

THE BLATCHFORD COLLECTION 1964

INTRODUCTION TO 1964

Higher education is again prominent, with the Currie Commission submitting its report in March and the IBRD submitting its draft in June and final report in September. The Currie's recommendations followed the Department of Education's proposals, including a Form IV leaving certificate followed by a preliminary year at the University, so Johnson had no particular criticism of it. The Department of Territories procrastinates over its implementation and has many meetings to discuss the implications of the Currie report. There is much criticism in the newspapers concerning the delays in implementing the Currie recommendations.

The IBRD report spells the end of the quest for universal primary education. It recommends the rapid expansion of secondary education and greater economies in education. Expansion is to be restricted and concentration placed on quality not quantity. When this is announced, the Highland members of the House of Assembly protest. Education is less developed in their districts but expansion is to be restricted. Johnson suggests, where there is great pressure for new schools, if the village provides the buildings, the Department will transfer a teacher from a large school by postponing a preparatory intake. The 'E' Course for primary teachers ceases for Administration trainees at the end of 1964 and the 1965 student intake at ASOPA will be for secondary trainees.

Problems continue with the executive development of indigenous officers – the types of courses and how to secure promotion in competition with Europeans. The Public Service Commissioner asks the Director of Education for a confidential list of positions that the Minister can Gazette for the preferential appointment of indigenous officers. New duty statements are drafted and additional positions requested. Attempts are made to involve more indigenous participants in District Education Committees and encourage local initiative. The Senior Officers' Course is extended to one year. Some Europeans object to indigenous supervision.

Secondary enrolments are above estimates and procedures are introduced to enable Junior High School pupils to transfer boys to Sogeri and Kerevat, and girls to Busu, to boost prospective university enrolments.

The House of Assembly is expanded with a large increase in indigenous membership in preparation for self-government. The Tertiary Students' Federation, with Ebia Olewale as president, is established and the Department is supportive of a teachers' union being formed.

John Natera graduates in Agricultural Science.

I DOWNS

THE AUSTRALIAN TRUSTEESHIP. PAPUA NEW GUINEA (1980)

"Towards the end of the Hasluck era, it became apparent that many plans – economic, political, administrative – had been hindered by a shortage of educated people to take part in them. The program of economic progress which dominated the development philosophy of the Barnes-Warwick Smith administration created a further demand for skilled manpower that could only be satisfied if secondary and tertiary education were significantly improved. A new emphasis on higher education became a necessity to enable Papua-New Guineans to take part in the economic future of their own country. Inevitably, students and graduates in this program took a leading part in the politics of nationalism rather than the economics of independence." P 402.

I DOWNS

THE CURRIE REPORT

26 MARCH 1964

'THE AUSTRALIAN TRUSTEESHIP. PAPUA NEW GUINEA' 1980

"The Currie report (as it became known) recommended the immediate establishment of an autonomous university in Papua and New Guinea and emphasized the commission's feeling of urgency by proposing a preliminary year in 1964. However, it will be seen that it took the Barnes administration twelve months to publicly accept the need for a national university and another year to appoint an interim council. Those who advocated an autonomous university are agreed that, without the Foot report of 1962, higher education would have been limited, at best, to a college of the ANU located in Canberra, perhaps Port Moresby." P 246.

"The World Bank (IBRD) recommendations for the economic development of the country had placed considerable emphasis on the need for higher education. It seems probable that the Currie

Commission's proposals had a favourable reception from the Minister (Barnes) because of the IBRD support." P 402.

"The report of the Commission on Higher Education in Papua and New Guinea submitted to Barnes in 1964 covered the whole field of education. In particular, it sought to provide a mandate for innovations in higher education and drew an important distinction between education in Western societies as a 'consumer' good and in undeveloped societies as a 'producer' good – for example, vocational training. Gunther is adamant that this is what Hasluck had wished the commission to provide." P 405

The main recommendations were:

- (a) the establishment of an autonomous university in Port Moresby by 1966;
- (b) the establishment of an institute of higher technical education in association with the university;
- (c) that priority in the university first be given to teacher education;
- (d) the creation of a 'preliminary year' at the university to bring school graduates up to university entrance standard; and
- (e) the development of an external studies section within the university so that 'the teacher at Telefomin and the Patrol Officer at Pomio' could benefit from university education. P 406.

"After the report was submitted another year went by before Barnes made an announcement on the Currie Commission's recommendations. Warwick Smith and his Minister were concerned at political consequences and the great cost involved." P 406. Downs outlines the delays and press anger. P 407.

"Gunther, in his capacity as Assistant Administrator, had become particularly interested in the establishment of a university. The delays that ensued tended to increase the tension that had developed between Gunther and Warwick Smith ever since the appointment of the latter as head of the Territories Department in Canberra. Notes on education files suggest that any letters bearing Gunther's signature were anathema to Warwick Smith. In the Territory, particularly in the House of Assembly, there had been great disappointment that Gunther had not been appointed as Secretary in Canberra." P 406.

Claude Reseigh. Assistant Secretary in the Department and later to be appointed to the Interim Council of the University, recalls that 'Warwick Smith wanted to treat the (Territory) administration as a branch office' and that 'he soon fell out with Cleland and with Gunther'. This antipathy 'would certainly have had an effect on Administration-Department correspondence'. However, Reseigh is adamant that 'there was certainly never anything else but support for the idea (of a university) in the Department.' P 406.

I DOWNS

THE SURVEY AND REPORT BY THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD)

JUNE 1963

'THE AUSTRALIAN TRUSTEESHIP. PAPUA NEW GUINEA' 1980

Ian Downs' book has a good summary. Relevant extracts are:

"The World Bank report of its 1963-64 economic survey was more important than the Foot report because it defined both situations and objectives, and set the seal on future priorities by recommending against an across-the-board policy." P 251.

"By 1962 the Minister and his Department of Territories in Canberra were asking the Commonwealth Treasury to accept budget proposals to spend what seemed like astronomical sums of money. Economic plans submitted by the Department of Territories in Canberra after preparation by the Territorial Government did not have sufficient impact at the Commonwealth Treasury. Hasluck's success in obtaining public money was partly due to the support and intervention of the Prime Minister but owed more to the untiring efforts of the Minister and his Department in Canberra." P 252.

"Hasluck required convincing arguments for expansion based on the economic opinion of a prestigious source that the Commonwealth Treasury could not ignore. This was the main reason for his decision to secure the services of an economic survey team from the World Bank." P 252.

"The ten members of the IBRD economic survey team assembled in Washington in May 1963, reached Australia in June and worked in Papua and New Guinea between June and September of

that year... A draft report was delivered to the Australian Government in June 1964 and the mission chief and two members returned to Australia in July to discuss their report with officers of the Australian and Territorial Governments." P 253.

"The IBRD report of 440 pages was not tabled during the life of the fifth and last Legislative Council. It was eventually produced in the House of Assembly on 18 May 1965. Debate on the report was adjourned and then avoided... However, there is ample evidence in government action and later planning that almost all of the IBRD report was accepted and that it became the basis of policy for economic development" P 253.

"The survey team was adamant that the education program was not adequate:

'The most urgent need is the expansion of secondary, technical and higher education. Primary education which has advanced rapidly with large number of students in the first standards should concentrate on making the full primary course available in existing schools rather than on broadening the primary base by establishing new schools. Secondary and technical training should proceed at the fastest rate which the output of primary students will permit.' P 254.

"The Territory's main resource was its people. The IBRD survey, in line with the Foot report, stressed the need for a major effort by the Administration to expand education and education services." P 255.

"As the report itself had critically noted, there were not enough educated indigenous people available to take part in any immediate economic program." P 256.

**DEPARTMENT OF EDUCATION
FIVE YEAR PLAN – NEW IRELAND DISTRICT
CIRCA 1964
ED/5102 Pt 4 f145-147**

"Educational development in this District has about reached the stage now, where schooling, either Mission or Administration, is available to all who wish to attend. Large numbers are coming forward into the Preparatory Classes and a growing awareness of the desirability of using English even outside school is apparent."

The plan summarises Government and Mission efforts and gives projections for secondary intake from 1964 to 1967, with the intake rising from 76 pupils in 1964 to 317 pupils in 1967.

**NATIVE LOCAL GOVERNMENT IN THE TERRITORY OF PAPUA AND NEW GUINEA
CIRCA 1964
ED/5102 Pt 4 f59**

An information paper giving the history, powers, relationship to the Administration, and activities of Local Government Councils.

**DEPARTMENT OF EDUCATION
KEY TO PERSONAL REPORT
CIRCA 1964
ED/16 f 2**

Suggested changes to the back page of the Personal Report form, which contained notes to help with the writing of the report. There were nine headings with particular areas of interest listed under the headings. The major headings were:

1. Training, qualifications and experience in brief summary.
2. Content, and quality of the class (or school) programme in action.
3. Methods of teaching.
4. Relationships with children.
5. Planning, preparation and records.
6. Class (or school) atmosphere and management.
7. Personal professional qualities.
8. Capacity for professional Leadership and guidance.
9. General Comments.

**IMPLICATIONS AND CONSEQUENCES IF RELEASE OF REPORT AND ANNOUNCEMENT BY
GOVERNMENT WAS DEFERRED UNTIL PRIME MINISTER'S RETURN TO AUSTRALIA (JULY**

18th)

1964

HOWIE-WILLIS FILES

The document is referring to the Currie Report and assumes that the report will be released at the end of July 1964. No adverse reactions were anticipated in the Australian parliament or the P & NG House of Assembly. Specific mention is made of the proposed university at June Valley – "it would be impossible to spend much money in 1964/65."

CE BERESFORD TO RC RALPH

2 JANUARY 1964

ED/5102 Pt 4

Some expatriate teachers have received letters from HQ commenting on their Personal Reports. Others, who haven't are expressing concern. One female teacher from Kavieng 'A' School states that she "has never worked Saturday mornings and has certainly no intention of starting now she is in Kavieng." This attitude is not acceptable to the other teachers and I would value your comments on this.

CE BARNES

TEACHERS FOR PAPUA AND NEW GUINEA

2 JANUARY 1964

ACC 82 BOX 5508 FILE 45-1-2 f 9

Press Release:

"Approximately 80 new teachers have been appointed to the teaching and instructional staff of the Department of Education in Papua and New Guinea... The first group of about 40 will leave Sydney for Port Moresby on 2nd and 3rd January. The remainder will depart on 19th January."

"The teachers are from all States and many of them are on loan from State Education Departments; others have resigned their present teaching appointments and have accepted appointment in the Territory for periods ranging from two to fifteen years."

"All of the teachers will be posted to primary, secondary and technical schools throughout the Territory after attending a four-week orientation course at Port Moresby."

D OWNER

TEETH AND AGES OF SCHOOL ENTRANTS

Restricted Circular Memorandum No 2 of 1963

3 JANUARY 1964

ED/1-1-4

The Department of Health has supplied information to enable District Inspectors and Head Teachers to determine the ages of children entering schools. Lists characteristics for ages 5-6, 6-7 and 7-10 and gives diagrams.

RC RALPH

A TALK GIVEN AT AN INDUCTION COURSE FOR TEACHERS NEWLY ARRIVED IN THE TERRITORY: ORGANISATION AND FUNCTIONS OF THE DEPARTMENT OF EDUCATION

6 JANUARY 1964

Seven pages giving the background to and a description of the education system. The Department now comprises 24% of Administration employees and is the largest department.

There are six full High Schools taking courses leading to the matriculation. They are the integrated day High Schools at Port Moresby, Lae and Rabaul, the Girls' (Boarding) High School at Busu Rd, Lae and the Boys' (Boarding) High Schools at Sogeri and Keravat. In addition there are 12 Junior High Schools with courses leading to the NSW Intermediate Certificate.

There are three full (boarding) Technical Schools at Port Moresby, Lae and Rabaul, the entrance standard being a pass at Standard VI level. Courses are provided in boat building, painting, sheet metal work, carpentry, automotive mechanics, heavy machinery mechanics.....

Twenty Junior Technical Schools operate throughout the Territory. Entrance is the completion of primary school. These do courses in boat building, metal work, carpentry, motor mechanics.....

Four Community Technical Schools cater for adults. No entrance standard. Courses from 6 to 12 months in brick making, simple house construction, well sinking – whatever the local demand happens to be.

The Kavari Girls' (day) Junior Technical School has a double stream. One stream deals with domestic science – cooking, needlework, house management; the other with commercial subjects – typing, book-keeping.....

At the Newtown (day) Technical School advanced courses are provided for those who have completed apprenticeship and wish to have further training in job foremanship.

RC RALPH

***A TALK AT THE INDUCTION COURSE FOR NEWLY ARRIVED EDUCATION OFFICERS,
JANUARY 1964: SOME MISCELLANEOUS POINTS
CIRCA 6 JANUARY 1964***

Some points of interest were:

We have some 270,000 children of school age not in school.

One device we have adopted is shift work. By shift work we mean taking extra pupils in a school without increasing the accommodation. One method was to stagger the hours, using a double staff. The other method is to have the same staff dealing with double classes. Thus a teacher would take Preps. from 7.30 to 11.30 am and Standard I from 12.30 pm to 4.30 or 5.00 pm.

Wastage is rapidly decreasing. Whereas 3 or 4 years ago the wastage was mainly at the end of Standards 2 and 3, now the tendency is for children to remain through their primary schooling.

During school holidays teachers are required to remain on duty.

Most of you will come from States where Teachers' Unions are fairly strong. In this Territory, Teachers' bodies are in the first year of existence, and they operate within the framework of the Public Service Association... I would urge you to join your local teachers' group... The Inspectors' Institute lends us strength.

You must serve for four years in a District before being considered eligible for transfer to another District.

A diagram was included outlining the structure of the Department.

***LF BUTLER TO THE DIRECTOR OF EDUCATION
EXECUTIVE DEVELOPMENT SCHEME
6 JANUARY 1964
ED/383 f 215***

The acting Public Service Commissioner reviews correspondence on this matter:

21 March 1963: The PSC requested a systematic executive development scheme from departments.

April 1963: The Department of Education forwarded its proposals. Few other departments forwarded proposals of a "sufficiently comprehensive kind to form a satisfactory basis for submission to the Minister."

3 October 1963: The proposals for the development of officers in the general administrative, personnel and finance categories were considered in the first half of 1963 and the Minister's approval of an overall scheme obtained on 3 October.

15 October 1963: Further proposals from the Department of Education. "These have been examined. There are a number of queries which will be forwarded to you and following further discussion with your Department proposals will be quickly dispatched for the consideration of the Minister. You will note that there seems to be no ministerial approval for schemes for indigenous officers in the professional fields."

On 30 December 1963 the Director of Education sent a letter to the Public Service Commissioner concerned that "teachers with technical qualifications might be forced to apply for positions in the finance, personnel and administrative categories for promotion."

6 January 1964: The PSC states "I consider that your anxiety... will be relieved by the introduction of a scheme covering their case in time for the commencement of your courses of training in 1964."

***LF BUTLER TO THE DIRECTOR OF EDUCATION
EXECUTIVE DEVELOPMENT SCHEME***

6 JANUARY 1964
ED/383 f 213

On 30 December 1963 the Director of Education asked the acting Public Service Commissioner for information concerning the preparatory stage and stage 1(b) courses at the Administrative College. Butler advised that:

The preparatory stage consists of English, Civics, Maths and an elective subject plus Current Affairs as a non-examinable subject. The intention is to lift the standard of education of officers with Standard 9 to the Junior Certificate or Intermediate Certificate level. These officers will be eligible for advancement to the Third Division in the Public Service

Stage 1(b), which is still in preparation will consist of English (Expression, Comprehension and Logic), History and Civics, Geography, and Maths and Accounting. The intention is to qualify officers for the Second Division and prepare them for tertiary studies – to lift the standard of officers with Junior Certificate to a standard corresponding with that of Adult Matriculation. These officers will be eligible for advancement to the Second Division in the Public Service.

