

## INSTITUTE OF CURRENT WORLD AFFAIRS

EPW - 21  
 West Irian I:  
 The Bird of Paradise State university

P.O. Box 628,  
 Port Moresby,  
 Papua,  
 Territory of Papua  
 & New Guinea  
 December 8, 1969

Mr. Richard H. Nolte,  
 Executive Director,  
 Institute of Current World Affairs,  
 535 Fifth Avenue,  
 New York, New York 10017,  
 United States of America

Dear Mr. Nolte,

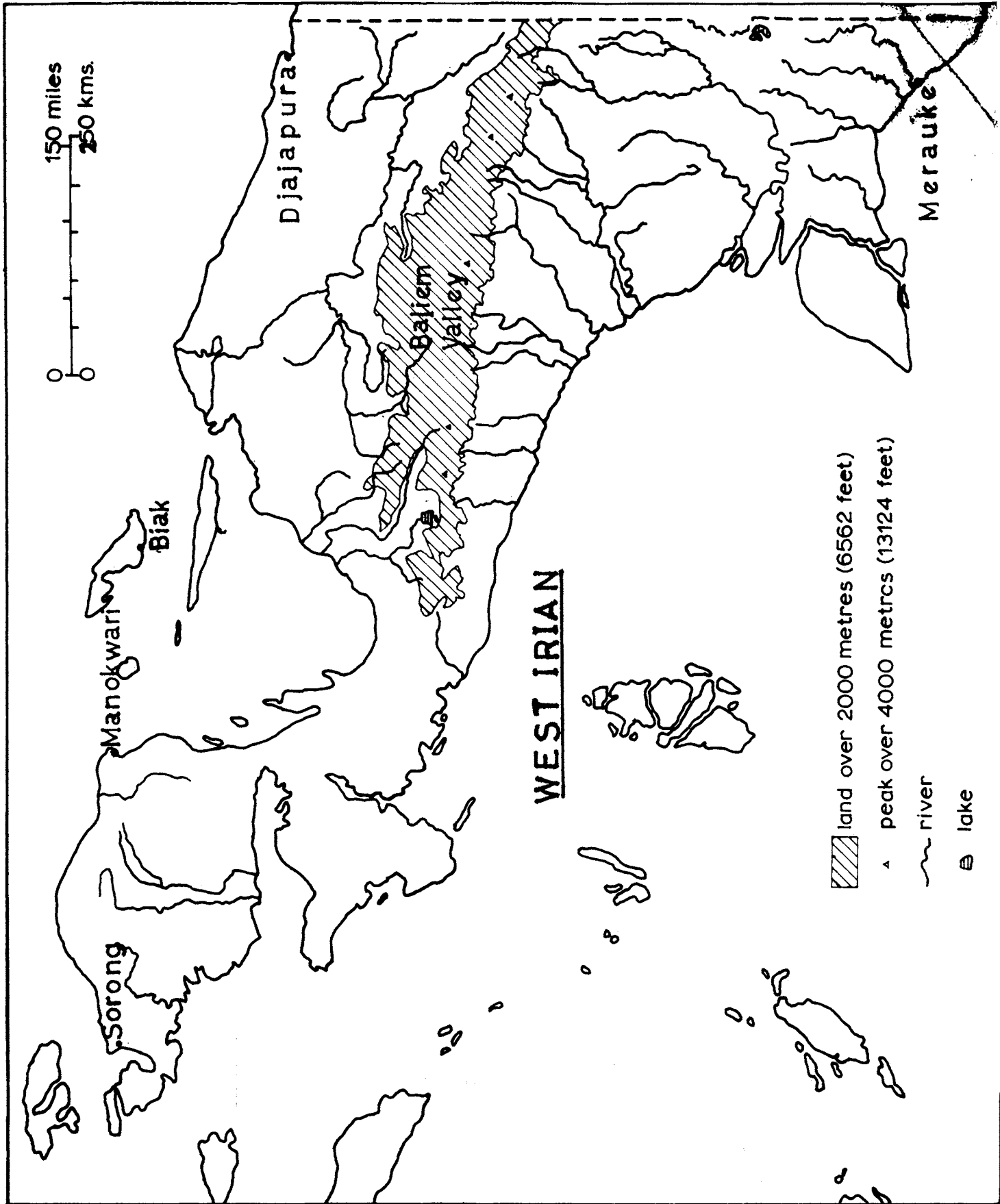
The Tjenderawasih State University in West Irian was established by a special presidential degree (of President Sukarno) on November 10, 1962, only six weeks after the United Nations Temporary Executive Authority (U.N.T.E.A.) had taken over the responsibility for administering the area from the Dutch, and nearly six months before West Irian passed completely under the sovereignty of the Republic of Indonesia. The aim of this "Newsletter" is to discuss (a) the reasons for (and the speed with) which the university was established; (b) its history since its foundation; and (c) its present condition and problems. In the process, I hope to provide some insight into the aspirations and problems of Indonesia's administration of West Irian.

