deal of academic freedom. In some ways it was a freer institution than the universities of the time and certainly it was a complete contrast to the narrower purpose and vision at Balmain Teachers' College. When Noel Gash, lecturer in history, went to ASOPA it

was so different from Balmain he felt as if his mind was expanding, so much that he calls it "the transfiguration of Noel Gash: I remember very clearly having the curious feeling that my mind was physically expanding...the Balmain years had obviously been a period of intellectual mind withering".



Charles Rowley passionately defended the academic freedom of his staff against attacks on it by politicians who wanted to exercise more control over what staff taught and especially what they published. He looked back in 1972 to his time at the School: "The Freedom in teaching was never abrogated, though it was often attacked. This allowed us to retain for a few years those brilliant scholars who were certain, sooner or later, to go on to higher appointments in Universities – higher, that is, than a small separate institution could pay for. So many of these people later became University professors in one country or another...

"I think my most enduring memories of ASOPA are of the quality of its inter-disciplinary discussions, and of the constructive interaction between staff and students. The students included many with considerable first-hand experience, both in war and peace, in matters which we academics had seen either as soldiers in the atypical wartime conditions, or in study visits without administrative responsibility. A lecture session was always likely to develop into a discussion, and one expected to be challenged on any controversial statement. Many students went on to degrees; and some of them became University teachers and research workers...

"There was an intellectual stimulus in the place, in the 1950s especially, which made those years formative ones for me and, I think, for others of the academic staff."

The traditions of the importance of research and publication and the inviolability of academic freedom persisted throughout the 25-year history of ASOPA and a great deal of the credit for this should go to Charles Rowley for his tenacity and his own example.

"Our method had always involved comparative studies," he wrote, "so that we had to do a lot of work on comparable situations of other entrapped minorities – of the Maoris, Amerindians, American blacks. Issues implicit in both 'colonial administration' and 'Aboriginal welfare' seemed at the beginning of the fifties safely bureaucratised, academicised and apolitical. But they became increasingly controversial, increasingly matters creating political tension."

"Teaching in sensitive areas in times of rapid social change, where the subjects are of immediate political significance, requires freedom of the teacher, and responsibility on his part, not to the rules of the Public Service but to the search for the truth and for the fair presentation of each issue. In the situation of ASOPA, with no University affiliation to protect it, this was not easy to maintain as a principle."

His own personal views on Aboriginal Australia and Papua New Guinea were sometimes in conflict with government policy and with the views of

some members of the Council, and this personal involvement probably added steel to his argument as he struggled on behalf of his staff.

ASOPA AND BALMAIN

The first courses at ASOPA were not teacher education courses at all and Balmain Teachers' College had no part in them. They were short courses for students selected from the army and the air force who were to serve in the civil reconstruction of PNG, but after 1948 civilians were enrolled. They were trained at first for patrol officer duties and magisterial duties.

ASOPA's involvement in teacher education began with the enrolment of cadet education officers at Sydney Teachers' College for a two-year course in primary education. This was followed by a specialised third year course at ASOPA. By 1956 Bathurst Teachers' College was being used instead of Sydney, and instead of an end-on third year specialised course at ASOPA, lecturers were sent from ASOPA to Bathurst to give lectures after hours during the two years the students were undertaking the usual primary teacher training course with the NSW trainees at Bathurst Teachers' College.

This arrangement was very unsatisfactory for students and for staff who had to travel so far: "The provision of courses at Bathurst in 1956 was costly and a heavy drain on the limited academic staff of the School," said the 1956 Annual report, "particularly as the air service schedules were altered during the year. For various reasons it is difficult to fit 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 difficult arrangement was abandoned in 1958 when 32 cadet education officers were enrolled at Mosman to do a course run cooperatively by the Commonwealth and the State Department of Education. The Principal of Balmain Teachers' College was appointed on an honorarium in a consultative capacity to the ASOPA Council. Lecturers were sent to ASOPA by the Department of Education on long-term secondment. Some of them came from the secondary schools and some for teachers' colleges. All joined the staff of Balmain Teachers' College and were responsible to the Balmain Principal.

Over the years, ASOPA teacher education lecturers included Jean Newcombe, who was Warden of Women Students in the early years, Ralph Munro, Athol Berglund, Roy Clark, Allan Bunker, John Gray, Col Yarham, Michael Barnacoat, Aileen Kershaw, John Foster, Noel Gash, Tony Edmonds and Mary Breen. Senior lecturers in charge of education were Harold Peake, Norm Donnison, Ruth Thornton and Maurice Saxby.