Butler anticipates the stages will be completed before the Director of Education returns from leave so that he and the Principal of the Administrative College (Chenoweth) can consider and advise the Interim Council, which will recommend to the Public Service Commissioner. "It is expected that all of these stages will be completed by the middle of February and before a start of this stage in 1964."

Butler asks the Director for particulars of the 1964 Senior Officers' Course.

P HASLUCK
THE FUTURE IN PAPUA AND NEW GUINEA: PRESENT POLICIES AND OBJECTIVES
6 JANUARY 1964
ACC 82 BOX 5508 FILE 45.1.2 Pt 2 f11-17

An address to the Summer School of the Council of Adult Education by the Minister for Defence who was recently the Minister for Territories. Some relevant extracts are:

"Looking back, I can claim steadiness in the objective. I could see the objective clearly and had no hesitation because I was unsure of the direction in which I was trying to move. I hope I can also claim consistency in judgment. So far as it was in my capacity to do so, all decisions were intended to support one another, to serve the same end and to respect the same principles."

"What is the objective? I suggest it is self-government for Papua and New Guinea, achieved by a path of peaceful progressive change, and according to the free choice of the people, in circumstances that will give a reasonable prospect that they have both the will and the capacity to make their own choice effective for the benefit of their own people and that as a self-governing country their social and economic advancement will continue under self-government. We also hope that as a self-governing people they will choose to remain in close and friendly relationships with Australia."

"I am quite certain in my own mind that the form of self-government will come to Papua and New Guinea before the country is economically viable and before it is fully equipped either to finance or to staff the various departments and agencies of government. Someone other than the people of Papua and New Guinea will have to underwrite self-government."

"We hear a good deal about target dates. I used them myself in my own administration. Certain tasks were set to departments to be completed within stated periods. We work to a progressive five-year programme, adjusting it at the end of each year to keep the planning always five years ahead."

"In regard to political advancement the Australian Government has always refused to declare target dates. Partly this is because we cannot with honesty and certainty predict how rapidly the people will embrace the political changes... Largely, however, our unwillingness to declare target dates is due to our belief that this is a matter for the people to choose."

"There is a great tendency in some quarters in Australia to talk of our role in New Guinea as that of the last colonial power, as though that were a disgraceful role in which to be cast, and to anticipate all sorts of obloquy for Australia if we do not shed the role more quickly. Against that let me set the reality that the only hope for the future of the people of Papua and New Guinea is if Australia and her Allies continue to be ready to defend and support the new nation."

RC RALPH
MISCELLANEOUS

8 JANUARY 1964
ED/5102 Pt 4

Re Teachers' Personal Reports. It is true that for some time this year I set myself the Herculean task of trying to acknowledge all personal reports on teachers, partly for the sake of morale, partly to let teachers know that notice was taken of such reports. Then I lost my typiste. There are now too many reports on files now to catch up – there are 1500 reports to acknowledge. I can only hope to have a better run next year.

Re Saturday morning duty. Whilst I deplore Mrs Graham's attitude, teachers are not required for duty on Saturday mornings, so I don't see that we can do anything about her.

RC RALPH
THE EDUCATION SYSTEM AND THE EDUCATION OF EXPATRIATE CHILDREN
14 JANUARY 1964

A talk to newly arrived officers of the Administration. He gives a history of the Department and a summary of its five divisions.

D OWNER TO THE PUBLIC SERVICE COMMISSIONER
CONFERENCE ON THE SENIOR OFFICERS' COURSE AS CONDUCTED BY THE DEPARTMENT OF EDUCATION - HELD IN PSC'S CONFERENCE ROOM - 13.1.64
14 JANUARY 1964
ED/283

Owner (acting Director of Education) forwards his interpretation of the conference. Chenoweth was chairman, Edwards and Ritchie represented the PSC Department, and Owner and Gibson represented the Department of Education. Owner states:

The Department employs directly, and indirectly through the Missions, 5000 native teachers.

The Department wants to continue training Senior Officers through a course similar to last year but extended to a full year "on the suggestion or instruction of the PSC."

There are insufficient numbers of qualified and experienced expatriates to provide guidance and supervision of native staff members of the teaching service.

"There is clearly a need for the training of indigenous senior officers who may accept responsibilities in connection with the inspection and guidance of indigenous teachers."

"Furthermore, there is a group of people employed within this Department who have the years of experience, the maturity of judgment and tact and understanding, particularly of their own people, and who are ready to accept this additional responsibility."

"We have the people, we have the need... we have no reasons whatsoever for not proceeding with their training."

Much of the discussion stemmed around the academic qualifications on the duty statements, which are very closely related to Australian teachers. "A Papuan teacher is particularly qualified by his whole upbringing and racial background, to the teaching of a Papuan child and there may be a need to place a considerable weight (on this) against perhaps a lack in Australian academic attainment. In other words, he has inbuilt qualifications which the Australian teacher does not have."

"It has been proved that some Papuans, because of their maturity, length of service, etc, can do effective work with their own people, in some cases more effective work than Australians."

"It was agreed, I think, that we should not attempt to train the Papuan Supervisor into the Australian form but that we should develop an organisation which would allow the Papuan Supervisor to receive status and salary according to his own standing with his own people and in his own profession, Papuan-wise. We agreed then that we should design a new set of Duty Statements for Papuan Supervisors and, incidentally, for those other positions for which our training and supervision very adequately prepares Papuan teachers."

"I will have a series of Duty Statements drawn up stipulating the basic qualifications, the length of service, the additional qualifications, such as success of Senior Officers' Course and certain other qualifications which I believe are significant in the development of a Papuan teacher towards becoming a Papuan Supervisor and, on this basis, I hope that we may receive approval for the proper recognition of our Supervisors and others trained through a Senior Officers' Course."

I have authorised the Division of Teacher Training to press on with the Senior Officers Course over one year (as you suggest) for the year 1964.

**D OWNER TO THE PUBLIC SERVICE COMMISSIONER
CREATION OF PROMOTIONAL OPPORTUNITIES FOR INDIGENOUS TEACHERS
24 JANUARY 1964
ED/350 Pt 4**

"I would like to request the creation of a number of suitable positions in the Third Division, which will give indigenous officers opportunities for promotion. The positions I have in mind are supervisory ones at the Assistant Inspector, Assistant Lecturer level." (Owner asked for 30 Inspector and 5 Lecturer positions).

Owner, as acting Director, argued, "It is professionally desirable, and politically expedient that indigenous officers be trained for positions of higher responsibility within the Public Service. In addition there are at present a number of officers whose professional progress is strictly limited." He points out that there are currently 43 Assistant Education Officers in the Third Division and a further 472 are studying to enter the division.

It may be relevant that the recruitment of Teacher Training courses this year was not as promising as expected, and that one third of those who applied have drifted away from training.

**RC RALPH
TEACHERS MISSING FROM POSTINGS
Circular Memorandum No 16 of 1963
18 FEBRUARY 1964
ED/5044**

Many complaints have been received that all staff have not yet reported for duty in their allocated Districts. Checks here show that some have taken up duty in the wrong District: this may be due to clerical or typing errors, e.g., by reading WHD for WD. Corrected copies of the transfers and postings lists are being forwarded. If you have a teacher in your District who should be elsewhere, he is to be moved on by first available transport, and both District concerned and Headquarters notified by signal.

**D OWNER TO THE PUBLIC SERVICE COMMISSIONER
RECRUITMENT FOR THE SEVENTH 'E' COURSE RABAU TEACHERS' COLLEGE –
INFORMATION SHEET
20 FEBRUARY 1964
ED/20 Pt 7**

"It was evident upon the arrival of recruits for the Sixth 'E' Course, that applicants had misconceptions regarding the conditions of service. These caused several immediately to return to Australia, and it is feared that others who might have burned their bridges, are simply waiting for a propitious moment to do likewise."

Owner and Frank Daveson are to conduct the upcoming interviews and Owner suggests that the candidates are supplied with an information sheet prior to the interview. He provides the PSC with a sample, which emphasises:

No permanent appointment – six to fifteen year terms of service.

No superannuation.

Successful graduation does not confer eligibility for employment in an Australian State Department of Education.

You may be supervised by an indigenous officer.

You are charged £7/7/0 per week for board and lodging whilst at college.

**LW JOHNSON
SENIOR EDUCATION OFFICERS CONFERENCE: 16TH-20TH MARCH 1964 – PROVISIONAL
TIMETABLE
Circular Memorandum No 20 of 1963
Late FEBRUARY 1964
ED/16-2-1**

The theme was 'Problems and Development in Education in Papua-New Guinea'. Most papers addresses the topic in relation to the various levels of education. District Inspectors were invited to submit topics. Topics already suggested were 'The Increasing Size and Complexity of the Department' and More Realistic Integration in Primary 'A' Schools.

STUDENTS ATTENDING SCHOOLS IN AUSTRALIA: BURSARY ASSISTANCE – MEANS TEST
Circular Memorandum No 23 of 1964
Late FEBRUARY 1964
ED/61-1-3

The Administrator has approved the maximum adjusted income of parents and guardians seeking bursary assistance for children attending secondary schools in Australia to be £1257 a year for Europeans and £838 for Asian and Mixed Race parents. The maximum deductible allowance for each approved dependant is £130.

VISCOUNT DE L'ISLE
SPEECH TO BOTH HOUSES OF PARLIAMENT
25 FEBRUARY 1964
Hansard, House of Representatives p 11

"In the Trust Territory of Papua-New Guinea, administrative resources will be expanded to maintain the momentum of economic, social and political advancement. Immediate attention will be given to reports which are to be received this year from the Survey Mission of the International Bank for Reconstruction and Development of the economy of the Territory and from the Commission on Higher Education."

RC RALPH
PRIMARY EDUCATION
17 MARCH 1964

An 18 page paper presented to the 1964 Senior Officers' Conference "reviewing happenings since the last conference, pointing out problems that have arisen or are still facing us, and to deal with certain phases of the work to which I desire to draw your attention." Good paper if you are interested in the day to day problems facing primary education. Most of it deals with 'A' Schools. Some items of interest are:

'A' Schools: The 'subsidy' examination has been abolished – without grief. In its place is an assessment of the child's ability to profit from secondary education; the opinion of the child's teacher and Head Teacher, the Guidance Officer, and the District Inspector; internal test results; and the NSW basic skills test.

'T' Schools: Whereas 1963 was a year of consolidation, and very few schools were opened, 1964 shows some expansion.

The existing schools are growing at an alarming rate, and their demands for staff must be met before new schools can be considered. So for 1965 I see a year of very limited, if any, expansion. The emphasis must be on consolidation.

There was a big increase in the number of teachers graduating from Goroka and Port Moresby Teachers' Colleges and intake from other sources.

The net increase would have been larger but for unforeseen circumstances – an unusually large number of resignations, the late selection of officers for the Supervisory Teachers Course and the PSC's special courses.

Speaking generally the principle is that boarding schools at primary level are unnecessary. Circumstances, however, force us to modify this. Where, for instance, the population of an area is very scattered. Too, the old Continuation School idea has not yet outlived its usefulness, though need for it is fast diminishing, and it is still necessary in places to skim off the cream at the end of Standard IV or V and bring pupils in to a boarding school for higher primary schooling.

I want you to be very careful in future about recommending anyone for a Permit. (We have 1969 Indigenes and 308 Expatriates with these). At present we have the farcical situation of a Permit holder running an exempt school, with the assistance of, say 4 "pupil teachers", with an enrolment of 170!

Postings and transfers are the bane of my life for three months in each year intensively, and then fairly regularly during the rest of the year.

Supervisory Teachers: I know of one expatriate who objects even to a European AEO visiting his school, and I know there would be trouble if a Native Supervisory Teacher tried it. As an interim measure, the solution is to give the Supervisory Teacher schools in which there are no expatriates.

I would hesitate to burden the Supervisory Teachers, as yet, with administrative detail –such as pay sheets, rations and the like. I would prefer to see him concentrate on the professional side of

his work. Later, when he is well established, his duties and his training could be extended to include administrative work for his area.

With such rapid growth, we must begin to face up to the problem of decentralization in the interests of overall efficiency, and we must face with a sense of reality the problem of having Native Teachers playing an increasing part in the administration of the Department.

Ralph was also concerned with the large number of young students completing primary school. They were too young to be employed and there were insufficient places for them in secondary and technical. He asks, "Can we encourage a (fairly big) proportion to return to the village? I wonder how effectively literate a primary school education only would make a people, and how long the "literacy" would last?"

**DEPARTMENT OF EDUCATION
SENIOR OFFICERS' CONFERENCE 1964: THE ROLE OF SUPERVISORY TEACHERS
16 MARCH 1964**

Minutes of discussion on this topic.

Boisen said supervisory teachers should "go carefully" when inspecting schools with an expatriate teacher in charge.

McNamara: "The Director made it clear that in these circumstances the supervisory teacher would not inspect the expatriates. The main purpose is to raise the level of indigenous teachers."

Brownlie: "They could inspect Mission schools as a matter of control but not the Administration ones where promotion enters into inspections.

Boga, Kalo and Eri said they had not experienced problems with inspection. Nguna said one expatriate head teacher objected when he had not been advised of the visit.

**DEPARTMENT OF EDUCATION
SENIOR OFFICERS' CONFERENCE 1964: PRIMARY EDUCATION
17 MARCH 1964**

A list of points for discussion including Integration in Primary 'A' Schools, Teacher-Pupil Ratio in 'A' Schools, School Transport for Primary 'A' Children, Inspection of Primary 'A' Schools, The Implications of an Expanded Primary System for Post-Primary Education, Boarding Schools, Shift Work, and Postings and Transfers.

**DEPARTMENT OF EDUCATION
SENIOR OFFICERS' CONFERENCE 1964: DISCUSSIONS - PRIMARY SCHOOLS
17 MARCH 1964**

The conference discussed two recommendations:

That there be only one name for all Primary Schools, and

That there be only one syllabus for use in all Primary Schools.

The final recommendation stated, "It was resolved that consideration be given to designation all schools offering studies up to Standard VI as PRIMARY SCHOOLS only and that there be streams within these schools to cater for children at present studying for "A" and "T" type syllabuses. These streams should be based on 2 parts of the one syllabus, which would incorporate both sections and should use different terminology to that at present in use."

Other topics discussed were:

Topic 6 – How many pupils we take and to what level. (2 page summary but no recommendation.)

Topic 7 – Boarding Schools – Primary Level. (1 page summary but no recommendation.)

Topics 3 & 8 – School Transport and Shift Work. (Half page summary. Recommendation was that responsibility for transporting children to Primary Schools should be left with P & C Associations. Subsidisation should be considered.)

**DEPARTMENT OF EDUCATION
SENIOR OFFICERS' CONFERENCE 1964: MISSIONS AND DEPARTMENT OF EDUCATION
19 MARCH 1964**

1. POLICY

Recommendation 1: District Inspectors should be vitally concerned with the education of all children in his district, including children in Mission schools. In view of the increasing numbers of

children in Administration schools, as a matter of priority, District Inspectors are forced to concentrate professional activities in Administration schools.

Recommendation 2: The Conference approves the development of parallel Administration and Mission schools. i.e. a system in which both Administration and Mission schools are responsible for the education of pupils from preparatory class to Standard VI.