The University and the Revolution

The Tjenderawasih University's establishment was intimately connected with the Indonesian government's commitment to the fulfilment of the Revolution of 1945. It was, firstly, an important symbol of Indonesia's attainment of its geographical identity, "from Sabang to Merauke", and, secondly, of the special correlation between education and revolution to be found in the history of Indonesian nationalism itself. In a sense, the second point illuminates the first (that is, why a university should be such an important symbol of the Revolution, and hence why the Tjenderawasih University was so promptly set up).



Symbolically, at least, and for rather different historical reasons, the educational scene in West Irian in 1962 was not unlike that in the rest of Indonesia prior to the Revolution. Before World War II, the Dutch administration in the Netherlands East Indies had been extremely reluctant to establish tertiary educational institutions in





The main building on the Abepura campus. Formerly the Dutch School of Administration, it now houses the Law Faculty, the Library, two classrooms, and some offices.

Indonesia (as it became), believing that a university education was inseparable from a Western cultural environment. Indonesians who desired a tertiary education had, therefore, to go to Holland, until a School of Engineering was established by a group of private capitalists in the Indies in 1920. In 1924, this school was taken over by the government, and by 1926, Schools of Law and Medicine had been set up too. By 1940, the Dutch had constituted Schools of Agriculture and Humane Letters, and a bill had been adopted by the Dutch-sponsored parliament to merge all of these schools into a single university.

By 1945, then, there was a comparatively large number of well-educated Indonesian intellectuals, but the demand for education was greater than the facilities available. Gadjah Mada, for example, the first republican university, was established at Djogjakarta while it was still besieged by the Dutch — an important indication of the importance of education in the process of colonial liberation.

By 1962, West Irian still did not need a university, by colonial standards. The colony had been almost totally neglected until the 1950s, and very few indigenous Irianese had reached any of the government's eight, and the missions' four, postprimary educational training centres. The few Irianese who had completed their secondary education were sent to Holland to go to University, or to the Papuan Medical College in Port Moresby.

In the light of the Indonesian experience, it is scarcely surprising that the establishment of a university in West Irian was an important priority in the government's policies. The university would be a potent symbol of West Irian's liberation from Dutch colonialism, and of the new province's equality with the other provinces of Indonesia (each of which had a government university of its own). It would also, of course, be a useful adjunct to the other instruments available to undertake the local population's socialization as Indonesians, and to train the Irianese for employment in more responsible positions, so as to give them a stake in the future of their new country.

### The Establishment of the University

The Indonesian government appointed a Preparatory Committee for the formation of a university in the West Irian capital early in October 1962. (At that time the capital, formerly Hollandia, was known as Kotabaru [which means "new town"], although a few years later, in 1964, its name was changed to Sukarnapura ["Sukarno town"], and, early in 1969, to Djajapura ["victory town"].) The committee consisted of three academics, including Professor Soegarda Paerbakawatja, then the Dean of the Education and Teachers' Training College at Djakarta, who later became the first Rector of the West Irian university. It was required to report back to the Minister for Higher Education and Science in Djakarta within one month. In fact, the committee reported back at midnight on October 14, after meetings with the aforementioned minister, the Foreign Minister, the Chief Indonesian Representative with U.N.T.E.A., the Indonesian Council of Churches, and Catholic Church representatives, as well as some private discussions of its own. The committee's report was, of course, favourable to the idea of a university in the West Irian capital, although some doubts were entertained as to the availability of married accommodation for the staff (and, by others, as to the number of students who could possibly be eligible). Before submitting its report, however, the Preparatory Committee had found 29 Indonesian university teachers who were willing to serve in West Irian. It also proposed that the university's president and two vice-presidents should commute from their Javanese home universities for ten days in each month, while the staff generally was to be recruited only from among those academics and administrators who were genuinely "progressive and revolutionary."

Thus, on October 26, the Minister for Higher Education and Science set up a three-man Fact-Finding Committee (which contained two of the members of the old Preparatory Committee, again including the future

Rector) to go to West Irian. This new committee was supposed to investigate the more detailed aspects of the proposed university's establishment, including such matters as the suggested use of the old Dutch School of Administration as the university's headquarters, and of the premises of missionary schools (at least temporarily) nearby.

The speed with which all of these various moves were undertaken may be gauged from the Fact-Finding Committee's discovery, when it reached West Irian, that the Indonesian Mission to U.N.T.E.A. had already set up a Committee for Higher Education, with an Irianese chairman. The two committees thereupon joined together in approaching U.N.T.E.A., the Protestant and Catholic missions, local Muslim leaders, and the chairman of the old Dutch-established West Papua Council.