At first students also travelled to Balmain for some lectures and for physical education one day a week and during Balmain vacation periods, but the expansion in 1960 to 58 students enrolled in the CEO's Course compared with 21 in 1959, made this impractical. Combined sporting activities continued for a number of years but it was not long before all teacher education lectures were held at Mosman.

THE CEO's COURSE

The cooperative arrangement between State and Commonwealth, whereby ASOPA graduates could be assured of continuity of employment in Australian schools following their PNG service, also applied to teachers in training for the Special (Aboriginal) Schools of the Northern Territory and to teachers in training for junior secondary schools in PNG when secondary courses commenced in 1960. With the commencement of secondary teacher training, primary teacher training for PNG ceased, but training for service in Aboriginal schools in the NT continued.

The 1958 ASOPA Calendar explained the relationship in this way: "The principal of Balmain Teachers' College arranges and supervises the teacher training component of the course. He arranges through the Public Service Board of NSW for part-time lecturers to provide academic teacher training for courses at the School, and arranges for practice teaching, observation lessons and demonstration work. Certain tuition is also given at Balmain Teachers' College..."

"Cadet Education Officers also take courses provided by the School in New Guinea Education, Anthropology, Geography/Land Use, History, and Government. Integration between the courses provided by the School and the NSW Education Department is aimed at, and is arranged between, the Principal of the School and the Supervisor."

The CEO's Course was developed over the years and made more appropriate for teachers who would work in the territories. All subjects were adapted for this purpose. For example in 1959 and 1960, attention was given to courses in arts and crafts and the syllabus was discussed with the Director of Education in PNG. In 1960 the lecturer in charge of craft visited PNG to gather ideas. The syllabus was amended to include use of local materials such as block printing using taro and potatoes, basket making with split lawyer cane and split bamboo, coconut work where the coconut husk has to be shaped to produce bowls or trays and then decorated by incised work, and the use of native designs and tribal decorations in poker work on wood and bamboo. Most Balmain ASOPA lecturers had the opportunity for trips to PNG and the NT over the years.

In 1964 JR (Jack) Mattes, a university medallist in Law who had been lecturing at ASOPA for some time, became Principal. At that time the education cadets at the School were all being trained for primary schools in PNG and the NT. At the end of 1964 the needs of PNG were reassessed and the School was asked to provide junior secondary training instead of primary training. From 1965 all new intakes of CEOs for PNG were for secondary schools, the last primary teachers for that country graduating at the end of 1965, although ASOPA and Balmain continued to provide primary teacher training for NT schools.

SECONDARY TEACHER TRAINING

At the beginning of 1965, the following courses enrolled students at the School. For PNG: primary teachers as well as secondary teachers to teach both arts and science and patrol officer. For the NT: primary teachers and patrol officers. Diploma of Education trainees were also at ASOPA one or

two days a week, but they were not attached to Balmain but Sydney Teachers' College. There were two groups of secondary teacher trainees: arts and science, and the junior secondary course of two years' duration continued until the School closed in 1972.

Secondary science students studied Anthropology, Biology, Educational Psychology, Education in Underdeveloped Areas, English Literature, English language, English as a Foreign Language, Geology, Government, Mathematics, Physical Education, Chemistry, Physics and Principles and Practice of Education. Arts students studied the same subjects except they omitted Physics and Chemistry and studied English method instead. Students also had to choose an option from Arts, Craft, Dramatic Art, Music, Physical Education and Radio.

All CEOs attended demonstration lessons arranged by Balmain throughout their two-year course. They were mostly at Balgowlah Boys' and Manly Girls' High Schools. At the end of each year of their training, they had a period of practice teaching in the schools of PNG or the NT in addition to the normal practice periods in NSW schools at the beginning of each year. All teacher education courses were two-year courses until 1970, when the two-year course for NT teachers-in-training was extended to three years in line with the extension of teacher training courses for NSW schools.

Balmain Teachers' College continued to work with the Commonwealth staff at ASOPA to provide junior secondary teacher training for PNG and primary teacher training for the NT until 1972. Cadets who successfully completed the course were awarded the SOPA Cadet Education Officers' Certificate and the NSW Department of Education Two-Year Trained Teachers' Certificate after the completion of three years practical teaching at an approved standard.