Recommendation 3: In the case of secondary education, efficiency was largely dependant on a minimum number of pupils and teachers. Smaller Missions should be encouraged to establish dormitories, hostels or houses on land adjacent to an Administration Secondary school. The Department of Education should be responsible for education in the school. The Mission should be responsible for the hostel. i.e. building, supervision, provisioning.

2. PRACTICAL AND PROFESSIONAL CONSIDERATIONS

The Conference does not favour the continuance of the Permit-to -Teach system, but if due to present circumstances it has to continue, then each Permit should be reviewed at the end of every second year.

CE BARNES

HIGHER EDUCATION IN PAPUA AND NEW GUINEA – PRESENTATION OF REPORT BY COMMISSION 26 MARCH 1964

Press release: "The Commission on Higher Education in Papua and New Guinea today presented its report to the Minister of Territories, the Honourable CE Barnes." Gives membership and terms of the Commission.

"Mr Barnes said he was looking forward to studying the Commission's report and felt sure that it would set out a firm basis on which higher education in Papua and New Guinea could be developed."

CE BARNES

HOUSE OF ASSEMBLY FOR PAPUA AND NEW GUINEA – APPOINTMENT OF OFFICIAL MEMBERS 6 APRIL 1964

Press release which lists the names of the official members of the House of Assembly, which replaces the Legislative Council established in 1951. The appointments had been made in accordance with the amendments to the Papua and New Guinea Act, passed by Parliament in 1963. The House of Assembly will consist of 64 members, of whom ten must be official members. The seven members of the Legislative Council were appointed plus Les Johnson, GD Cannon (Director of Trade and Industry) and NJ Mason (Department of Labour). The first meeting of the House of Assembly will be held on 8th June 1964.

DEPARTMENT OF EDUCATION

CONFERENCE OF HEAD TEACHERS – MADANG DISTRICT – PROGRAMMING AND IN-SERVICE TRAINING 13 APRIL 1964

Possibly a talk given by RC Ralph. The six page document covers the yearly programme, the daily programme, four day programming (teach everything in four days and have Friday for things you missed), non-graded teaching, in-service training, the morning break and team spirit, staff meetings, problem arithmetic, demonstration lessons, class supervision, and refresher courses (seven planned for the Madang district this year).

LW JOHNSON

MULTIPLE CLASS TEACHING

Restricted Circular Memorandum No R/34 of 1964

13 APRIL 1964

ED/1-14-2

- (1) Let us avoid the situation if possible where one teacher has to teach three or more classes at the same time.
- (2) It is undesirable to give a double class to a teacher who is in his first two years of teaching.
- (3) It is impossible efficiently to combine a Preparatory Class with any other class.
- (4) It is impractical to teach together classes are not adjacent – say a Standard I and a Standard III. Such classes cannot be combined for any subjects.

LW JOHNSON
ADULT ENGLISH CLASSES
Circular Memorandum No 35 of 1964
17 APRIL 1964

"Preliminary information provided by District Inspectors indicated there are approximately 72 classes with an enrolment of 2,945 adults throughout the Territory." Johnson asked for updated figures and constructive comments to assist the authors of texts and organizers of classes.

LW JOHNSON TO THE ASSISTANT ADMINISTRATOR (SERVICES)
SECONDARY ENROLMENTS - 1964
17 APRIL 1964
ED/1-14-2

Johnson provides figures summarising actual enrolments against forecasts prepared jointly by the Department of Education and the Department of Education. The statistics detailed actual and forecast enrolments for Administration and Mission schools for Standard VII through to Form V. Actual European, Asian and Mixed Race figures were also given. Actual enrolments were in excess of forecasts for all levels except for Form IV where there were only 66 students enrolled whereas 97 had been forecast. In total there were 5,498 secondary enrolments compared to a forecast of 4,849.

DEPARTMENT OF EDUCATION
MINUTES OF THE TWENTY-THIRD MEETING OF THE EDUCATION ADVISORY BOARD -
MADANG
21 AND APRIL 1964

Boski Tom was a member and Ruga Luga, Alphonse Savage, John Momis and Allen Waike were indigenous observers.

Payment of Grant-in-Aid: Grants are paid every six months. Where Missions are in receipt of £2,000 or more in grants every half year, they will now receive half the previous grant as an advance at the end of the March and September quarters, any adjustments being made half yearly. The first quarterly advances have already been paid for 1964.

District Education Committees: Action is in hand to increase the size of District Education Committees to include an indigenous member on all Committees. When all District nominations have been received, they will be submitted for approval to the Administrator.

Exempt Schools: A generous viewpoint will be adopted for newly developed areas but further establishment of exempt schools in developed areas will be restricted unless there is clear evidence that the standards can be raised in the foreseeable future.

Stores Issues: Resolution No 1: To reduce the amount of work now accruing to Mission school managers, the Board requests the introduction of a pre-printed SIV (Stores Issue Voucher) and a system of "Back Orders for items not in stock.

Appointment of Full-Time Supervisory Teachers for Mission Schools: Resolution No 2: Where possible the services of Administration supervisory teachers would be available but the Missions should also develop their own supervisory services to guide and assist teachers in professional matters. Records on subject teaching, methods, school management and organisation and similar professional matters, would be kept.

Development of Mission Secondary Schools: Resolution No 3: The conditions for recognition of a secondary school be clearly stated and special provision be made for recognition of a new school in its first year of establishment.

Intermediate Certificate: Resolution No 4: The proposed regulations for obtaining an Intermediate Certificate make full-time attendance at school obligatory. It was considered that some provision (including evening classes) should be made for part-time and correspondence students.

Recommendations of the Senior Officers' Conference:

We should work for the co-ordination of Primary 'A' and 'T' schools, though different curricula would need to be maintained.

There was disagreement about the desirability of a later start for primary schools. Wait for the release of the Report of the Commission on Higher Education.

The expansion of primary education was necessary to the social and economic progress of the Territory but this expansion need not necessarily aim at universal primary education within the

next ten years. An immediate target somewhat below that of universal primary education was realistic.

'A' Course Teacher Training: Resolution No 6: It is not likely that there will be, for a number of years, sufficient numbers of 'B' and 'C' grade teachers to staff the schools. The Board therefore recommends that the 'A' Course be continued.

'B' Course Teacher Training: Resolution No 7: Experienced teachers holding a 'B' Certificate, who have trained for one year, be permitted to train for one additional year and thus become eligible for the grant of a two-year teacher.

Maintenance Grant for Second Year of Teacher Training: Resolution No 8: The Board recommends the Maintenance Grant for the second year of training be made on two levels: £50 for unmarried trainees and £100 for married trainees.

Future Assistance to Mission Education: Resolution No 9: The Board recommends that the Department of Territories and the Administration consult on the long term future extent of aid to Mission Education and that individual Missions prepare submissions indicating their planned expansion, the internal financial support for such expansion and the nature of assistance they will require to meet their expansion programmes. (The Missions were having difficulty attracting, financing and keeping expatriate teachers.)

Capital Loans to Missions: Resolution No 10: The Board recommends that Capital Loans to Missions for the purpose of erecting hostels be extended to assist Mission building and establishing secondary schools.

Resolution No 11: Where a Mission conducts a hostel to enable students to attend an Administration secondary school, the Mission should be eligible for the usual maintenance subsidy paid for secondary school students.

HOUSE OF REPRESENTATIVES: QUESTIONS
EDUCATION IN PAPUA AND NEW GUINEA
22 APRIL 1964
Hansard p 1304

Mr Whitlam – "Four weeks ago the Minister for Territories stated that he had received the report of the Commission on Higher Education in Papua and New Guinea. I ask him whether he proposes to keep the report confidential... or whether he will table it... and so enable the House to debate the extension of educational opportunities to the Territory."

Mr Barnes – "I have the report under consideration at the present time. As yet, I have not made a decision on its ultimate destination."

LW JOHNSON
SHIFT WORK
Circular Memorandum No 42 of 1964
ED 1.5.3
Circa 23 APRIL 1964

Shift work is a device adopted to increase school enrolments. Two principal methods have emerged. You can use the one set of buildings with a double staff and a double lot of pupils; or you can use the one set of buildings and the one staff with a double lot of pupils. Our immediate aim is to increase enrolments with existing staff and existing accommodation... whereby one member of staff deals with a double lot of pupils.

Payment of shift work is at the rate of 30/- an hour for expatriates for each hour which falls outside the approved number of school hours; 15/- for an Assistant Education Officer, 10/6 an hour for a Teaching Assistant (Auxiliary Division) and 7/6 an hour for a Teacher (Admin. Servant).

A teacher may be expected to spend up to 6 hours a day, excluding the lunch hour at school, after which payment for shift work will commence if he is taking a second class.

LW JOHNSON
PRESCRIPTION OF METHODS AND PROFESSIONAL RIGHTS OF TEACHERS
Draft Circular Memorandum No 44 of 1964
23 APRIL 1964
ED 1.14.16

Where we are uniform we must be uniform on a Territory wide basis. Where we, as a Department, do not insist on one method, then this freedom of choice must be available to all teacher throughout the Territory.

To avoid excessive prescription, the professional authority of any teacher over any other teacher is strictly limited. No one has absolute authority. Head Teachers have authority to require methods only in so far as these are prescribed or recommended by this Department. This is carefully explained in the introduction to the Primary 'T' Syllabus (p1).

LW JOHNSON
SPECIAL RELIGIOUS INSTRUCTION IN ADMINISTRATION SCHOOLS
Circular Memorandum No 44 of 1964
ED 47.1.1
4 MAY 1964

No objection will be raised to the use of a local vernacular or pidgin, for the Special Religious Instruction period for up to Standard II. For Standards III to VI, inclusive, the instruction should be in English with particular points being elucidated in vernacular. In places where the only available Instructors have poor command of English, vernacular may be used, but where possible Missions should be requested to find fluent English speakers for instruction in upper classes.

Introduced vernaculars are not to be used but there should be a phasing out period.

Every effort is to be made to provide two half-hour periods when it is requested.

Unless visiting Instructors of all denominations coincide their regular visits, disruption of the school programme may make it impossible to meet the requirements of an individual Mission.

LW JOHNSON TO THE ASSISTANT ADMINISTRATOR (SERVICES)
LOCAL GOVERNMENT COUNCIL FUNDS FOR MISSION EDUCATION
6 MAY 1964
ACC 82 BOX 9368 FILE 40.1.4

Up to the present, although we have not actually refused requests, we have made the conditions so difficult that, as far as I can determine, no Council funds have been used in the development of Mission schools.

The Local Government Ordinance of 1963, however, is phrased in such a way that it might be interpreted as giving Councils the right to support Mission education. Section 40 seems to give the Councils the right to allocate funds for social purposes, while Section 43 gives the Director of Education some rather indefinite control over the use of such funds for educational purposes.

There is no real cause for objection to Council assistance to Missions but a number of difficulties are likely to ensue. The Administration will be making heavy demands on Councils to finance Administration primary school building and it may be, a substantial diversion of funds for Mission purposes, will completely upset Administration planning. Into the bargain, it is not unlikely that religious pressure would be placed on particular Councilors to vote for the allocation of funds to particular Missions. You will note that under Section 43 (1), the Director of Education's authorization is necessary. Accordingly, I propose a set of rules which will not prevent the allocation of funds to Missions but which will set conditions which will cause the least possible friction in the application of Section 43.

I should be obliged if you would look at the attachment and indicate your views. (Note: I have no copy of the attachment.)

LW JOHNSON
HOUSE OF ASSEMBLY ELECTIONS
Circular Memorandum No 49 of 1964
6 MAY 1964
ED 35.3.2

A letter of appreciation to those co-operating in making the elections a success.

G MANSFIELD
DISCUSSION ON CURRIE COMMISSION REPORT
6 MAY 1964
HOWIE-WILLIS COLLECTION

Those present were: G Warwick-Smith, RS Swift, EJ Wood, CE Reseigh, WH Scott, R Marsh and R Rose.

The main points arising from the discussion were:

Publication of the report seem desirable and could hardly be avoided.

Two small sections could possibly cause embarrassment or offence. Para 1.54 on page 34 (political uncertainties) and 5.5 on page 178 (Indian intelligentsia). It was agreed to discuss these matters discretely with Sir George Currie. "Clearly it was undesirable to exert pressure on the Commission to make any amendments." Possible changes in relation to 1.54 were to omit the paragraph or part of it; qualify the comments to suggest that the political uncertainties expressed were coming from "some quarters" and that the Government saw no cause for fear; include reference to the declared policy of the Government on security. In relation to 5.5 it was thought that the paragraph might be generalized to refer to "emerging countries" or to be redrafted in a way that would not be objectionable to Indians.

Warwick-Smith plans to meet with the Minister on 7th May to discuss the publication and handling of the report. He would suggest that the Minister discuss the report with the Prime Minister and the former Minister.

Mr Smith felt it important to link the Currie recommendation with the World Bank recommendations.

In the initial stages in the implementation of the report the following might be consulted: Prime Minister's Department, Department of External Affairs, the Vice-Chancellor's Committee, the Universities Commission, the ANU, and the ASOPA Council.

In the latter stages the following would need to be consulted: House of Assembly, Works Department in the Territory, Commonwealth Treasury, the Public Service Board and the Public Service Commissioner.

Mr Swift undertook to set up a committee to assist with the action arising from the report including a summary of recommendations in the report, the pattern of higher education, timing, costs, and other matters of substance relating to the implementation of the report.

LW JOHNSON
RECOGNITION OF SECONDARY SCHOOLS
Circular Memorandum No 53 of 1964
6 MAY 1964
ED 1/14/3

Certain conditions must be fulfilled before an application for Recognition will be granted:

1. The continuity of the school must be assured
2. Proper means of access, drainage, light, ventilation, sanitary conveniences, sufficient space and sufficient seating accommodation for pupils must be provided.
3. The number and qualifications of teachers are adequate.
4. Suitable curriculum or proposed curriculum.

LW JOHNSON
CLOTHING ISSUE TO SCHOOL PUPILS
Circular Memorandum No 48 of 1964
7 MAY 1964
ED 1/1/5

In Day Schools pupils supply their own clothing except that scholarship holders at Port Moresby, Lae and Rabaul High Schools receive uniforms, sandals and other items to allow them to take their place side by side with European pupils.

In Boarding Schools issues are made of shorts or lap-laps and shirts for boys and for girls, sufficient cloth is issued for the making, in needlecraft lessons, of uniforms and a certain amount of necessary underclothing. In certain primary boarding schools the District Inspector may authorise the issue of clothing. The circular lists the initial issue entitlements and those items replaced after 6 months.

THE AGE
FACING THE FACTS IN NEW GUINEA
11 MAY 1964
GROVES COLLECTION BOX 5 FILE 38

The goodwill enjoyed by the Australian administration has made it possible to conduct a general election on a common roll of all adults without apprehension, and the results have been an unexpected tribute to the harmonious race relationship existing between the indigenous people and the Australian minority.

What has been achieved is, in effect, the grant of internal self-government to Papua-New Guinea with an indigenous majority in its first truly representative parliament. It is undeniable that the Commonwealth Government holds a final power of veto over its legislation, but it is unlikely that it will ever be exercised.

But we are still only at the halfway stage in the work of preparing New Guinea for independence. The crash programme in education has at least a decade to go before it can produce a body of native administrators capable of taking over the public business of the territory. Economically it exists only by virtue of a rapidly rising grant from the Commonwealth. It cannot yet conduct its own affairs, pay its own way, or defend itself – a point of increasing importance.