The Irianese and missions consulted all reacted favourably to the university proposal, and promised their cooperation. The U.N.T.E.A. Director of Cultural Affairs alone was doubtful as to the appropriateness of, or the need for, a university in West Irian, at least at that stage. Reluctantly, he agreed that the two existing Schools of Administrative and Legal Studies, and of Teacher Training, might serve as the nuclei for two of the planned faculties, although he did not want them to be called a university.

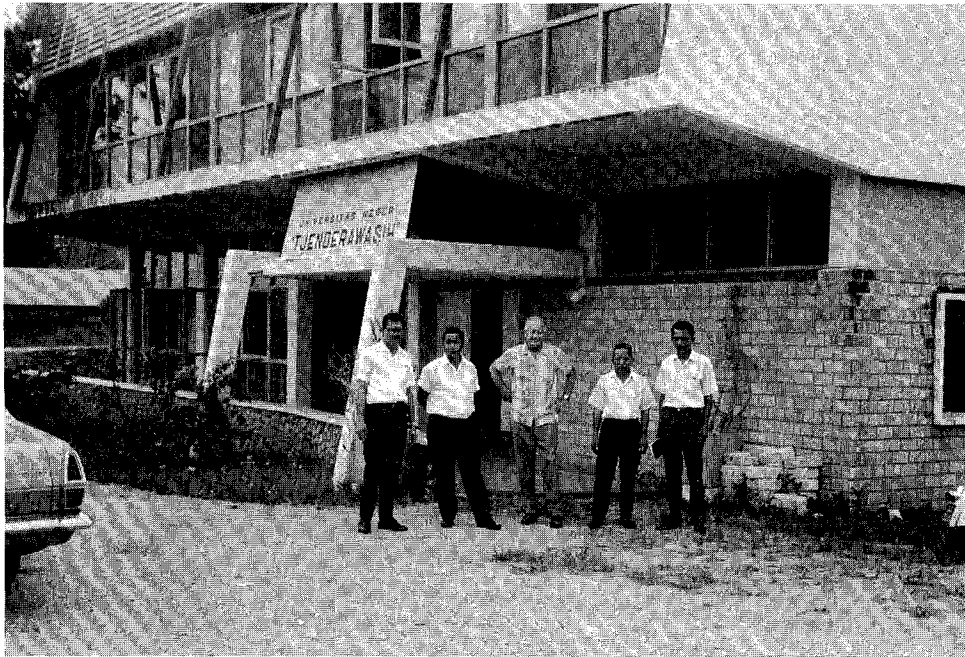
The Preparatory Committee reported back — favourably — to Djakarta on November 7, and so, three days later, the Tjenderawasih State University (Universitas Negeri Tjenderawasih) was formally inaugurated. Tjenderawasih is the Indonesian word for "bird of paradise".

### The Faculty

The university opened in November, 1962, with two faculties, both located on its Abepura campus (about 14 kilometres out of town on the road from Djajapura to Sentani airport): Law and Education. The staff, which undertook a short induction course before commencing duty, consisted of twelve lecturers and five administrative officials, under Dr. Soegarda as the rector. In addition to the teaching faculties, the university also contained an Institute of Anthropology, which was intended as a purely research institution.

Gradually, the university expanded. In October 1964, a Faculty of Agriculture, Animal Husbandry, and Forestry was opened in the tropical agriculture research station (donated by the European Economic Community to the Dutch administration) near Manokwari. Early in 1965, the Academy of Indonesian Business Administration at Sorong became the Department of Business Administration within the Faculty of Law, Public Administration and Business Administration, and in January 1967, the Academy of Administration at Biak opened, as a department within the same faculty.

In January 1967, the university staff numbered three professors (only one of whom, the rector, who was also the Professor of Education, actually resided in West Irian), 32 lecturers, 6 assistants, and 84 part-time instructors, all of whom came from other parts of Indonesia. In



From left to right: Drs Murdopo (university Secretary), Colonel August Marpaung (Rector), Prof. C.D. Rowley (Political Studies, University of Papua and New Guinea), Drs Hutagalung (Faculty of Education), Drs Anwas Iskander (Institute of Anthropology).

July 1969, when I visited West Irian, the faculty structure was as follows (at least on paper), with no staff members of status higher than lecturer, and still no Irianese lecturers. At that time, approximately five Irianese graduates were reputedly elsewhere in Indonesia undertaking postgraduate work before returning to join the staff of the West Irian university (as they had contracted to do):

Rector — Colonel August Marpaung, aged about 43, a Christian (and very conscious that this gave him something in common with his students that his Muslim staff members lacked), a Sumatran (and therefore, again like the Irianese, an "outer islands" man), and a soldier since 1945 (successively, in the infantry, military police, then — after graduating as a lawyer — as a prosecutor in the Judge Advocate General's Office, military intelligence, and then in the Indonesian diplomatic service in Washington, and then at the United Nations). A dedicated participant in the Revolution of '45, reluctantly involved in university administration since the 1965 coup (which brought the army into many other erstwhile civilian activities), the colonel expected to remain in his post for about a year (until the middle of 1970), to clean up after past mistakes and mismanagement;