The late Noel Gash wrote in 25 Years of ASOPA in 1972 that: "Since the inception of teacher education at ASOPA, a total of 918 students were enrolled for training. Of these 715 have been certificated and 71 have still to complete their training".

ASOPA STUDENTS AS INDEPENDENT THINKERS

ASOPA students were different from Balmain students in many ways. On the whole they were older, more sophisticated and more independent thinkers than the Balmain students.

"The School's policy was to give preference to people with some working experience as well as good academic records, so the average age tended to be older than for students entering university. Many enrollees were men who had lived in PNG and whose parents had careers or businesses there. The ASOPA student therefore was not your average secondary school leaver. ASOPA students brought as much to lectures as they were given and instructors who did not recognise this and who were judged to be 'not up to the mark' academically, boring or socially inept, ran into trouble and disappeared from the scene."

Most students therefore were mature-aged, had had work experience and some of them had lived in PNG and knew more about some aspects of it than some of their lecturers. These students were seen as a source of

information for university lecturers and for others who were preparing to go to areas the students came from. Academics, businessmen and politicians would come out to Mosman to consult the students as well as to sue the library and talk to staff. From 1965 ASOPA was providing courses to train secondary schoolteachers while Balmain was training only primary school teachers. This difference also had an effect on the students enrolling at ASOPA.

At Balmain male teacher education students were always in the minority. More men applied to teach in the territories and the CEOs' course was not the only course offered the School. The ASOPA courses for welfare workers and patrol officers were dominated by men.

"The patrol officers were nearly all men," says Athol Berglund and many teacher trainees were women, so you had many relationships between patrol officers and teacher education women and in every course there were at least one or two sets of chaos caused by relationships."

The typical Balmain student was female and young, usually straight out of school, less likely to question lecturers and more accepting of the restrictions imposed on their behaviour. Noel Gash believes that Balmain students were "trained in unquestioning conformity. They went out into the schools and became obedient yes-men and yes-women. It trained in conformism and turned out conformists for the bleakness of the public school system". The accusation that Balmain trained conformist teachers is an over-statement, although there is truth in it when students are compared with ASOPA students. However Gash admits there were exceptions, one notable one being Bill White, a Balmain student who was gaoled for refusing national service, who later became a State school principal. "Obviously an exception to the conformist rule," says Gash.

A PLACE OF INTELLECTUAL VIBRANCY

Staff at Balmain often stayed for many years and tended to be of the one mould. They had been employed for their superior classroom skills. Few of them had higher degrees and they were given little encouragement to seek them. They were kept busy all day every day with long lecture hours and administrative duties and were not given time for research or writing. Commonwealth staff at ASOPA were more highly qualified and some of them were distinguished scholars in their own fields.

They regarded their academic freedom as an inalienable right and were encouraged to spend time in research and writing as well as teaching. They produced a quarterly publication, South Pacific Journal. Every ASOPA lecturer, both State and Commonwealth officers, had a private office while Balmain staff shared tiny cramped quarters. Ancillary staff and money for equipment and the library were more readily available from the Commonwealth Government than from the State Government.

The library at Balmain was poor and small and students were not encouraged to spend time there. The ASOPA library was the hub of the School, the collection was extensive, and it was well used by students, staff and visitors. Commonwealth officers and NSW officers worked side by side at ASOPA and each 'side' 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.

ASOPA was an intellectually stimulating, inter-disciplinary environment. Commonwealth officers, academic lawyers, anthropologists, PNG geographers, visiting professors in linguistics and tropical diseases were on staff as well as educationists. Conversation in the staff room was about intellectual things and the politics of the day. The Registrar of ASOPA was Victor (Vic) Parkinson, who at the same time was Mayor of Mosman, so local politics were also part of the ASOPA environment.

At ASOPA the students were exposed to stimulating visitors and speakers who included Edward St John and Don Dunstan on subjects such as civil liberties and the political issues of the day. The Administrator of PNG would visit when he was in Sydney. There was a constant stream of very interesting people visiting. Talks by visitors to Balmain were on a much more restricted basis and controversial matters were seldom addressed. Topics included talks on Great religions of the World or Shakespeare or John Germain, or other ex-students would come and sing or play the piano.