HOUSE OF REPRESENTATIVES: QUESTIONS
EDUCATION IN NEW GUINEA
12 MAY 1964
HANSARD P 1796

Mr Reynolds asked the Minister for Territories on notice – “When is the commission on tertiary education in Papua and New Guinea announced in February, 1963, likely to make its report?”

Mr Barnes – “The Commission on Higher Education submitted its report to me on 26th March, 1964. The report is at present being considered, but no decisions have yet been taken on it.”

LW JOHNSON TO LA CASS
HISTORY OF TERRITORY EDUCATION – SAMARAI 'A' SCHOOL
26 MAY 1964
ED 1/14/20

A brief investigation indicates the school was opened by the Anglican Mission in 1899/1900. In 1903 the attendance was 14 and in 1913 it was 16. At this stage Samarai had a larger European population than Port Moresby. The first school teacher employed by the Administration was Eileen Downey, Schoolmistress at Port Moresby European School which was opened on 26th April 1911.

LW JOHNSON
INSERVICE COURSE FOR SUPERVISORY TEACHERS
Restricted Circular Memorandum No 55 of 1964
20 MAY 1964
ED 64-3-3

The second course is currently being conducted at Port Moresby Teachers' College. I propose to hold a similar course next year. The course is designed to give professional training to Third and Auxiliary Division officers which would cover a knowledge of the work expected of an Area Education Officer, a Teachers' College Lecturer, and Assistant District Inspector, and Headmaster of a large Primary School. The course will cover the following areas:

1. The Work of the Teachers' Colleges: Study of the Primary 'T' Syllabus; Teachers' College Courses; recommended methods; teachers' attainment levels; and modern methods.
2. School Management: Aspects of management and running a large school; school organisation; routine management; staff relations and control; class-teaching; extra-activities; and the relationship of the school to the community.
3. District Duties: i) Professional: conduct of refresher courses; guidance to teachers; advisory visits; and staff relations; ii) Administrative: staffing of schools; siting of schools; supplies; salaries; rations; etc.
4. Inspection and Assessment: management and attainment standards; techniques of examination and evaluation of pupils and staff; appropriate criteria for staff and school reports, etc.

The circular was sent to all Auxiliary and Third Division officers who were invited to apply.

LW JOHNSON
INSPECTION OF PRIMARY SCHOOLS
Circular Memorandum No 60 of 1964
Circa 26 MAY 1964
ED 48-10-6

Ex-Cadet Education Officer: Each ex ASOPA cadet must receive an annual inspection. This should occur before the end of the second term, and the report should be received at Headquarters not later than the end of the August/September vacation. Such inspections are to be given high priority. Reports are to be written on the proper NSW form.

Primary 'A' Schools: The District Inspector of Schools is responsible for the inspection of all Primary School, 'A' and 'T' within his District.

Should a teacher dispute the District Inspector's assessment or report, a follow-up inspection will be carried out by Mr A Shanley, the Headquarters' Inspector responsible for Primary 'A' Schools. Mr Shanley's primary function is not formal inspection, but is to see that standards are maintained at the level of similar schools in the New South Wales Education Department. He will also disseminate information on contemporary trends, and try to keep teachers up-to-date on their methods and approach to the Curriculum.

The District Inspector will take into account school and class organisation and management, and personal reports. "Many inspectors now leave all formal testing of pupils' attainment to the Head Teacher and/or the class teacher, and look for such thing as signs of a regular and systematic approach to dealing with the class curriculum, of adequate preparation by the teachers, of the development of active interests by the pupils, of attention to the needs of individual pupils and so on ." (Cunningham and Radford).

The report assesses values rather than attainments. It need not be lengthy. However, in the case of a teacher seeking a promotion a fuller inspections should be given, assessing strengths and weaknesses relative to his grading.

Primary 'T' Schools: Each Administration 'T' School should be inspected at least once a year. He should report on standards and on each member of the staff. Personal reports should be constructive, and remedial where necessary. Attitudes and aptitudes are to be reported on. Where one aspect comes in for adverse criticism, a positive suggestion should result. A teacher should come to regard his personal report as something helpful.

A District Inspector of Schools should himself inspect at least the main Mission Schools. It should be possible for him to delegate inspectorial authority to one or more of his senior, proved Administration teachers to enable them to inspect lesser Mission Schools.

LW JOHNSON

RECREATION LEAVE – REGULATION 86 OF THE PUBLIC SERVICE REGULATIONS

Circular Memorandum No 61 of 1964

28 MAY 1964

ED 57-1-3

As a general rule, as many teachers as possible will be required to take annual leave during the Christmas vacation. Johnson spells out the procedures.

G WARWICK SMITH TO THE ADMINISTRATOR

REPORT OF THE COMMISSION ON HIGHER EDUCATION IN PAPUA AND NEW GUINEA

28 MAY 1964

HOWIE-WILLIS COLLECTION

"I understand that you and the Director of Education have copies of this report." It should be ready for public distribution mid-June. Hope to have Cabinet submission before then "to seek authority for an announcement to be made by the Minister... on the Government's attitude (even if in very general terms) towards the central recommendations."

We consider that acceptance of the recommendations in full would require extensive consideration, along with an adequate period for public discussion both in Australia and in the Territory... involves a substantial commitment over the next few financial years. It will be necessary to determine whether or how far this can be accomplished in addition to continuation of the expansion of the Administration's activity in the Territory in other directions or, if not, what other activities will be restricted by giving effect to the recommendations. The nature of the proposed institutions and the timing proposed for their establishment are obviously very important issues for consideration by the Government.

The tentative conclusion we have reached, is that we should aim at seeking Cabinet's acceptance of the pattern of education recommended by the Commission – that is primary schooling to commence at age seven and continue for seven years; secondary school duration to be four years leading to a leaving certificate; university studies to include a preliminary year – but reserving for a second submission questions of a more detailed character regarding the nature of the institutions recommended by the Commission, and of the timing of their establishment.

As I have indicated, another major consideration is that before decisions and specific questions are taken the Government will no doubt wish to have provided ample opportunity for public discussion so that public opinion will have full opportunity to reveal itself. An example might be the question of the site for any University in the Territory.

**LA CASS TO THE DIRECTOR OF EDUCATION
HISTORY OF SAMARAI 'A' SCHOOL
5 JUNE 1964
ED 1/14/20**

Bishop Chisholm confirmed that the Anglican Mission was operating a school here in 1901. The school was handed to the Administration after the First World War, probably in 1919. After the Second World War ended the school reopened in March 1947.

**HOUSE OF ASSEMBLY DEBATES
FIRST MEETING OF THE FIRST SESSION
8 TO 16 JUNE 1964**

**DM CLELAND TO G WARWICK SMITH
REPORT OF THE COMMISSION ON HIGHER EDUCATION IN PAPUA AND NEW GUINEA
16 JUNE 1964**

The Director of Education fully supports what follows. The central fact to consider when determining an attitude to be adopted towards the Commission's report is the terms of reference. From these it seems clear that the point of issue was not if tertiary educational institutions would be established, this had already been accepted, but the means by which they would be established... I am surprised then at the inference... that this ground is to be traversed again, probably by officers of less status and experience than the members of the Commission and in possession of less information than the Commission.

I am surprised also to note that apparently some of the Commission's recommendations may be reconsidered in the light of public reaction. You mention, for instance, the question of a University site. The Commission set out carefully its reasons for recommending the Port Moresby site. Although the Minister may decide against acceptance of this recommendation on political grounds, such a decision should surely not be made in the emotive atmosphere of public discussion, when the careful considerations advanced by the Commission will be obscured by prejudice and regional interests.

You refer to another major issue, the finance required to implement the recommendation. It is abundantly clear that the recommendation of the Commission cannot be financed out of current Territory funds and that it is neither possible nor desirable to cut back other activities to accomplish this... A special appropriation is certainly required.

It appears from your letter that you are considering a Cabinet recommendation which deals fairly explicitly with peripheral matters, some of which were outside of the Commission's terms of reference, such as school commencing age, while deferring a positive recommendation on the key issues.

I am disturbed at a phrase in your letter, which reads – "what kind of view if any the Minister might suggest that the Government should express". I recommend most strongly that the Minister express a positive view towards the central recommendations of the Commission. It could not be expected that members of the Cabinet, who would be relatively uninformed on the matter, could express a point of view without the positive guidance of the Minister.

Note: Les Johnson states that during this period "There was a more hostile atmosphere in Canberra. Canberra-Port Moresby relationships deteriorated very sharply with Warwick Smith endeavouring to intervene directly in almost every aspect of PNG operations." (Johnson to Blatchford, Canberra, 2 April 1982)

**CE BARNES
MORE TRAINEE TEACHERS FOR PAPUA AND NEW GUINEA
18 JUNE 1964
ACC 82 BOX 5508 FILE 45.1.2. Pt 2 f87**

Press release: "Thirty-nine trainee teachers who have been selected to undertake the seventh teacher training course at the Rabaul Teachers' Training College will depart from Sydney on 18th June, 1964. They will teach in primary schools throughout Papua and New Guinea. The Minister for Territories said today that with the departure of this group approximately 250 teachers and trainee teachers will have been recruited this year from Australia and overseas.

**THE ASSISTANT BISHOP TO LA CASS
22 JUNE 1964
ED 1.14.20 f4-7**

Extracts from the Catholic records on the Samarai European School from 1901 to 1922.

CE BARNES

FOR CABINET: REPORT OF COMMISSION ON HIGHER EDUCATION IN PAPUA AND NEW GUINEA

26 JUNE 1964

HOWIE-WILLIS COLLECTION

4. In April 1962, the then Minister for Territories, announced that he had accepted as a basis for further planning a recommendation made by an interdepartmental committee that a university college should be established in Port Moresby not later than 1966. This decision was then referred to in the House of Representatives in the same month, following a motion of urgency by the Opposition on the need to establish a university. It was conveyed to the General Assembly of the United Nations in the Annual Reports of Papua and New Guinea for 1961/62. Early in 1963 the Minister published the terms of reference of the Currie Commission. These included a requirement that the Commission give particular attention to the establishment in the Territory at the earliest practicable date of an institution or institutions to provide education at or near university level.

6. I consider that the case for an Institute of Higher Technical Education is inescapable.

7. With regard to the Commission's recommendation for an autonomous Territory university, I have little doubt that in the light of the obvious needs of the Territory, the Government's past statements, the terms of reference of the Commission, and the arguments advanced by the Commission, the Government should accept the recommendation that there be an autonomous Territory university. However, the nature of the institutions to be established, the timing of their establishment and the financial programme in my view require further study before decisions can be taken on these matters. The Commission's proposals involve substantial commitments as well as commitments of staff and building resources. Possible effects on other developmental projects will have to be assessed. Aspects such as location, administrative arrangements in respect of teacher-training and agricultural colleges, system of financing, the future of the School of Pacific Administration etc., need to be studied.

8. The extent to which the Australian Universities Commission would be associated with the Currie Commission proposals is now being considered and the Currie Commission recommendations may need to be related to the report on tertiary education in Australia which is expected shortly from the Martin Committee. The World Bank Report on Papuan and New Guinea which is now being sent to us may have something to say regarding the amount of resources that ought to be devoted to education. Moreover, although as I have noted above, the Currie Commission's terms of reference do not embrace the primary and secondary school systems, I am looking into the relationship between the secondary school system, that must in most parts of the Territory be residential to be effective, and the proposals for a university...

9. I propose to release the report publicly as soon as copies are received from the printers. It might also be advantageous if at the same time I indicated in a public statement that the Government recognised the urgent need of the Territory for facilities for higher training and that it accepted that an institute for higher technical education and an autonomous university should be established in the Territory. The statement I have in mind, however, would continue along the lines that the exact nature and scope of these institutions, the timing of their establishment and the other particular recommendations of the Commission require further study before decisions can be reached and that announcements would be made regarding these matters as soon as practicable.

KI SMITH

LOGEIA ISLAND

29 JUNE 1964

ED 1.14.20

A brief history of the island and its education from the 1880s to 1964.

THE PROBLEM OF SUPERVISION

JULY 1964

P & NG JOURNAL OF EDUCATION VOL 2 NO 2

In New Guinea the supervisory teacher meets a crucial need – guidance and direction to low level teachers with limited training. The typical supervisory teacher pays frequent and regular visits to a group of five to ten schools and ensures that teachers are conducting their classes efficiently.

The extent of the need is underlined by the shortage of suitable personnel... One approach to meeting the shortage has been the training of indigenous supervisory teachers. The second Senior Officers' Course is now being conducted at the Port Moresby Teachers' College for a selected group of Papuan and New Guinean teachers. Of the 15 who took the 1963 course, nine are now

supervising groups of schools in various parts of the country. It is hoped that each year the course may provide five or more supervisory teachers for area work.

Another proposal has been that Missions should as far as possible provide their own itinerant supervisory teacher. To this end the Education Department budget has provided since 1963 for grants in aid to ten Mission supervisory teachers plus associated traveling expenses. The results so far have been disappointing and most of the grants have not been taken up.

DEPARTMENT OF EDUCATION

COURSES OF STUDY AT POST-PRIMARY LEVEL: TERRITORY OF PAPUA AND NEW GUINEA
JULY 1964

ED 1.14.37 Pt 2 f194-198

A five page summary of early PNG and the development of its education system – especially secondary education.

1884 Germans hoist flag in the Duke of York Islands.

1872 First permanent Mission Station established in Papua.

1875 First permanent Mission Station established in New Guinea.

1888 Papua comes under British Suzerainty and is administered by Queensland, which took an active interest in schools although no financial assistance was provided until 1916.

1922 Rabaul boarding school established for boys.

1942 There were 6 Administration primary schools and a technical school in the Territory.

1946 A separate specialist Department of Education was established and schools were re-opened.

Although the post-primary curriculum for Standards 7, 8 and 9 provided for the teaching of social studies and science, schools tended to concentrate on English and Mathematics because of the need to improve the standard of spoken English and English comprehension, and because students were required to sit for a public examination in these two subjects only at the completion of Standard 7 and of Standard 9.

It was decided that the students required a broader curriculum and in 1954 it was decided that studies should be made available to some Territory secondary schools leading to the Queensland Junior Examination.

Twenty scholarships became available in 1954 and in subsequent years, for selective indigenous students to study at Australian schools.

The first major group of students to pass in subjects at Junior level did so in 1958. In all 249 students have passed either the Queensland Junior or the NSW Intermediate Certificate examination in four subjects at one sitting, and 76 others have now at least four subjects to their credit, a total of 315 students.

21 students have passed the Queensland Senior Examination, the NSW Leaving Certificate or the Queensland University Adult Matriculation Examination. This year 24 indigenous students will take the NSW Leaving Certificate examination and next year there will be 40 to sit for this examination.

At present there are 8 under-graduate students attending Australian Universities and 5 other students are working towards a Diploma at Agricultural Colleges.

Prior to 1960 most expatriate children studied at Australian Secondary schools, but with the establishment of multi-racial high schools at Port Moresby, Lae and Rabaul, some students now study in the Territory to matriculation level at Port Moresby and Rabaul High Schools, and to the Intermediate Certificate level at Lae High School. These schools are all non-residential and are attended by children of all races. Scholarships are available to assist selective indigenous students with clothing, books and in many cases the cost of accommodation at hostels.

In 1961 there were 13 residential post-primary schools, 2 residential selective high schools and 3 non-residential multi-racial high schools. In that year it was decided to replace post-primary schools with Junior High Schools and the last Standard 9 examination was held in 1963.

Since 1962 students at selective high schools have taken NSW examination in preference to Queensland examinations. The system of education adapted for use was that outlined in the Wyndham Report.