Secretary — Drs. Murdopo, a comparatively young graduate in Public Administration from the University of Gadjah Mada, who also expected to be in West Irian for about a year, and hoped to be able to go home to Java every month;

and, by campus and faculty — in Djajapura, 24 fulltime and 13 parttime lecturers in the Faculty of Teacher Training, four fulltime and nine parttime in Education, 10 fulltime and 14 parttime in the Faculty of Law, plus five members (one lecturer and four assistants) in the research-oriented Institute of Anthropology, 21 administrative and five library staff. I do not know the staff numbers (if any) in the consultative, and also research-oriented, Bureau of Public Administration there.

The Faculty of Law, etc. in Biak employed two fulltime and 12 parttime lecturers, and four fulltime and an unknown number of parttime staff in Sorong. The university's records at Abepura contained no information as to the number of staff employed at Manokwari.

All fulltime university staff members are government employees, who generally agree to come to West Irian for about five years, and at somewhat higher rates of pay than pertain in other Indonesian universities. Neither their housing nor their study facilities, provide them with much temptation to study, although at least one senior member of staff had served in West Irian since the university's beginning. As all classes are held in the late afternoon (between 5.30 and 8.15, electricity permitting), and as most university salaries are low, it would not be surprising if many of the fulltime staff, in fact, held down second jobs during working hours (roughly, 7.30 a.m. until 1.30 p.m.). This phenomenon would help to explain the discrepancy between the university's official figures (above), and Professor Rowley's estimate (in U.P.N.G. News, November 1969) of a fulltime teaching staff of four.

Finally, some courses are apparently given in a few weeks of intensive lecturing and study by visiting lecturers from elsewhere in Indonesia, rather than spread evenly through the academic year.

### Course - Structures

The Indonesian academic year generally runs from September until May (although classes were being held in West Irian in July), and is divided into two semesters. Most courses require a student to attend between 12 and 15 (45-minute) lectures per week, although a few require as few as four, and some range as high as 26. The course structures for those degrees on which I have been able to collect data are as follows:

Law: a common course for all students for the first three years, after which students branch off to do Constitutional, Civil or Criminal Law in fourth year, and a thesis in their fifth year.

Education: (including the Institute of Teacher Training, which finishes, **I gather**, at sub-degree level): a five year course in which students undertake a common core course in education, plus specialised study

within one of the faculty's five specialist departments — Geography, History, Indonesian Language and Literature, English Language and Literature, and Mathematics.

The absence of scientific laboratories and equipment presently inhibits the development of any scientific courses at Abepura.

Students of Administration at Biak study about eleven subjects in their second year, so I was told, including Public Administration, Accounting, Bookkeeping, Politics, and English. Although I lack any further precise details, I gathered that the subjects studied in the other years of the course are similar in kind.

At Manokwari, all students undertake a common first year course, before proceeding to specialise thereafter in either Agriculture or Forestry. As from the beginning of 1968, the Faculty of Agriculture, Animal Husbandry, and Forestry was to teach purely at a sub-degree level too (although students who were already enrolled were to complete their courses there), and those students who intend to complete a degree course are then expected to proceed to Bogor, from whence they will graduate. Since the coup, the West Irian administration has become less ambitious in its shortterm plans for expanding the educational facilities available in the province, and more concerned to consolidate (and even to cut back) its earlier efforts.

Some insight into the university's role in the political socialisation of young Irianese is provided by the provision of a compulsory first year course (at least as late as 1967) for all students on the principles of Pantjasila, the five principles — (Belief in) The One Deity, Nationality, Humanity, Democracy or People's Sovereignty, and Social Justice — which underlie the foundations of the Indonesian state. In addition, students have been required since 1964 (the time of Indonesia's "confrontation" with Malaysia), apparently as part of their courses, to undertake military training. While I was in West Irian, 55 of the Irianese students were in Bandung for basic military training.

### Enrolments

The major function of the Tjenderawasih University, according to a United Nations educational consultant, Shannon McCune, who visited it in 1967, "is serving Government officials from other parts of Indonesia who wish to get (with as little effort as possible) academic credits and diplomas to qualify for higher positions in other parts of Indonesia." In a sense, this function of providing opportunities for Indonesian officials — not in itself an ignoble one at all for any university (if standards are maintained) — was, given the circumstances of West Irian in and since 1962, almost inevitable. Whatever the Indonesian government's intentions, the educationally underdeveloped (indeed, almost completely undeveloped in the highlands) state of West Irian in 1962 meant that any university established there would be



hardpressed to recruit more than a handful of eligible indigenous Irianese students. The Republic's economic difficulties since have made it rather hard for the education system to be expanded as quickly as might have been hoped, while the university has at least made Indonesia's remotest province somewhat more attractive to ambitious public servants anxious to improve themselves through part-time study.