BALMAIN COLLEGE TRIES TO CONTROL ASOPA

One of the staff at ASOPA was Athol Berglund who arrived in 1963 to lecture in the teaching of English as a foreign language. He enjoyed his time at ASOPA and later at Balmain and Kuring-gai College of Advanced Education, but he could see very clearly the differences between the Teachers' College and the School and tensions between teacher education lecturers at ASOPA and Alton Greenhalgh and the Balmain ethos he wanted to transplant at ASOPA.

"Some people saw great advantage for themselves in working for the Commonwealth rather than working for the State and were not happy with Balmain," said Berglund, "It was a very stimulating staffroom. It had a magnificent view of the harbour through a glass wall and stimulating people coming in all the time. There were visiting lecturers. It was a place where anybody who had been anywhere important came.

"The teacher education lecturers at ASOPA gradually became resentful of Balmain's attempt at tight control. On one side you had a tremendous world vision with Professor Black from Sydney University talking about tropical diseases and Charles Rowley who was a magnificent person to listen to about New Guinea philosophies. You had John Hookey in history, Jack Mattes on land tenure, people from Canberra, Dexter Dunphy from the University of NSW. You heard a lot of things there that you would not otherwise have been party to. Some lecturers resented Alton's control over them. If he said you had to go back to Smith Street, then you had to go back to Smith Street. People didn't always take kindly to the fact that he had the upper hand in this."

Like the ASOPA students, ASOPA staff were independently minded and more likely to question edicts from Greenhalgh than the Balmain staff. On one occasion Edgar Ford challenged Greenhalgh about the necessity for

stopping left-handed students using their dominant hand in blackboard writing. In the end Greenhalgh ended the argument by stating his power as the representative of the NSW Department of Education to make the rules. At Balmain, he would have been unlikely to have been challenged in the first place.

When the Teachers' Federation went on strike in October 1968, ASOPA staff decided to strike in support. Greenhalgh believed his lecturers should not strike and he was furious. He called a meeting of lecturers, which became very heated. As a result, complaints from staff went to George Muir, then Director of Teacher Training.

On the same night, Bill Gunn put on a play at ASOPA called 'The Killing of Sister George'. It had a lesbian theme which Greenhalgh thought was very unsuitable for a college production. He left at the first interval. He had been unable to stop the production however, although he had been able to stop another production he did not like at Orange Grove. He did not have the same control over ASOPA.

STAFF ATTITUDES AT ASOPA

Staff attitude to students was very different at the two institutions. Balmain students were treated like high school students. Marjorie Morrow referred to them as 'children', although Greenhalgh addressed them as 'ladies and gentlemen'. Because of their age and experience, students at ASOPA had to be treated as adults. Many of them were going to go to remote and sometimes dangerous areas where they needed to be worldly-wise to survive and this was recognised by staff.

Dress regulations, for example, were more relaxed at ASOPA where, from the introduction of teacher education in 1958, male students were permitted to wear shorts with long socks. At Balmain it was a hotly contested issue much later than that. It was not until the seventies that dress regulations at Balmain were relaxed. At ASOPA appropriate dress was always a matter for the individual student.

The atmosphere at ASOPA was like that at a university while Balmain was more like a high school. Students were exposed to ideas and given experiences that Balmain's more protected students did not have. Noel Gash believes that the broader curriculum at ASOPA resulted in students being given not only "the Newling minimum but a great deal more on top of this. In two years they were touched with the experience of what tertiary education is supposed to be about. Balmain students did not experience this".

The relationship between staff and Principal was different at the two institutions. Although he was nominally head of teacher education at ASOPA, Greenhalgh could not expect and did not receive at Middle Head the unquestioning compliance that was the norm at Balmain. There were several clashes with ASOPA teacher education staff and sometimes he had to back down.

He did win, however, on the matter of supervision of practice teaching, which was close to his heart. At least the practice periods in NSW were

organised along Balmain lines, but perforce the PNG practices at the end of each year were freer.

The pyramid of supervision whereby students were supervised by lecturers who in turn were supervised by zone supervisors who in turn were supervised by the Principal and Vice-Principal was opposed by some of the staff at ASOPA. Gash argued that it was unprofessional to have lecturers supervised by zone supervisors who were other lecturers like themselves but in that instance at least the Balmain procedures continued to hold sway, and his complaint was brushed aside.

GRADUATION

Balmain graduations were held in the Salvation Army Congress Hall in Elizabeth Street in the city. They were held in the evening and the women wore white dresses and white gloves and were rehearsed in walking up to the stage to organ music, giving curtsies when they received their pieces of paper from the official guest.