There are now in 1964, 21 Administration conducted high school and junior high schools with an enrolment of over 3,000 indigenous students and an enrolment of 2,400 in the mission conducted schools. In addition there are 1,766 private study candidates studying by correspondence, post-primary or secondary subjects.

There are 31 Mission junior high schools although many of them have small enrolment figures.

The Administration plans to establish large comprehensive schools rather than a larger number of smaller schools.

(A full page is devoted to the secondary curriculum and subjects studied.)

There are 3 technical schools which provide post-primary technical and vocational courses with a total enrolment of more than 600. As well, a number of block training courses are conducted in association with the Territory's Apprenticeship Scheme. In addition approximately 800 older students are enrolled in junior technical schools after having reached approximately Standard 5 level in the primary schools.

**DEPARTMENT OF EDUCATION
ENROLMENTS AND SCHOOL LEAVERS 1964-1970
JULY 1964**

These tables are filed under "Johnson to Roscoe, 28 September 1964". The tables include:

TABLE 1	Projected Indigenous Enrolments in Administration Primary Schools
TABLE 2	Retention Patterns used in Calculation of Table 1
TABLE 3	Projected Indigenous Enrolments in Administration Secondary Schools
TABLE 4	Diversion Ratios used in Calculation of Table 3
TABLE 5	Projected School Leavers from Administration Schools
TABLE 6	Projected Indigenous Enrolments in Administration Technical Schools
TABLE 7	Diversion Ratios used in Calculation of Table 6
TABLE 8	Projected School Leavers from Administration Technical Schools
TABLE 9	Projected Indigenous Enrolments in Mission Secondary Schools
TABLE 10	Diversion Ratios used in Calculation of Table 9
TABLE 11	Projected Enrolments for Mission Trainees
TABLE 12	Projected School Leavers from Mission Secondary Schools

**LW JOHNSON
COMMENTS ON INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
REPORT - EDUCATION
JULY 1964
AA1984/37 BOX 22**

The report has the strengths and weaknesses which may be anticipated from the Bank's relatively brief study of Territory conditions with compilation of material in a country from which it was not possible to refer to original sources... I believe that the report would have been greatly improved if further consultations had taken place in the Territory before the final drafting. I understood that this was to have been the procedure.

...the principal weakness of the report is its assumption that the reforms it proposes can be encompassed by administrative action. Undoubtedly, a good deal of them can be and perhaps all of them if the desires and aspirations of the people are ignored, but the existence of an important body of opinion in the House of Assembly must materially influence the shaping of policy.

The most striking example of this is the Bank's proposal to restrict primary school enrolments, and the restriction is severe enough to mean that no additional primary schools could be opened, as the small increases proposed would be taken up by the rapidly expanding school populations in urban areas... The people of the Highlands Districts are very conscious of the educational handicap they are suffering at present and have demonstrated a determination to overcome this handicap in the shortest possible time.

WORLD BANK RECOMMENDATIONS (Administrative)

- a) A restriction in primary school enrolment.

- b) The placing of all primary school building responsibility on local communities.
- c) The cessation of recruitment of expatriate teachers for primary schools.
- d) The utmost expansion of secondary, technical and higher education.

Johnson made the following comments on the Bank's recommendations:

I agree that there is a need to restrict primary enrolment somewhere below that of universal primary education in the next ten year period. I do not agree that the Bank's target figures are at all suitable and the proposed provision of teachers is far too low.

I agree that the local people should bear a greater part of the costs of primary education. The sudden cessation of Administration building is unrealistic. The proposals on teachers' housing need re-examination.

I agree that we are approaching the time when recruitment of expatriate teachers for primary education should be limited... though improved quality cannot be attained. There should be limited recruitment of trained expatriate teachers for replacement purposes and a continuation of 'E' Course training for the time being.

I agree that there should be the utmost expansion of secondary, technical and higher education and that the comprehensive school should be the vehicle for post-primary education.

I agree that the termination of the 'A' Course teacher training should be considered. I would like to phase this termination over a two or three year period.

I do not agree to the reduction of 'B' Course teacher training to one year.

I do not agree that the appointment of a large number of full-time officers to an Adult Education Development corps is justified.

I agree with the financial recommendations with the provision that primary expenditure needs substantial upwards revision and there needs to be an increase in the building allocation.

I agree that the time is ripe for a further review of Mission subsidies. I do not agree that this should necessarily be an upwards revision but rather that it should be a selective revision.

I agree with the need for a Research Unit.

**AUSTRALIAN CABINET
SUBMISSION No 255 – REPORT OF COMMISSION ON HIGHER EDUCATION IN PAPUA
NEW GUINEA
1 JULY 1964
HOWIE-WILLIS COLLECTION**

Decision No 308: As an initial reaction, Cabinet felt certain doubts for some proposals of the report particularly as regards their timing. It felt that a public announcement should indicate its firm support for the provision of facilities for higher technical education although not as to their timing. It was not ready to state a firm intention on the proposals for the university.

Cabinet referred the Report to an inter-departmental committee, comprised of Territories, Prime Minister's, Treasury, Labour and National Service, and External Affairs, to take a close study of the details of the recommendations and the commitments implied for both the technical and university fields.

**LW JOHNSON
VACATION COURSES – SOGERI HIGH SCHOOL
Circular Memorandum No 73 of 1964
1 JULY 1964
ED 64-3-2**

For secondary school teachers and to be held from 1st to 3rd September in Science, Home Economics, Social Studies and Art. Teachers are restricted to two subjects. Teachers will stay at the school, be accommodated in the dormitories and fed in the mess. Apply to HQ if wish to attend.

**NOTES ON DISCUSSIONS ON THE CURRIE COMMISSION REPORT HELD IN DEPARTMENT
OF TERRITORIES, CANBERRA
9-10 JULY 1964
HOWIE-WILLIS COLLECTION**

Departmental officers present were G Warwick Smith, RS Swift (Chairman), CE Reseigh, AR Hoyle and Miss P Ferguson (Secretary). Administration officers present were LW Johnson, S Pearsall and FP Kaad.

The following topics were discussed:

(1) Cabinet Decision: It was agreed that further details should be obtained in support of the Currie Commission recommendations in order to be armed for any questions raised at the inter-departmental committee, particularly those that bear on the urgent need for the institute and the University. We should try to ensure that the committee makes its examination as soon as possible leading to early recommendations to Cabinet.

(2) Availability of Students: It was decided that Miss Ferguson should visit the Territory at an early date to do further work on enrolment projections... Schedules will need to be drawn up showing -

Availability of students for University;

Availability of students for the Institute;

Turnoff at various points into employment and training.

(3) Needs for Diplomates and Graduates: The first step would be to establish needs arising from replacement of expatriate graduates and diplomates and secondly needs arising from growth.

(4) Timing and Costs: The Interim Council could be appointed before legislation is passed, although legislation would be required before the Council can recruit and appoint staff. Legislation will depend on a favourable Cabinet decision. Preliminary work should be done on the legislation.

A preliminary year could start next year at the Administrative College, providing a full time university course can be started in 1966.

Mr Pearsall will draw up a time schedule on site preparation and buildings, assuming June Valley is selected, and what accommodation might be available in town.

(5) Methods of Financing: The relationship with the Australian Universities Commission, the possibility of Commonwealth Grants and outside assistance (e.g. Carnegie Institute) were discussed.

(6) Control of Teacher Training and Administrative College by University.

(7) ASOPA: The Department is exploring alternative roles for ASOPA. Mr Johnson felt its primary teacher training functions for the Administration could be terminated but could be converted to secondary training. Patrol officers could be trained in the Territory. A separate submission would be made to Cabinet on ASOPA. We should not disband ASOPA if there is nothing to replace it.

(8) Action: An action sheet was circulated and will be sent to the Administration so that a detailed examination of the report could be started.

(9) Recruitment of Teachers: The department will prepare:

Projected Recruitment of Administration primary teachers to 1972/73.

i) assuming the lowest possible expansion as proposed by the World Bank Report;

ii) assuming the present level of expansion of an overall increase of 9-10,000 per annum;
and

iii) assuming maximum expansion.

Projected Recruitment of Administration secondary and technical teachers to 1972/73.

Show the wastage, recruitment of expatriate and indigenous teachers and the total number of teachers required.

**G WARWICK SMITH TO THE ADMINISTRATOR
CURRIE COMMISSION REPORT ON HIGHER EDUCATION
15 JULY 1964**

Cleland is advised: that the report is to be published shortly; of the contents of the 1 July 1964 Cabinet submission; and a summary of the discussions of 9-10 July 1964. He is advised that Miss Ferguson will arrive in the Territory on 19 July for a period of two to three weeks and asked to obtain the information required as quickly as possible to facilitate an early submission to Cabinet.

**THE AUSTRALIAN
COLLEGE SOUGHT FOR PORT MORESBY**

16 JULY 1964
HOWIE-WILLIS COLLECTION

A university college for Port Moresby in 1968 has been recommended to the Federal Government by a commission of inquiry into higher education in Papua-New Guinea. But there has been disagreement in Cabinet on the commission's report... Cabinet decided some time weeks ago to defer any decision on it until the return from overseas of the Prime Minister, Sir Robert Menzies, and the former Minister for Territories, Mr Paul Hasluck, now External Affairs Minister.

In the Cabinet discussions the Minister for Territories, Mr CE Barnes, opposed a university college on the ground that economic development had the highest priority.

Treasury officials are known to be critical about the planning of the college for 1968. They believe the commission has been over-optimistic in its estimate of undergraduate numbers.

New Guinea authorities have criticised the choice of Port Moresby as its site. They say the highland members of the territory's new legislative Council are likely to favor Goroka in the central highlands, for the prestige and because it is a growing agricultural centre. They warn that the Federal Government could be embarrassed if it attempted to over-rule any opposition from the Legislative Council so early in its life. But the commission is understood to favor Port Moresby because the more urbanised centre is, among other advantages, the most likely to attract staff.

The commission is reported to want the college to be as independent as possible, although it recognises that in the early stages there will have to be some links with an Australian University.

CE BARNES
REPORT OF THE COMMISSION ON HIGHER EDUCATION FOR PAPUA AND NEW GUINEA
30 JULY 1964
ACC 82 BOX 5508 FILE 45.1.2 Pt 2 f109-110

Press Statement: The Minister for Territories, the Hon CE Barnes, today announced the publication of the report. The Commission was asked to report on the means for further developing tertiary education to meet the present and prospective needs of the Territory of Papua and New Guinea.

In its report the Commission emphasised that the development of education in the Territory must be conceived as a whole and be directed towards a balanced and integrated system which will give Papuan and New Guinea its own design for educated living. The chief recommendations were that an Institute of Higher Technical Education and an autonomous University be established in the Territory.

The Commission proposes that the Institute of Higher Technical Education be associated with the University and give generalized higher technical training to diploma level, commencing with engineering courses of a less specialised kind than in Australia. This would be followed by commerce, home economics and welfare. The Commission recommends that the first faculty of the University should be Education, followed by Arts, Science, Agriculture, Medicine and Law. Commencement of study for a degree would, the Commission proposed, be preceded by a preliminary year of general education within the university after passing the Territory Leaving Certificate, which the Commission considers should be taken at the conclusion of four years' secondary education.

Mr Barnes said that the Government agreed with the Commission's view that the provision of adequate facilities for technical training was one of the most urgent educational needs of the Territory. The Government firmly supported the provision of these facilities. The Commission had recommended that the contract should be let in 1964/65 for the construction of a building for the proposed Institute of Higher Technical Education preceding the construction of any permanent University building; the Commission had also recommended that an Interim Council and a Principal should be appointed in 1964/65 for the proposed Higher Technical Training Institution, and that an Engineering Course should commence in 1967. These recommendations were now being considered so that firm decisions as to timing and details of organisation and construction could be taken by the Government as early as possible.

The Commission's recommendations for the early establishment of a fully autonomous university in the territory were far reaching and naturally must be considered in the context of Territory development as a whole. As soon as the Government was in a position to state a firm intention on the proposals for the University, including their timing of its establishment, further announcements would be made.

LW JOHNSON
ADULT ENGLISH CLASSES
Circular Memorandum No 85 of 1964

31 JULY 1964
ED 2-4-21

"Current reports indicate there are at present 97 Adult English Classes in operation, with a total enrolment in excess of 3,500." The district breakup of classes and enrolments is given.

KR LAMACRAFT
AN EMERGING PHILOSOPHY OF EDUCATION
AUGUST 1964

A presentation by the Chief of the Division of Technical Education to the Biennial Conference of the Australasian Institute of Inspectors, Melbourne, August 1964.

Lamacraft states that the pattern of education is provided by a common chronological development:

The Period of Traditional Culture: Where education was the passing on and renewal of the traditional culture. The philosophy behind this was a belief that the repetition, generation by generation, of the established modes of life was desirable. This period predates the arrival of the European missionaries, traders and settlers.

The Period of Repression: Contact with Europeans shocks the existing social organisation; doubts on the adequacy of the old ways of life; racial superiority/inferiority. Foreigners regard the coloured indigenous people as inferior, lazy, dull and untrustworthy. They considered education of the native people was unwarranted, undesirable, or even dangerous. The educational philosophy of the white race was that "education is good for white children but not for native children."

The Period of Mission Education: Here the philosophy is "education is necessary for the provision of more missionaries." "The people should be able to read our Mission's Christian message but should be protected from confusion and heresy." The educational philosophy of the native people in this phase seems to have been "that being able to read, especially the Bible, is perhaps necessary for a better life."

The Period of Government Influence: A non-clerical basis for the philosophy behind the education system. External Government assistance to Missions in return for varying degrees of Government supervision or direction – teaching a common language, maintenance of minimum standards, a suitable curriculum.

The Period of Government Control: The Government actively enters the educational field, establishes schools, controls courses, provides free places. The philosophy of education is clearly based on the United Nation Charter.

The Period of Local Control: The philosophy of the local people seems quite ill-defined. Undoubtedly it includes a conviction that education is greatly important and should be available to all. It is materialistic and the underlying philosophy is that "education is of little importance or is perhaps undesirable for girls."

In summing up, we can say that there are external world pressures operating to influence the philosophies of education. These pressures come chiefly through the United Nations. However, the pressures come also from changes in the social mores of the European culture... There are internal pressures operating, aroused by exposure to the material advantages of the European culture and by the personal ambitions of men who see in education the means to achieve their ambitions. The internal pressures cause changes in the philosophy of education.

LW JOHNSON
PRIMARY FINAL EXAMINATION 1964
Circular Memorandum No 79 of 1964
3 AUGUST 1964
ED 23-3-1

This is the examination to be taken by Standard VI and VII pupils, formerly known as the Secondary Transition Examination. It may lead to secondary or other further education. A certain proportion must fail. These however will be given a Certificate as evidence that they have completed the full Primary course. About 80% of the candidates will be passed in each subject. A slightly lower proportion will therefore secure an overall pass in both subjects. Among pass students, an Upper Pass Level is required for Teacher Training purposes. About 30% of candidates will be granted Upper Passes in each subject.

LW JOHNSON
IN-SERVICE COURSE FOR SUPERVISORY TEACHERS

Circular Memorandum No 89 of 1964
3 AUGUST 1964
ED 23-3-1

Three places may be made available for Mission sponsored nominees at next years senior officers' course. Gives outline of course.

CURRIE COMMISSION REPORT: INTERDEPARTMENTAL COMMITTEE: 1ST MEETING
5 AUGUST 1964
HOWIE-WILLIS COLLECTION

Departmental officers present were KD Scott – External Affairs; KR Jones and K Coughlin - Prime Minister's Dept; M Wark and G Low – Treasury; and RS Swift and Miss P Ferguson - Territories.