According to an Indonesian publicity handout, the number of senior high school students in West Irian has risen from 43 in 1962 to 1,847 in 1969. Certainly, the educational system has expanded quite dramatically, especially at the lower levels. A vital ingredient in the political socialisation of Irianese children as Indonesians is learning the Indonesian language. Small, elementary level, bush schools have, therefore, been set up in many areas, while the best Irianese students are assisted to go elsewhere in Indonesia to advance their education. According to my informants, about 25 Irianese are presently undertaking courses of advanced study in Sulawesi and in Java, while, at the postgraduate level, five Irianese are studying at other Indonesian universities, and one is working for his master's degree in Japan. Very few of the Irianese who were studying in Holland or Port Moresby at the time of the Indonesian takeover have returned home.

Of the 101 students who enrolled at the university in 1962, only 26 were Irianese. None of the Irianese among the 44 students who sat for the intermediate examination passed.



Students wait for classes to begin outside their classroom in Biak. By day, the building serves as a technical school; during the late afternoon and early evening, it is used for university classes.

Enrolments for the 1963-4 academic year totalled 164, 41 of whom were Irianese. The percentage of undergraduates who had actually matriculated rose from 56% in the previous year to 82%. Enrolments in 1964 totalled 167 in the Faculty of Law, etc., 119 in Teacher Training and Education, and 13 in the Faculty of Agriculture, etc., at Manokwari. I have no breakdown as to the number of irianese enrolled in that year.

I am uncertain whether the disruptions that accompanied the coup of September 30, 1965 (GESTOK) caused sufficient disturbance in West Irian to bring about the closure of the university, or whether the records for the immediate post-coup period have simply been lost. Their absence, however, together with the university's generally rundown appearance in the United Nations' consultant's eyes in mid-1967, lead me to believe that, whatever the full story, studies scarcely continued as normal during 1965-6. The figures that McCune quotes for 1967 refer, I assume, to the 1966-7 academic year, in which case (that is, if they are not really the figures for 1967-8) I also lack the figures for 1967-8. The generally low number of students in the senior years of their courses in 1966-7 and 1968-9 also indicate that the 1965-6 university year was, at minimum, quite seriously disturbed. The only figures that I have for that year are 40 students at Sorong, and 23 at Manokwari.

By 1967, the university had graduated 28 students in all with bachelors' degrees, according to my informant (but 29 according to McCune, distributed differently among the faculties to those about whom I was told): 10 in Law, seven in Public Administration, seven in Education, two in English, and two in Mathematics. In the 1966-7 academic year, there were 184 students in the Faculty of Law, etc., in Djajapura (including 32 indigenous Irianese), 176 in the Faculties of Teacher Training and Education (including 60 Irianese), 76 at Sorong (31), 26 at Manokwari (9), and 115 at Biak (10).

By July 1969, the proportion of Irianese students (who were, presumably, enrolled for the 1968-9 academic year), according to the university's records at Abepura, had risen from just under 25% in 1966-7 to 28% of those who actually proceeded with their courses after formally enrolling. As approximately 26% of the students in the second year of their courses in 1969 were Irianese, it seems clear that the new province's indigenous inhabitants are beginning to catch up with the other Indonesians in West Irian, while the relative proportion of Irianese among the new enrolments for 1968-9 has risen too, to 31% of the students enrolled in first year. Readers who are interested in the detailed enrolments at the university in 1968-9 should consult the Appendix to this "Newsletter".