The male students wore dark lounge suits. Female staff always had to wear white gloves on academic occasions. During the day flowers would have been arranged very formally by Edna Holt assisted by female students.

Staff would assemble and robe in a building in Elizabeth Street and progress down a lane to the hall and enter to the strains of traditional organ music in full academic dress to their seats on the stage. After the ceremony, Greenhalgh would deliver a speech, which the students listened to standing up in the gallery.

For ASOPA gradations the Anzac auditorium in College Street was hired for an afternoon graduation which was much more informal. There was no academic dress for staff. Students dressed in whatever they chose to wear.

Staff would simply find their seats as they arrived. Mattes made a short speech. The contrasts between Balmain and ASOPA were illustrated very clearly on graduation days.

The close family ethos of Balmain could not be transposed to ASOPA, although Greenhalgh tried to promote it by insisting at first that ASOPA students have some lectures at Smith Street.

This quickly proved to be an unworkable arrangement and the distance between Balmain and Middle Head, the different type of student and staff, together with the fact that the School was under Commonwealth control with teacher education as only part of it, meant that his power at ASOPA was limited.

ASOPA'S ROLE IS CHANGED

In 1970 Mr WJ (Jock) Weeden, who had been a member of the School council until August 1970 and was the former senior assistant secretary of the Commonwealth Office of Education, was asked to review ASOPA and make recommendations about its future role and location.

As a result of his report, the role of ASOPA changed so that instead of training Australian expatriates it was to "take on the new role of training Papua New Guineans as part of the overall program of accelerated training to prepare PNG for self government and independence".

The new arrangements applied from the beginning of 1972. Final year CEOs enrolled in 1972 would complete their courses but there would be no further intakes of students. After 1972 training for NT schools and training of indigenous secondary teachers for PNG would be continued at the Canberra College of Advanced Education. This meant that most of the existing courses at ASOPA were to be relocated or phased out and no teacher education courses were taught at ASOPA after 1972.

An angry ex-student, Ralph Watson, who had been SRC president in 1971, wrote: "ASOPA's tragedy is a total government blunder to see, try to see and even think about the future. If it had been America, there would have been a monument on Middle Head and ASOPA a fine educational seat of learning.

"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 Australian (both parties) government attitude of anti-radical, anti-intellectual, anti-change, anti-planning for the future move, we see ASOPA closed. The Asopan tragedy is the tragedy of a backward thinking band of politicians."

In 1973 the School's name changed and it was known thereafter as the International Training Institute.

POSTSCRIPT

The breakdown of centralisation of power and of the remarkable staff solidarity that had characterised Balmain Teachers' College had begun with the advent of the Orange Grove Annex but the breakdown was hastened by the connection between the College and ASOPA.

Staff, like Dr Ann Prendergast, who moved from ASOPA to Balmain, found the contrasts sharply obvious and difficult to accept. When ASOPA closed in 1972, most of the teacher education staff went back to the Department of Education system. Together with lecturers from North Sydney Annex, most of them joined the staff of William Balmain College at a time when many changes were happening.

The college was in transition from the old to the new, from two-year to three-year primary teacher training courses, from Balmain to Lindfield, and from a single purpose teachers' training college run by Greenhalgh for the Department of Education to a multi-purposed college of advanced education with George Muir as the Principal.

In many ways the ASOPA staff found the transition welcome. ASOPA had been a multi-disciplinary institution and they appreciated its advantages in the new college. After the ASOPA years, they were more comfortable with the style of Muir than with that of Greenhalgh, and they were not threatened by the awakening emphasis on research and publication at

Kuring-gai, which was an unfamiliar pressure for some of the Balmain staff.

It was staff from ASOPA and Orange Grove and North Sydney who were best prepared for the changes and challenges which the seventies and eighties were to present to the School of Teacher Education at the new Kuring-gai CAE.

It was representatives from the annexes and ASOPA, from outside the true Balmain family – people such as Margery Hourihan, Noel Gash, Ralph Munro and Ann Prendergast – who were to be in the forefront of the strong battle for the survival of the old guard of Balmain teacher education staff when they were threatened with retrenchment.

By 1972, the size of Balmain, the diversity of its large staff and the new multi-purpose focus that lay ahead, made the old closeness of the Balmain family impossible to recapture in the new CAE.

* Extracted from Cliff Turney & Judy Taylor, 'To Enlighten Them Our Task', Sydmac Academic Press, 1996