World Bank Report: Mr Swift said the report proposed a very rigid approach to the expansion of primary education to enable the present structure to be completed and secondary education built up.

The statistical enrolment projections which the Mission had used were not up to date and consequently it would be impossible to limit expansion of primary education to the extent recommended. The Mission had also not considered the political pressures for the expansion of primary education.

It also gave high priority to technical education.

The report did not consider the question of a University in detail... although the Mission felt that a University was essential ultimately, but that the small numbers of students available would not warrant it for the next five years.

The Institute

(a) Availability of Students: Miss Ferguson explained that the Department of Education was introducing the Territory Intermediate this year and would be able to set the Territory Matriculation next year if the recommendation for a University were approved in time.

(b) Staff: Commission worksheets were to be obtained from Dr Gunther and additional information sought from Fiji and the Commonwealth Office of Education.

(c) Cost: Await comments from the Works Department of the Territory.

(d) Council: Its composition should not be considered until students, staff, costs and timing had been discussed in detail.

(e) Courses: A matter for the Council.

(f) Timing: A schedule to be drawn up. Information was requested on the number of New Guinea students in Australia, with the courses undertaken and the stage reached.

(g) Needs for Diplomates and Graduates: The Currie Commission projections did not coincide with the Public Service Commissioner's estimate.

THE ECONOMIST
GIVE THEM BOOKS
8 AUGUST 1964 p76
HOWIE-WILLIS COLLECTION

The article summarises the Currie report. "The muffled statement of the Minister for Territories, Mr Barnes, in announcing it, was disturbingly vague and non-committal."

"This is an enormous programme and the commission does not disguise the cost. But it argues that nothing less will do if Australia is to give new Guinea what it deserves and what the rest of the world will expect it to have... It will probably encounter considerable opposition and may suffer from lack of public support except from universities and newspapers. The average Australian and his member of parliament could not care less whether there is higher education in New Guinea."

S ENCEL
NEW GUINEA SEEDLING
8 AUGUST 1964
NATION p7
HOWIE-WILLIS COLLECTION

The article summarises the Currie report. "The great novelty of the report lies in its deliberate and sustained attempt to discuss education as a central factor in the economic and social development

of an entire community, and to deduce from this analysis the securable framework of the educational system... From the outset, the Commission appears to have recognised that it must demonstrate a case for a university before a government which has never shown any real enthusiasm for the rapid development of Papua-New Guinea, and whose long-standing policy of "uniform development" is antithetical to the selective processes involved in higher education."

"A university in the Territory, the Commission concedes, "will be a seedling planted in an environment where there are few people with a real understanding of what a university's true functions are". The sentence suggests that the Commission was not too confident about the ability of the gardeners in Canberra either... The Commission makes it quite clear by declaring roundly that "we cannot conceive of any form of development, political and economic, in which some sort of programme such as we outline would not be necessary."

"The Government's reaction to the report, as expressed in the official handout by the Minister for Territories, blows both hot and cold. It appears to accept the proposal for a Technical Institute: on the university, it describes the report as "far-reaching", "must be considered in the context of the territory as a whole", and "further announcements would be made".

"Although the Commission has done its best to avoid raising the bogey of an "elite", its approach clearly envisages the need for one. Mr Hasluck, whose influence in Cabinet will be strong on this issue, is unlikely to be happy about this: the Treasury is likely to argue that the cost of early establishment is not justified by the numbers in the schools."

"Although a report of this calibre will be difficult to ignore, and outsiders will certainly not let us ignore it, the seedling which the Commission hopes to plant may find itself rather short of water."

HON HAROLD HOLT
PAPUA-NEW GUINEA
11 AUGUST 1964

HOUSE OF REPRESENTATIVES HANSARD p35, 67-69

Appropriation Bill (Budget Speech): "Our grant to the Papua-New Guinea Administration this year will be £28,000,000, which is an increase of £2,751,000 on the grant for 1963-64. This element of the Budget has been one of those receiving the greatest percentage year by year, reflecting our recognition of the responsibility we have to this part of the world and also reflecting our determination to maintain rapid progress in the area."

LW JOHNSON
PRIMARY FINAL EXAMINATION 1964 – TIMETABLE
Circular Memorandum No 79 of 1964
CIRCA 19 AUGUST 1964

Details procedures for supervising and marking the examinations, the preparation of percentile ranking sheets and deadlines for posting.

LW JOHNSON
SELECTION OF STUDENTS TO ENTER FORM I AT ADMINISTRATION JUNIOR HIGH SCHOOLS AND TECHNICAL SCHOOLS IN 1965
Circular Memorandum No 80 of 1964
19 AUGUST 1964

Outlines membership of District Selection Committees and procedures for student selection.

PAPUA-NEW GUINEA
11 AUGUST 1964
HOUSE OF REPRESENTATIVES HANSARD p428

Mr Beazley: I wish to ask the Minister for Territories a question. Is he yet in a position to say whether he accepts or rejects the report of the Currie Commission... or can he say which of the Commission's recommendations he accepts and which he rejects?

Mr Barnes: I issued quite recently a rather lengthy considered statement on the report. I have nothing to add to that statement... The report is available now. It is in the Library.

PAPUA-NEW GUINEA
20 AUGUST 1964
HOUSE OF REPRESENTATIVES HANSARD p425

Mr Mackinnon: Will the Minister for Territories say when the report of the International Bank of Reconstruction and Development will be made available? I understand that a draft report has been received already by the Government.

Mr Barnes: The delegation's report in draft form has been received but I cannot say when the final report will be released. I hope it will be some time this year.

LW JOHNSON

**1. EXTENSION OF GRANT IN AID TO MISSIONS
2. NEW QUARTERLY RETURNS
3. PROCEDURAL GUIDE FOR MISSION EDUCATION OFFICERS
Circular Memorandum No 94 of 1964
CIRCA 20 AUGUST 1964**

Full time supervisory teachers and mission education officers will receive grant-in-aid at the rate of either £400 or £500 per annum and a traveling allowance of 12/6 a day. Part-time mission teachers will receive 100% of the grant if teaching more than 20 hours a week; 50% if teaching 12 to 19 hours; 25% if teaching 6 to 11 hours; nil if teaching less than 6 hours.

**SOUTH PACIFIC POST
BARNES ACCUSED OF DODGING ON EDUCATION
23 AUGUST 1964 p3**

The Minister for Territories, Mr Barnes, was accused last week of dodging the question of whether primary school activities in Papua New Guinea were to be restricted to their present level. The accusation came from Mr Gordon Bryant (Lab Vic) who recently completed a brief tour of the Territory.

Earlier in the House of Representatives, Mr Bryant had asked Mr Barnes whether he had accepted the World Bank Mission's recommendation that primary enrolments be restricted. Mr Barnes said the Government had accepted the Mission's recommendations on Territory development but it was "wrong to select one item out of context." He added: "We don't only look at primary education, but at balanced education – primary, secondary and tertiary."

"This has serious implications for the future of the Territory and should be resisted," Mr Bryant said. "It means in effect that between 40 and 50 per cent of the next few generations of Papua New Guineans are being condemned to illiteracy."

LW JOHNSON

**CONTACT WITH LOCAL GOVERNMENT COUNCILS AND MEMBERS OF THE HOUSE OF ASSEMBLY
Circular Memorandum No 96 of 1964
24 AUGUST 1964
ED17-2-4**

It is important to keep these people informed and District Inspectors are to make a point of meeting such people and include information in their monthly newsletters.

LW JOHNSON

**DISTRICT EDUCATION COMMITTEE
Circular Memorandum No 98 of 1964
26 AUGUST 1964
ED1-18-16**

Gives the membership composition of the District Education Committees and the Education Advisory Board and suggests that most matter raised in DECs can be handled locally but if they have wider implications they should be put to the EAB and policy matters should go to the Administrator through the Director of Education.

LW JOHNSON

**TRANSFER OF STUDENTS FROM JUNIOR HIGH SCHOOLS TO SELECTIVE HIGH SCHOOLS
Circular Memorandum No 99 of 1964
26 AUGUST 1964
ED17-2-4**

It is anticipated the some students will transfer from Junior High Schools to Selective High Schools at Keravat and Sogeri (boys) and Busu (girls). The purpose of this circular is to advise Headmasters of the procedure for this transfer. Numbers involved are approximately as follows:

Sogeri	90
Keravat	35
Busu	30

Reasons for Transfer: As we are all aware the Territory is urgently in need of students who will later be capable of benefiting from University education. So that the students will be prepared as well as possible, they should study the advanced level courses. Staff and facilities for these are more readily available at Selective High Schools than at the Junior High Schools. Therefore, the more able students should be transferred to benefit from these facilities.

Procedures: Headmasters list students in order of scholastic ability. Five of their best students will sit for the Scholarship Examination to equate the rankings. Consideration will also be given to teacher' ratings, guidance tests and age.

Missions: If Mission Schools wish to transfer pupils to Administration Selective High Schools, these will be considered equally with those from the Administration schools.

**INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
THE ECONOMIC DEVELOPMENT OF THE TERRITORY OF NEW GUINEA
SEPTEMBER 1964**

The basic objective of the mission was to undertake a general review of the economic potentialities of the Territory and to make recommendations to assist the Australian Government in planning a development program designed to expand and stimulate the economy and thereby raise the standard of living of the people.

The mission consisted of ten members from six countries (These are listed). These assembled in Washington in May 1963. They were in Australia and PNG from early June to early September 1963. A draft of the report was presented to the Australian Government in June 1964. Statistical data has been brought up to date to 30 June 1963.

The report gives the history, government and political development of the Territory and includes:

- An Administration Organisational Chart,
- An Educational Pyramid of Primary School Pupils 1963,
- Projections of Primary Enrolments 1964-69,
- Secondary Education Projections of Enrolment 1964-69,
- Secondary Education Projections of Output 1964-69,
- Current Expenditures on Education 1963/64 to 1968/69

The Bank's comments on education include:

First consideration must be given to providing teachers and facilities for the mass of pupils who will be moving up, standard by standard, so that completion of a full primary course may become, as soon as possible, the normal terminal point of full-time education for the majority of pupils.

In planning the expansion of the primary system, first priority must clearly be given to the consolidation of the schools already started by adding to them year by year the necessary higher standards, until all pupils who have entered at the Preparatory level have the opportunity of pursuing a full primary school course. The mission believes that this should be the main target in the field of primary education in the years to come and beyond that additional enrollments should be limited.

In starting new schools and converting exempt Mission schools to approved ones, priority be given to a redress of the present marked unevenness in the distribution of schools... In the Highlands and the Sepik, which contain half the Territory's population... There is an approved school for only about one in every 100 children of school entry age.

The mission recommends that the local communities be made responsible for the supply, erection and maintenance of primary school buildings and primary teachers' houses. Thus no provision for further supplies of steel frames or corrugated iron is included in the recommended expenditures for primary education. Encouragement should be given to the communities to make increased use of more permanent local materials, such as stone, coronous and stabilized earth brick, sawn timber and shingles. Practical forms of such encouragement might be contributions by the Administration towards the cost of block-making and wood-working machines and of cement freight.

Provision of boarding school facilities for primary pupils is not a responsibility the Administration should undertake – all that would be needed would be sleeping space in village huts. The parents could bring in supplies from time to time. School gardens could grow their food.

'A' and 'T' schools should be progressively merged.

The mission recommends the discontinuation, at the end of 1964, of the "A" course of primary teacher training (and) as soon as it becomes possible, the minimum educational and professional requirements for appointment as a primary teacher should be those held by the present "C" course teachers – that is the intermediate certificate – three years of high school followed by two years of teacher training. As an interim measure the mission recommends a one-year course of training at the end of Form 2, replacing the present "B" course.

The mission recommends against the construction of new teacher training colleges. Some of the smaller Mission colleges could be amalgamated.

The number of females going into primary teacher training should be increased.

The pre-service and in-service training of primary teachers needs to be extended to prepare them for a more active role in village life.

Pre-schools are more properly the concern of the Department of Education than that of Health, and should be transferred to the former.

For an increasing minority of the pupils, provision for secondary schooling must be given high priority... Development of the secondary system is a most urgent need. It would then be possible to limit entry to primary teacher training to indigenous students who have had some years of secondary schooling instead of primary. At the same time, recruitment of expatriate teachers for primary schools can be discontinued.

The mission believes that the importance of agriculture should be adequately reflected by the attention given to it throughout the educational system.

This mission considers that comprehensive secondary schools would better suit the Territory's needs and conditions than the present system, and recommends that at least the first three years of secondary education of all types (i.e. technical schools), academic, agricultural, industrial and commercial, should be given in such schools which should have a multiple stream entry. In the lower forms, the academic and technical streams should not be sharply segregated.

Those who enter the technical streams are likely to be, for the most part, the less capable academically.

The mission considers the development of the secondary system the most urgent educational need and therefore supports a policy of the most rapid expansion possible during the five-year period of its program.

The mission recommends that the Commonwealth Government work out a program whereby the State Governments will provide the additional teachers required for the secondary expansion program.

Non-residential secondary schools should be established as rapidly as the supply of potential entrants permits.

The practice of awarding 20 scholarships a year to mixed race and indigenous pupils to attend secondary schools in Australia should be reviewed... the funds would be better spent on awards for post-secondary education.

The scarcity of numbers in the upper forms of secondary schools makes it clear that there can be no large-scale development of higher education during 1964-69, but a steady increase is to be expected... It would be premature to comment on the university itself. However, the mission believes that there is nothing more central to the future progress of the Territory than leadership of a high calibre, some of which the staff and graduates of the University may be expected to provide. The mission endorses the attention that is being devoted to the problems of higher education.

A research and production unit should not be limited to primary education but should cover secondary and adult education as well. It should also promote educational research in general.

A unified Inspectorate of primary, secondary and technical divisions would effect savings.

The mission recommends that a Teacher's Branch be established within the Public Service, with appropriate regulations as to salary, leave, working dates and hours, and duties.

**HOUSE OF ASSEMBLY DEBATES
SECOND MEETING OF THE FIRST SESSION
1 TO 10 SEPTEMBER 1964**

**LW JOHNSON TO GT ROSCOE
26 AUGUST 1964
ROSCOE COLLECTION**

1. Currie Report: "I am glad to hear that the discussion leader on the Commission's Report will be a man with an intimate knowledge of the Territory... In general, the Commission's Report followed our own proposals, so I have no particular criticisms of it. As you may imagine, there was some controversy within the Department of the virtue of a Form IV leaving certificate followed by a preliminary year at the University. The preliminary year idea was mine, on the basis of our difficulty in adequately staffing senior classes in the High Schools and also the freedom a University would enjoy in planning a preliminary year and, in particular, the possible effects that an external leaving certificate examination would have on preparing indigenous students for a University education.

2. Projections: I have enclosed our last set of projections (Enrolments and School Leavers 1964-1970, July 1964). You will be aware of the danger of projections in this Territory, which in a good many instances are not much better than informed guesses. However they are the best guesses we can make at this particular point in time. In particular you will be aware that the Mission figures are likely to be unreliable. Administration primary figures will probably not be realized, as Ministerial policy for the future appears to be to hold down primary expansion. It seems likely the preparatory intake will be held steady around 9 or 10,000 for the time being. This, however, will not affect the numbers entering secondary school for a good many years.

***CURRIE COMMISSION REPORT: INTERDEPARTMENTAL COMMITTEE: 2ND MEETING
30 SEPTEMBER 1964
HOWIE-WILLIS COLLECTION***

Departmental officers present were K Douglas-Scott – External Affairs; KR Jones and K Coughlin – Prime Minister's Dept; M Wark and G Low – Treasury; and RS Swift, BJ Meek and Miss P Ferguson – Territories.