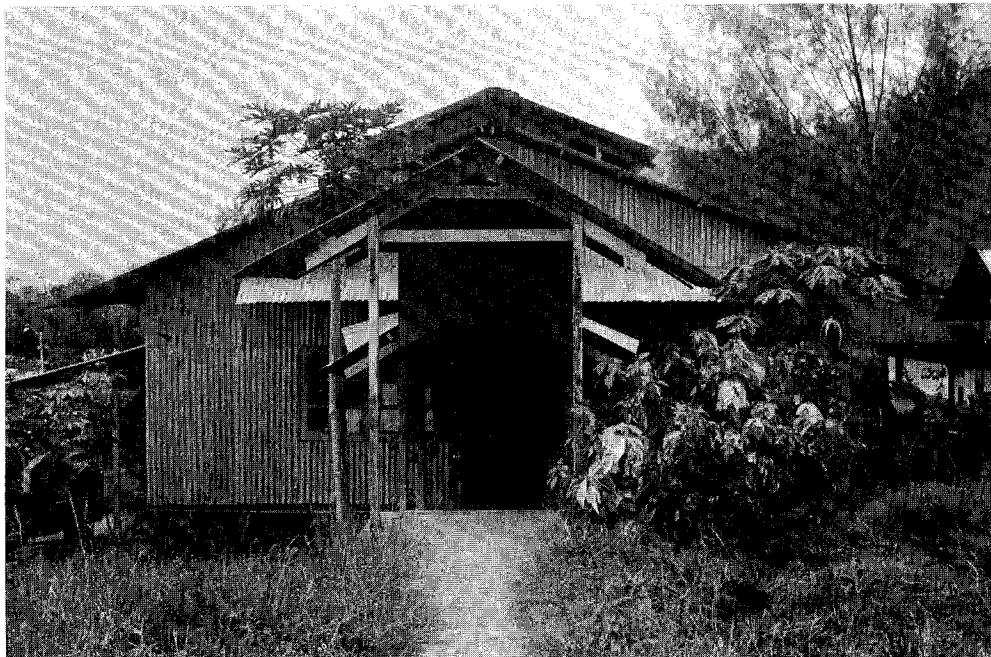
Apart from teaching, the university's academic activities include a research — cum — community development project under Drs Anwas Iskander of the Institute of Anthropology among the Dani of the Baliem Valley. In addition, the university has been formally responsible for the publication of three separate series of scholarly (and, in the first case, university — news — centred) papers: a quarterly journal, Madjalah Universitas Tjenderawasih, that appeared somewhat irregularly between 1963 and 1967; a mimeographed series of geographical papers, Pustaka Djurusan Geografi; 13 of which appeared during the same period as the foregoing; and a

proposed series of anthropological publications, Seri Anthropologi, none of which, I gather, have as yet appeared. Funds are presently very short in all Indonesian universities for scholars who wish to publish the results of their research.

### The Conditions for Study

The university campus at Abepura is centred upon a single reasonably modern, concrete building, that contains two classrooms, administrative offices, and two rooms used as a library (of which more later). The students' quarters consist of a number of old, relatively delapidated, corrugated iron buildings left over from World War II (when they were reputedly used as a temporary headquarters by MacArthur), a mess-hall of similar construction, and a few quite new (as yet unoccupied) dormitories constructed for ~~teacher~~ trainees. A group of Irianese students was engaged in constructing a small sporting area — of about the same size as a basketball court — while I was there. I did not see the other classrooms, or the staff housing, although they have generally been described as being quite inadequate too.

The classrooms in which lectures are held at Biak and Sorong are used as schools by day, while the Manokwari Faculty should have had quite adequate scientific facilities.



The entrance to the students' dormitory at Abepura

The university has at least one quite modern bus to carry students back and forth between Djajapura and the Abepura campus.

The university library, which reputedly **possesses** 25,000 volumes, some of which were still in transit in July, is housed in two large rooms in the main building, where the Faculty of Law, etc., is situated too, at Abepura. Downstairs, the walls are covered by no more than 1,500 expensive looking texts and encyclopaedias. Upstairs is the library store and cataloguing room — a veritable (if dusty) treasure-trove of 6-8,000 volumes for any student of the sociology of knowledge with training in archaeological methods of analysis.



Cooking facilities beside the students' dining room (at right),  
Abepura.

The library seems to have gone through several main periods: an early period, when it still belonged to the Dutch Training Institute for Administrative Officers, from which it inherited a small, carefully chosen collection of anthropological and other books about Papua and New Guinea (shades of a one-island federation!); a number of sets of multiple copies of textbooks that are standard to Australian university reading-lists, on non-political subjects (statistics, economics, etc.); and — from the Sukarno period — an incomplete Complete Works of Lenin, and a number of Indonesian communist, nationalist and socialist polemics. All of the periodical subscriptions — from a Polish sociological journal to the Pacific Islands Monthly — seem to have run out during 1966, almost exactly one year after the coup, when, presumably, the last

subscription fees had been paid. The few recent acquisitions to be seen tended to be give-aways from the University of Papua and New Guinea: U. P. N. G. News, and the 1968 Calendar.

All of the students from beyond West Irian are enrolled on a part-time basis. They are public servants or military officials. Only, but not all, Irianese students live in — about 90 in all I was told, although the dormitories I saw would probably accommodate no more than 25 of them, and 55 were in Bandung at the time. Given the paucity of books in the library, and the late afternoon lecturing schedule, there would seem to be few advantages in being enrolled on a fulltime basis.

The lecture load for students seems heavy, and quite densely packed, given the time available. It is all the more difficult for the lecturers to fulfil their programmes successfully in that a power failure means that classes must continue by the light of kerosene lamps (of which there are half as many as there are classrooms). One of the aims of the university's new administration is to have a (promised) power-plant installed at Abepura, to render the university independent of the town's electricity supply. It is also concerned to solicit books of any kind from other Indonesian universities.