Mr Meek will be placed full time on Commission work. Various table and projections were considered and updates requested. The Committee agreed that its report should deal chiefly with recommendations 12, 17, 22, 27, 28, 134, 135 and 136 of the Currie Commission's Report. It was hoped that a draft report to the Government would be available at the next meeting of the Committee.

**HOUSE OF REPRESENTATIVES
*EDUCATION IN PAPUA AND NEW GUINEA
24 SEPTEMBER 1964
HANSARD p1575***

Mr Barnes: The answers to the honorable member's questions are as follows -

	Indigenous	Non-indigenous
	Children	Children
1. School age population	550,000	6,000
2. Enrolment in Papua and New Guinea schools -		
(i) Administration -	50,174	3,090
(a) Primary	3,095	335
(b) Secondary	1,372	Nil
(c) Technical	248	Nil
(ii) Subsidised mission schools -	65,000	998
(iii) Unsubsidised mission schools -		
3. Papua and New Guinea children receiving assistance for education in Australia and elsewhere -		
(i) Primary	Nil	7 (handicapped children)
(ii) Secondary	90	1,439

(iii) University	8	Nil
(iv) Other	11*	9

*Comprises five agriculture students and six technical students.

**HIGHER EDUCATION IN NEW GUINEA
OCTOBER 1964
HOWIE-WILLIS COLLECTION**

A fourteen page background paper distributed by 'The Australian Outlook' in whose December issue it will appear.

"For (newly independent) countries education policy is of the greatest importance and there can be no doubt that it is equally important in the days leading up to independence."

"Educational policy must achieve a balance between the training of the personnel needed for economic development and the humanistic education of sufficient numbers of persons to man the state apparatus and the other institutions necessary for the real enjoyment of political and civil rights."

"The Commission (on Higher Education in Papua and New Guinea) 'worked in the belief that the earliest possible establishment of institutions for higher technical and academic training is an urgent necessity and should be pursued with the utmost vigor.' This approach would appear to have been clearly justified by the terms of reference."

"The Commission decided that the higher levels of technical education should be associated with a University to give them status "which they can so easily miss in an emerging society." An Institute of Higher Technical Education should be established providing a diploma course. It should be located close to the University, "in fact on the campus and ultimately might well become an institution of the University."

"It decided that University education should not be given by means of scholarships to Australian Universities, but that a University should be established in the Territory. It appreciated that the numbers of undergraduates available between 1965 and 1967 would not be large, but concluded that this would be a positive advantage in the preliminary phases of planning and running it."

"The Commission took the view that it was desirable for the smooth working of a university that it should be fully established before there was any very considerable transfer of political responsibility."

"It seems likely, however, that the Government, though pressing on with the establishment of an Institute of Higher Technical Education proposes to delay the planning of the University. The Report has been referred to an inter-departmental committee for further consideration. This is the classic tactic for delay."

"Some may argue that the cost of setting up a University may be too great, but we are really caught with this responsibility and in 1962 the Government, through the Minister of the day, accepted it."

"The recently established Council of New Guinea Affairs is to conduct a seminar in Sydney on November 15th, at which the Report, its reception. And lines of future activity about its reception will be thoroughly discussed."

**J VANDERJET TO THE DIRECTOR OF EDUCATION
NEW SERVICE
1 OCTOBER 1964
ED 1.10.1 f74-76**

Presents tables comparing teacher salaries and qualifications between "Pre-reconstruction" and the "New Service." It is suggested that senior officers check the tables and if necessary a submission be made to the Public Service Commissioner.

**NH WALKER
TEACHER TRAINING COURSES
2 OCTOBER 1964
ED 1.14.23 f77-79**

Appears to be in response to Vanderiet's memorandum of 1 October 1964. Walker recounts the history of teacher training courses and argues that if salaries are to be based on two years of formal teacher training then the Department should not be offering a one year course in 1965.

LW JOHNSON
FORM I SCHOLARSHIP EXAMINATION
Circular Memorandum No 114 of 1964
2 OCTOBER 1964
ED 23-4-1

Will consist of three papers – English, Mathematics and Science. English will consist of three papers:

Paper A – Comprehension Passage, Usage and Grammar.

Paper B – A composition, a letter, and questions on the novel, poetry and drama.

Paper C – Dictation.

Mathematics and Science will consist of two papers each.

LW JOHNSON TO THE ASSISTANT ADMINISTRATOR (SERVICES)
OPENING NEW PRIMARY SCHOOLS
7 OCTOBER 1964
ED 1-14-2 f78-79

The Minister has indicated that the expansion of primary education should be restricted and, in particular, that no new primary schools should be established in 1965. This policy was incorporated in the Treasurer's Budget speech in the recent House of Assembly meeting. Almost every native Member... indicated an urgent need for new schools. This pressure was particularly strong from Highlands' Members and has been followed up by District Advisory Councils and Local Government Councils. The Chimbu area has been particularly pressing in its claims.

I recommend that an approach be made to the Minister to permit some relaxation of the policy, while holding enrolments at the previously estimated figure... It is possible to hold enrolment to the approved figures and still open a limited number of new schools by deferring a preparatory intake at some established schools. This would also partially implement one of the recommendations of the Commission on Higher Education.

As I see it, the Minister's intention was to lay down a broad policy restricting the rate of primary expansion. I feel sure that there was no intention to interfere with Territory interpretation of that policy in matters of detail.

GDS SOMERS TO THE DIRECTOR OF EDUCATION
RECONSTRUCTION OF THE PUBLIC SERVICE
12 OCTOBER 1964
ED 1-14-23 f161-162

The Public Service Commissioner advises that exempt officers transferring to the new service will not only retain the conditions of service which they enjoyed under the earlier legislation but they will also be eligible of the right to promotion and appeal.

He also asks the Director to 'furnish under confidential cover' whether, "in your opinion, any positions in your Department should be declared by the Minister under provisions of either Section 49 (1) (a) or 49 (1) (b) of the Ordinance." i.e. The Public Service (Papua and New Guinea) Ordinance 1963. Section 49 provides that the Minister may, by notice in the Gazette, declare that an office or class of office is such that preference will be given to any efficient officer, who is not an overseas officer over an officer who is an Overseas Officer, to be promoted, transferred or appointed to that office. In the event of equal efficiency, preference will be given to the non overseas officer irrespective of seniority.

Les Johnson recalls: "There was a Public Service Regulation, Regulation 49, which permitted preference to be given to indigenous officers but it was never used because that would have immediately brought up the issue of redundancies and compensation for redundancy, for which we had no scheme. We had been talking about it and trying to get one but we had always fallen down on Treasury insistence, in Australia, to the development of a proper Employment Security Scheme." Johnson to Blatchford, Canberra, 2 April 1982.

HOUSE OF REPRESENTATIVES
APPROPRIATION BILL 1964-65
15 OCTOBER 1964
HANSARD p2011-2049

Mr Beasley (Fremantle) – I move – That the propose expenditure for the Department of Territories be reduced by £1.

(ii) To proceed promptly with the establishment of a university of Papua and New Guinea and to develop a rapid programme of expansion of primary and secondary education. P 2011,

Mr Gibson (Denison) – I think that most honorable members would agree that there is a need for the university – a separate autonomous university – in the Territory... The basic issue is when this new university should be established. P 2034. (He then proceeds to outline matters relating to higher education for PNG from 1961 and concludes that he is sure the Minister will find a solution) p 2036.

Mr Reynolds (Barton) – Every newspaper of any consequence in this country and every editorial has expressed misgivings about the Government's reaction to the report of the Currie Commission. The Currie Commission has asked us to have a university in being and in operation by 1966... Yet we have heard it said openly tonight – we have suspected this for a long time – that the Government is not anxious to go on with this task. P 2043.

LW JOHNSON

ENROLMENTS IN ADMINISTRATION TEACHERS' COLLEGES OF MISSION SPONSORED STUDENTS – 1965

Circular Memorandum No 119 of 1964

19 OCTOBER 1964

ED 64-1-2

It now appears unlikely that there will be any additional places in the Administration Teachers' Colleges in 1965 for mission sponsored local teacher trainees. Indeed it may be difficult for the Administration Teachers' Colleges to accept for enrolment the same numbers as we were able to take in 1964. Missions are thereby requested to indicate to us as early as possible the numbers of students at A, B and C course levels which they would like us to enroll in the Administration Colleges in 1965.

SOUTH PACIFIC POST

CURRIE TIMETABLE IS "OVERBOARD" SENATOR ACCUSES

20 OCTOBER 1964 P 15

Senator Cohen (Lab Vic) said the Government had had the Currie report since March and the timetable called for certain key appointments and for certain preparatory work to be done this year. "Is the Government deferring vital decisions and thus throwing the whole timetable overboard at the outset?" Senator Gorton, who is the Minister assisting the Prime Minister on Education, declined to answer because the question was related to Government policy.

DM CLELAND TO THE SECRETARY, DEPARTMENT OF TERRITORIES

OPENING NEW PRIMARY SCHOOLS

21 OCTOBER 1964

ED 1-14-2 f7-8

In his budget speech to the House of Assembly in September, the Treasurer and Director of Finance, conveyed the Minister's directive concerning primary education to members of the House... "there will be no expansion at the primary level into areas not currently served by the Department."

It was quite apparent that members were dissatisfied with this... I believe that it is unwise to establish a House of Assembly with its representation based population and then to ignore the demands of the majority of members. There will be widespread dissatisfaction if there are no new schools in 1965.

The Department of Education has assured me that, if new schools may be established, a corollary will be that the people must provide the necessary buildings at a satisfactory standard before teachers will be posted.

I recommend that, within the general directive to restrict the growth of primary school enrolments, a number of new schools be established where the need is greatest and that when necessary a new intake of a Preparatory grade be deferred in selected established schools to free the required teachers.

SOUTH PACIFIC POST

STUDENTS DENY "GREEDINESS"

23 OCTOBER 1964 P 2

In a letter to the editor, Ebia Olewale, a student at the Port Moresby Teachers' College, stated: "It is the opinion of the students of Port Moresby Teachers' College that Bishop Hand might be ignorant of the reasons why we staged the demonstration against the new Public Service

Ordinance. It was not certainly for our covetousness and greediness as the Bishop has said. We had been promised certain salaries but when the new Public Service Ordinance was announced we learnt that our salaries had been considerably reduced.

If we had started work immediately after we had left the schools and had not come to the Teachers' College or Medical College we would be in the salary scale of the old Public Service and should receive salaries which we had been promised while still in the schools."

SOUTH PACIFIC POST
CURRIE REPORT FURORE
30 OCTOBER 1964 P 9

Senator Gorton, who is Minister for Works and Minister assisting the Prime Minister on education, said "All natives who are capable of benefiting from tertiary education are now provided with scholarships from the Government to undertake tertiary education in Australia."

Earlier, Senator Cohen (Lab Vic) had said of the Government reaction to the Currie report recommendations for initial appointments to be made to the university in 1964: "We are met on this question with a wall of silence. From that we can take it the Government has no intention of moving within this short-term period as suggested by the Currie Commission. Are we to assume that this report is to be pigeon-holed?"

Senator Gorton replied: "The Government will not make any statement of the kind that Senator Cohen wants until it has decided whether to accept or reject, or to partially accept the report."

A remark by the Minister for Territories, Mr Barnes, when speaking earlier about pioneering in Australia has caused speculation as to whether it might be a key to his thinking. Mr Barnes referred to early Australian settlers not being given high wages, "universities and all the rest of it."

Senator Cormack (Lib Vic): "The timetable has to be related to the economic capacity to pay, both of the people of Papua-New Guinea and the people of Australia."

Senator Cant (Lab WA): "Unless the Government is prepared to take a greater interest in primary education it will be useless to provide a university. If you cannot speak the language... you will never get to the university."

Senator Dittmer (Lab Qld): "Surely the report has been long enough in the Government's hands for it to at least make an announcement as to whether it intends to implement the report in part or completely, or reject it in part. "

"This seems to be the fashion of the Government. It establishes a body for no particular purpose other than to gull the public. Apparently we are justified in assuming that the Government proposes to do nothing regarding the report of the Currie Commission."

DEPARTMENT OF EDUCATION
WORLD BANK REPORT – DEPARTMENT OF EDUCATION COMMENTS
CIRCA NOVEMBER 1964
AA1984/37 BOX 22

An eight page document listings the suggestions of the report and the Department's reaction to them:

1. Primary Education: "The Mission advocates consolidation of already existing primary schools by the addition of necessary higher standards... The proposed enrolment target for primary schools would nevertheless allow for the addition of some schools in areas where as yet no school exists. The Mission... believes that it would be difficult to ignore the interests of the at present less favoured parties of the Territory completely."

Comment: I agree that priority should be given to the consolidation of existing schools.

I agree that it is necessary to open some new schools in areas where there are no schools at present. There appears to have been misinterpretation of the Mission's recommendation as Mr Scott conveyed a Ministerial instruction to us that there were to be no new primary schools in 1964-65. The Treasurer included this in his budget speech. I have since requested a review of the policy.

I disagree emphatically with the proposed enrolment expansion set out in Table 1 on page 284. The expansion is not sufficient to cope with normal school population increase in established schools.

2. Teachers' Colleges: "The Mission recommends against the construction of new Teachers' Colleges."

Comment: I disagree with the recommendation. The Mission has neglected to consider the places necessary for In-Service training... (and) it is apparently unaware that the Administration makes provision for a substantial number of student teachers training for Mission teaching and it ignores the obvious necessity to establish secondary training courses as soon as possible. One new Teachers' College will be required additional to Goroka and there will need to be further expansion of existing Colleges or else commencement of another new college.

3. "A" Course Teacher Training: "The Mission recommends the discontinuance of "A" Course teacher training.

Comment: I agree in principle with the recommendation, which is also supported by the Commission on Higher Education. However, while substantial numbers of suitable students are offering at Std VII level and until greater numbers are available at higher levels, I believe that the course should be continued. It will be appreciated that the continuance of "A" Course for a year or two will not affect the enrolments in the secondary schools as the "A" Course trainees are of mature age having started school at an advanced age and are obliged to seek employment because of age and the assumption of adult responsibilities. To achieve my proposed enrolment figures, "A" Course teachers will be needed in 1965, 1966 and perhaps 1967.

4. "B" Course Teacher Training: "The Mission recommends that the present two year teacher training course for students entering at Form II level ("B" Course) be reduced to one year."

Comment: I disagree strongly. Reducing the training period is contrary to the policy of a general upgrading of teacher quality. I am not prepared to implement the proposal.

5. Expatriate Teachers for Primary Schools: "The Mission recommends that after 1964 the training and recruitment of expatriate teachers for primary schools should cease."

Comment: I agree that the training of expatriate primary teachers should cease. I do not fully support that the recruitment of expatriate teachers for primary schools should cease... I believe that expatriate recruitment for primary education should aim at maintaining the existing European primary staff at its present strength. As resignations are bound to increase there will need to be a steady flow of expatriate primary teachers from Australia to fill the gaps. The increase in European child enrolment also requires additional expatriate teachers.

6. Secondary Education: "The Mission considers the development of the secondary system the most urgent educational need and therefore supports a policy of the most rapid expansion possible."

Comment: I agree. By secondary, the Mission also infers technical, as it also supports our policy of developing comprehensive secondary schools.

7. Indigenous Secondary Scholarships to Australia: "The practice of awarding 20 scholarships a year to indigenous children to attend secondary schools in Australia should be reviewed."