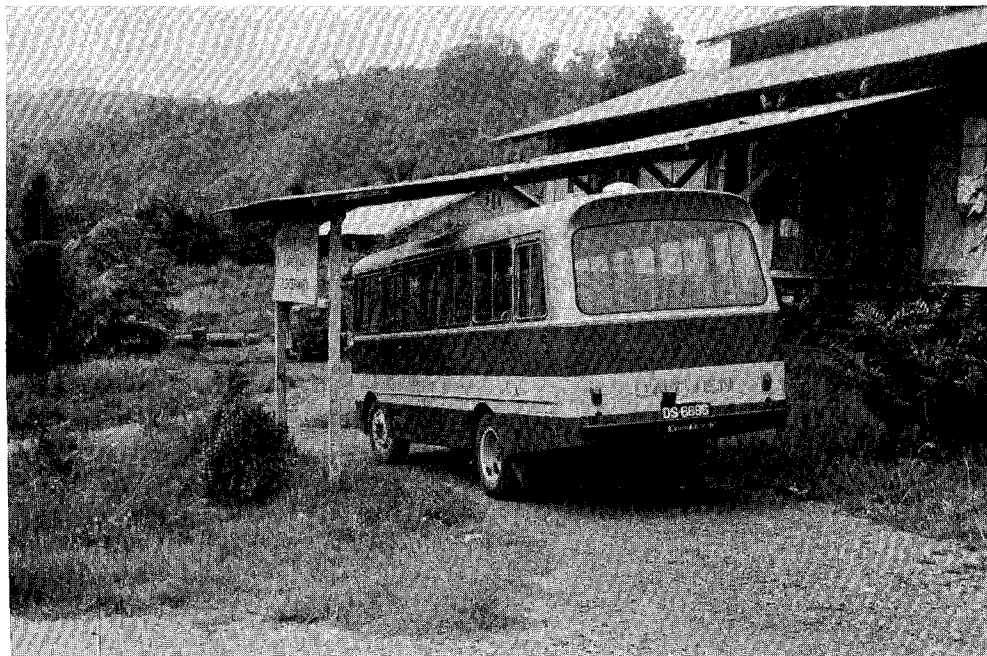
A further reason for the possible reluctance of students to enrol fulltime is the comparatively low stipend they receive. In 1967, the stipend for a first year student amounted to no more than 200 Irian Barat rupiah per annum; 215 for a second year student; and 230 in third year; all less 10 Irbar rupiah for taxation (\$1 (U. S.) = 10 Irbar rupiah at the official exchange rate, and 35 at the — quite blatantly available — unofficial rate). Tuition is free, although fulltime students must pay 120 Irbar rupiah to the university each year for food, which they cook themselves with firewood which they also cut. The rest of the students' stipends can be spent on books, clothing, and entertainment. In general, however, the West Irianese bookshops would present no serious temptations to the eager student. What is learnt, therefore, is largely a product of what is actually taught in the classroom. Despite the students' relatively low incomes, the dormitories at Abepura contained some quite expensive looking musical instruments, in the shape of a drum-kit, etc.

Students also assist in staffing the library, while university discipline among the boarders is largely in the hands of the senior students (or Assistants), who have a special, small dormitory of their own at Abepura.

In attempting to evaluate the university's physical condition and finances overall, one should not ignore (a) the tremendous economic rundown in West Irian that followed the Indonesian takeover in 1962, as well as (b) the generally shaky character of the Indonesian economy as a whole. Against the magnitude of these problems, the very survival of the university at all is itself a major act of will. Slowly, the new Rector and Secretary intend to bring order to the campus, although the largely Dutch-financed Fund of the United Nations for the Development of West Irian (FUNDWI) has declined to involve itself at all closely in the university's development. To date, it has confined its planned assistance



A **new** dormitory, as yet unoccupied, for teacher trainees at Abepura



The university bus parked outside the old dormitory at Abepura

to the provision of basic undergraduate science equipment and supplies at Manokwari, and to rendering assistance to the Teacher Training College in Djajapura. It has refused to assist the university on the scale, or in all of the ways, suggested by the Indonesian government. As recommended by the FUNDWI educational consultant, negotiations are presently being instituted to discover an American university willing to provide a professorial research-worker, and several graduate students, to staff the university's Institute of Anthropology in exchange for the fascinating research possibilities thereby made available to anthropologists. The Indonesian government hopes that this proposal may help it to obtain additional understanding of its newest citizens. Recently, FUNDWI paid Colonel Marpaung's fares for a visit to Papua and New Guinea, and Australia, to inspire him as to the possibilities before him.

### The Social and Political Context

It seems almost impossible in 1969 to discuss either universities or students without reference to politics. The Tjenderawasih University is no exception to the rule.

"Our main job," according to a senior university official, "is to teach public servants how to stop people from revolting." On the one hand, education and research may help to provide the understanding that is necessary for orderly, sympathetic administration in the West Irian situation. On the other hand, the students too must be taught not to revolt — through sympathetic treatment, as in the appointment of a Christian co-religionist as Rector, and through education, and increasing involvement, in Indonesian affairs generally.

Students are not infrequently the leaders of rebellions around the world, and those Irianese students who remember the Dutch promises of an independent West Papuan nation, or a Melanesian federation, cannot have forgotten the past. Carefully, patiently, the Indonesian administration is trying to make them Indonesians.

About 30 Irianese students took part in a demonstration to ask U Thant's representative to observe the Act of Free Choice for "one man, one vote" in Djajapura, on April 11 last. Six of them were still in prison in July, and others have been gaoled from time to time, according to a university official. A few have fled as refugees to Papua and New Guinea.

The university's students are not free to demonstrate as they wish. They are required — through pressure, persuasion, and re-education — to become Indonesians. Once their loyalty is sure, they can probably look forward to much the same employment opportunities and freedoms as other Indonesians now enjoy.

Conclusion

I am, unfortunately, only too well aware that the foregoing really requires a more elaborate background to the history of Indonesia and West Irian than I have provided here. The last section especially needs to be held, whatever one's views, against a broader canvas. Nonetheless, I have found it personally easier to start to read and write about West Irian by working through a series of short studies of particular subjects and institutions before attempting to paint a more general picture. This "Newsletter" has, therefore, I trust, provided its readers with some insight into the nature of Indonesia's efforts, problems, and mistakes in West Irian. I hope to place this case-study in a somewhat wider context in some future "Newsletters".

Yours Sincerely,

*Edward Wolfers.*



APPENDIX -- Enrolments at the Tjenderawasih University as of July, 1969

Faculty of Law, Public Administration, and Business Administration:

Campus	Year	Students			
		From West Irian		From Other Parts of Indonesia	
		Male	Female	Male	Female
Abepura	I	10		33	3
	II			3	1
	III	10		36	5
Sorong	I	13		31	3
	II			1	1

At Biak, eight of the 63 first year students who were continuing with their studies (of the 89 who had originally enrolled) were Irianese, two of the <sup>25</sup>still active second years were also Irianese, while none of the 26 third year students had been born in West Irian.

The Abepura and Sorong figures above represent enrolments at the start of the academic year rather than actual attendances. There were, seemingly, no students at all enrolled in the fourth or fifth year courses allegedly offered by the university.

Faculty of Teacher Training, Abepura -- Total Enrolments:

Course	Year	Students			
		From West Irian		From Other Parts of Indonesia	
		Male	Female	Male	Female
History	II	4	1	5	
	II			1	
Indonesian Language and Literature					
	I	5		11	2
	II			2	
Geography	I	9		10	2
	II	9		12	2
English Language and Literature					
	I	8	1	20	1
	II			1	
Mathematics	I	9		21	

There were only 19 male and one female Irianese, 14 males and one female from other parts of Indonesia, in the first year of the Education Faculty's courses at Abepura.

At Manokwari, there were 13 males (including nine Irianese) and a single female Irianese in the first year course common to all students who enrol in the Faculty of Agriculture, Forestry and Animal Husbandry. In second year, three students (one of them an Irianese) study Agriculture, and five (including four Irianese) Forestry, while there are three non-Irianese enrolled in the third year of their Agriculture course, and five Irianese in the same year of Forestry. A single Irianese student was enrolled in the fourth year of an Agriculture course during 1969.

It is also worth noting that all of the West Irianese students come from the longer-contacted coastal areas of the province. No highlander has so far become eligible to enrol at the university.

Finally, a word of caution: all of the above figures are accurate only to the same degree as are my rather muddled notebooks, and the (occasionally internally inconsistent) records held by the University Secretary at Abepura. The differences between the enrolment and staff figures quoted in some of the articles cited below, in the 1968-9 edition of The World of Learning (which lists 33 teachers for 575 students), and in this "Newsletter", imply that they should all be treated with considerable caution: as indications of a trend, rather than as precise statements of fact.

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Readers of this "Newsletter" may find the following additional reading of some interest:

- M. A. Jaspan, "The Tjenderawasih State University of West Irian", Vestes: The Australian Universities' Review 7(4), December 1964, from which article I derived much of my data on the formation and early history of the university;
- Shannon McCune, "Education", in Charles Wolf, Jr (ed.), A Design for Development in West Irian, United Nations Development Programme / Fund of the United Nations for the Development of West Irian, New York, 1968, especially pages 103-4;
- Kevin Martin, "And in Sukarnopura", New Guinea I(1), March-April 1965, for a sympathetic view; and
- C. D. Rowley, "The Tjenderawasih University", U. P. N. G. News: Newsletter of the University of Papua and New Guinea 17, November 1969, for a more critical analysis.

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The map-outline on page 2 was drawn by Mrs. Marlous Ploeg, Cartographer in the Department of Geography, University of Papua and New Guinea.

Received in New York on December 22, 1969.