Comment: On educational grounds I agree. There are however political considerations which require careful consideration. I propose that the scholarship group to go down in 1965 should be the last but that all students at present in Australia should be permitted to complete their courses there. It will be noted that the Mission's financial calculations appear to presume the sudden and total withdrawal of all students in Australia.

8. Allowances for European Secondary Education in Australia: "The Mission recommends that allowances be paid only when suitable education cannot be provided in the Territory."

Comment: I disagree. This recommendation is flatly opposed to the section which recommends the maintenance of incentives to Europeans. The implementation of such a policy would be a severe deterrent to the recruitment of family men and would result in wholesale resignations. By the Mission's own calculations, it is far more economic to pay the education subsidy than it is to provide secondary school places in the Territory.

9. Building Primary Schools and Teachers' Houses: "The Mission recommends that the local communities supply, erect and maintain primary school buildings and teachers' houses. The Administration will continue some assistance in construction costs while the policy is being made effective."

Comment: I agree in principle but disagree entirely with the level of assistance proposed. The Administration will have to be responsible for buildings in urban areas. An iron roof is essential for a clean supply of water. The Mission is surely not serious when it claims that the rebuilding of schools every few years will be a fine exercise in democracy.

10. Assistance to Christian Missions: "In the future this figure appears likely to be insufficient.

Comment: I agree that some upward revision may be necessary. My submission of 18 September, has formed the basis of a recommendation to the Minister.

11. Higher Education: "The Mission endorses the attention that is being devoted to the problems of higher education."

Comment: No specific proposals were made and no funds were allocated in the Mission's budgeting. It is unrealistic to set this aside and I believe that substantial expenditure will be required."

12. Public Libraries: "The Mission recommends the expenditure of £20,000 a year on books for public libraries."

Comment: I agree.

13. Adult Education: "The Mission recommends a Development Corps of 350- 375 individuals or couples for adult education."

Comment: This is one of the more nebulous proposals and no funds are allocated for it... Might be more profitably spent in other directions... Of course there is no prospect whatever of recruiting the proposed number of officers.

14. Research: "There is an urgent need for the establishment in the Department of Education of a research unit."

Comment: I agree. Proposals are being framed for presentation to the Public Service Commissioner.

14. Television: "The Mission recommends that a technical survey of the television potential be made and that if the results in any way justify it, one or more pilot projects be started."

Comment: I think it is premature to consider television though I have no doubt of its tremendous educational potential. Preliminary enquiries as to costs and technical obstacles have been most discouraging.

**SOUTH PACIFIC POST
COMPETING TO RECRUIT TEACHERS
6 NOVEMBER 1964 P 20**

A few years ago teaching as a vocation was popular among young native people, but today there were many more fields open to them. Acting Principal of Port Moresby Teachers' College, Mr Bill Magnay said this in an address to Port Moresby Rotary Club last week. "Teaching, I feel will not appeal as much as before because the salaries offered do not compensate for the fact that they undoubtedly will be required to teach in outlying areas. The pull of the towns is strong here as elsewhere in the world. A vocation offering similar salaries in a town will appeal very strongly."

Teachers now being trained were 260 at Port Moresby, Goroka 75 and Madang 40.

**HOUSE OF REPRESENTATIVES
QUESTIONS – PAPUA AND NEW GUINEA
9 NOVEMBER 1964
HANSARD p2607-2608**

Mr Barnes (Fremantle) – The establishment of a university in Papua and New Guinea has to be considered in the light of many other factors. The Currie Commission made recommendations concerning primary, secondary, tertiary and technical education and teacher training. The Government has recognised the importance of going ahead with higher technical training. Before a university can be considered, all these other matters must be considered in relation to it. The Currie Commission intimated that in the first six years an expenditure of more than £15 million would be required.

**HOUSE OF REPRESENTATIVES
ANSWERS TO QUESTIONS ON NOTICE – EDUCATION IN PAPUA AND NEW GUINEA
11 NOVEMBER 1964
HANSARD p2861**

In answer to Mr LR Johnson, Mr Barnes stated - The Commission recommended the early establishment of a fully autonomous university and an associated Institute of Higher Technical Education. Its recommendations include a detailed plan of action calling for the appointment of some 230 staff, the erection of buildings at an estimated cost of £6,280,000 and recurrent costs reaching an estimated £1,342,000 per annum by 1970... The Government has already announced its acceptance of the need for an appropriate institution for higher technical education and detailed

attention is being given to the means by which it can be established. Although, in view of the complexity of the issues involved, it has not yet been possible to announce firm intentions in relation to the university, detailed attention is being given to the form in which university needs can best be met.

SOUTH PACIFIC POST
"AMAZING" RISE IN EDUCATION
11 NOVEMBER 1964 P 7

The most significant change in Manus Island in the last 11 years was in the field of education. Anthropologist for the American Museum of Natural History, Dr Margaret Mead, said this last week. Dr Mead had just returned from a stay of two months on Manus Island – a place she first visited in 1928... From the small village in which Dr Mead stayed there were 33 children either undergoing higher education or already teaching.

THE AUSTRALIAN
PROFESSOR WARNS ON EDUCATION: 'NEW GUINEA COULD BE A SECOND CONGO'.
16 NOVEMBER 1964

Papua and New Guinea could become a second Congo if a higher education programme was not quickly implemented, Professor OH Spate, said yesterday. He said a bold educational policy carried out in New Guinea was probably "the only thing which can prevent a slide into a messy, anarchic and quite possibly bloody waste of political factionalism. And time is running out," he said.

Professor Spate was speaking at a seminar held by the Council on New Guinea Affairs into the Higher Education for Papua and New Guinea report. He was a member of the commission which last March recommended that the Federal Government establish an autonomous university, with an associated institute of higher education in Port Moresby. Professor Spate said it was disturbing that although the institute was accepted, "the most positive official reaction to the university proposals seems to be that they are 'far reaching.'"

SYDNEY MORNING HERALD
TERTIARY EDUCATION GAP IN NEW GUINEA
16 NOVEMBER 1964 P 2

The paper points out that PNG has 38 indigenous politicians but only eight undergraduates. The discrepancy was discussed at a seminar held in Sydney yesterday by the newly formed Council on New Guinea Affairs. (Indigenous participants were Dr Himson Mulas and Oala Oala Rarua). "Unaddressed," said one of the speakers, Professor OHK Spate... "Such a lack of balance could lead straight to a Congolese situation – and on Australia's very threshold."

Several other speakers mentioned the Congo. "At the risk of sounding melodramatic," said Dr H Wyndham, Director-General of Education in NSW, "I would ask: 'Who wants a Congo next door?'"

On the Currie report Spate said, "I think that it is disturbing that there has been no positive official statement on the general principle of a university, and it is now some eight months since the report was presented."

Professor James McAuley, Professor of English at the University of Tasmania, and a former lecturer at ASOPA, suggested that the establishment of a New Guinea university should be deferred until perhaps 1969.

Almost all other speakers endorsed the Currie Report and criticised the Federal Government for not implementing its recommendations quickly.

"Never has such a valuable report been greeted so tepidly," said Mr Hal Wooten, a Sydney barrister who delivered the second main address of the seminar... He said it had been suggested that the Government might have made a "silent change to a policy of disengagement from New Guinea as quickly and cheaply as possible," or that the Government might feel that nothing should be done to impair the ability of an independent New Guinea to Balance its own budget.

It is interesting to note that while the Australian Government is still considering – indeed, has perhaps decided to ignore – the Currie Commission's recommendations, Indonesia has already established a university at Sukarnopura in West Irian.

HOUSE OF REPRESENTATIVES
QUESTIONS – PAPUA AND NEW GUINEA
16 NOVEMBER 1964
HANSARD p2981

Mr Duthie – Has the Minister noted the startling views expressed on the lack of education in Papua and New Guinea by Professor OH Spate when he said that New Guinea could become second Congo unless higher education were quickly promoted?

Mr Barnes – The honorable member quotes Professor Spate from this morning's press. Of course that is Professor Spate's opinion. There are also plenty of other opinions on education in Papua and New Guinea. Dr Margaret Mead... had a very complementary report on our advancing education... and Professor McAuley, who spoke at the same time as Professor Spate, had an altogether different opinion also... As I have pointed out previously, the Government has accepted the report of the Currie Commission... We have to consider tertiary education in Papua and New Guinea in the light of many other factors, and I assure the honorable member that that is just what the Government is doing.

**HOUSE OF REPRESENTATIVES
NEW GUINEA: UNIVERSITY
16 NOVEMBER 1964
HANSARD p2982**

Mr Whitlam –As no appropriation has been made for a university this financial year... what target has now been set for establishing a university in New Guinea?

Mr Barnes – As I have pointed out repeatedly, this matter requires an overall consideration of many factors... We have accepted the Commission's recommendation for the establishment of a university, but not from the point of view of timing. That has to be considered in the light of many other factors.

**SOUTH PACIFIC POST
BARNES ATTACKED OVER UNIVERSITY
16 NOVEMBER 1964 P 9**

"The Australian" has taken Minister for Territories, Mr Barnes, to task for his answering of questions on the future of a Papua-New Guinea university, as recommended by the Currie Commission. "Mr Barnes, like his predecessor, Mr Hasluck, seems incapable of recognizing the urgency of the problems of Papua-New Guinea," the newspaper said... "New Guinea would need 2,600 graduates by 1973. Where does he think that number will come from? Some can be educated in Australia's quota-ridden universities, but most can only come from a university in the Territory."

**OHK SPATE TO CE BARNES
19 NOVEMBER 1964
HOWIE-WILLIS COLLECTION**

Sir George Currie and myself have noted with great pleasure your statement in Hansard of 16th November that the Government has "accepted the Commission's recommendation for the establishment of a University" in New Guinea. It was the absence so far of any positive statement to this effect which had caused us, and many others, real concern, and which was criticised at the Seminar in Sydney.

I think it is worth mentioning that Professor McAuley stood alone in his gloomy prognostication. Two other speakers seemed desirous of some delay but not to an extent which invalidates this view of proceedings; and later in the discussion Professor McAuley did to some extent modify his stand.

Even if some later date than 1966 is necessary... it is not too soon for some initial appropriations for planning purposes at least. Sir George, with whom I have discussed the matter, would attach great importance to this last point.

Note: On 9 July 1975, Sir George Currie told Ian Willis: "I was particularly concerned by the delay because of the urgency of some of our recommendations. There wouldn't have been a year's delay if Paul Hasluck had stayed on as Minister for Territories. Barnes was a different type, however – he was a Queensland pastoralist, a Country Party conservative, and Warwick Smith, his secretary, was of the same philosophy. Warwick Smith wouldn't concede any special privileges... and further delay probably occurred because Barnes was not pushing the Inter-Departmental Committee hard enough – If he'd pushed them from the start they'd have done their job more quickly."

Les Johnson confirms Currie's view of Barnes and Warwick Smith: "We did not have any road blocks in the Department until Hasluck departed and Warwick Smith and Barnes became the Secretary and Minister respectively. Then there was quite a different viewpoint which arose out of the World Bank Survey 1964. From 1964 onwards we were in a rather more difficult environment when economic development was the major policy direction inspired by Barnes' personal view, by Warwick Smith, and by the World Bank Survey." (Johnson to Blatchford, Canberra, 2 April 1982)

**DM CLELAND
PUBLIC SERVICE STRUCTURE**

**20 NOVEMBER 1964
JOHNSON COLLECTION AUSTRALIAN ARCHIVES BOX 6**

As the Minister for Territories, Mr Barnes, has stressed, Australia 'would be playing the Papuan and New Guinean people false if we provided them with a Public Service structure based on that of Australia.' - the country could not have complete independence as it would be relying on outside sources of funds.

There is neither logic nor realism in arguing that a country should have Public Service salary level equal to that of a more advanced and economically richer nation merely because guidance and assistance is given by the government and nationals of the advanced country.

**SOUTH PACIFIC POST
DELAY ON UNIVERSITY SHORTSIGHTED AND DANGEROUS
20 NOVEMBER 1964 P 2**

In a letter to the editor, Norman WF Fisher, Education Officer for the New Guinea Union of Australian University Students, says: "One could list the multitude of authorities that have stressed to Australia the need to accelerate higher education in New Guinea. Despite this need, the Federal Government procrastinates over the establishment of a University of Papua-New Guinea. These delays are not only shortsighted but could well be dangerous."

**SOUTH PACIFIC POST
"EXPERTS" SOUNDING OFF: CRITICISM OF THE SEMINAR
23 NOVEMBER 1964 P 2**

In a letter to the editor, Lester Goodman of Port Moresby, argues that a university will not be needed for ten years as it would be economically wasteful and there will not be sufficient matriculants to warrant it.

**SOUTH PACIFIC POST
COMMUNITIES MAY PAY FOR TEACHERS: EDUCATION SELF-HELP WARNING BY GUNTHER
25 NOVEMBER 1964 P 5**

Local communities will have to provide school buildings and in some cases pay the teachers if they want more primary schools. Assistant Administrator (Services) Dr JT Gunter said this in an address to Port Moresby Teachers' College graduates on Friday... "The only way we can finance an increasing number of schools is by the local people who want the school subscribing for its development," he said.

**SOUTH PACIFIC POST
PARI BOY MAKES GOOD; CAPTAIN OF AUST SCHOOL
25 NOVEMBER 1964 P 5**

A Papuan student has been elected captain of Toowoomba Grammar School in Queensland for next year. He is Buri Kidu, (18) of Pari village near Port Moresby. Previously some Territory students were made prefects and vice-captains. Buri will do his Queensland senior next year.

**SOUTH PACIFIC POST
HIDE-AND-SEEK OVER CURRIE REPORT
25 NOVEMBER 1964 P 2 and 4**

Repeats criticism leveled at Barnes at the Sydney seminar and in the House of Representatives over delays in implementing the report.

**JH WOOTTEN
ANOTHER CONGO IN NEW GUINEA
THE BULLETIN P 17-18
28 NOVEMBER 1964**

Reviews the history of attempts to encourage higher education in PNG. Outlines the Sydney seminar and says that both Gough Whitlam and WC Wentworth spoke in favour of a university. Wootten says, "We cannot wait for an elite to emerge... we can provide it fast enough only by university education."

**THE SILENCE OF MR CE BARNES
28 NOVEMBER 1964
THE BULLETIN P 13**

Before we finally withdraw from New Guinea we owe it to ourselves to leave behind a system worthy of what we claim are our ideals. For that reason alone, it is to be hoped that Mr Barnes can revive some of the Hasluck sense of urgency and purpose and that in the history books he will not give his name to an ignominious scuttle. For a start he could at least launch the higher education programme urged in the Currie Report.

**MYSTERIES BEHIND NG EDUCATION
DECEMBER 1964
PACIFIC ISLANDS MONTHLY VOL 35 NO 12 PP20-1**

Summarises the Sydney seminar and various views on delays in implementing the Currie Report.

**CE BARNES TO OHK SPATE
1 DECEMBER 1964
HOWIE-WILLIS COLLECTION**

I am hopeful that the remaining steps necessary before a detailed statement can be made, which will clear away remaining uncertainties about the treatment of the commission's recommendations, can be completed before long.

**PAPUA EKALESIA
MINUTES OF THE THIRD MEETING OF THE PAPUA CHURCH ASSEMBLY
1-15 DECEMBER 1964
UNITED CHURCH PAPERS BOX 15/1**

P. 4065 GENERAL POLICY

(1) It is the stated policy of the Department of Education to educate a limited number of children through a full primary and secondary education. This will leave a very large number of children with no education at all.

(2) This will produce many social and political problems and result in a largely illiterate population with attendant problems in the church.

(3) We feel a definite responsibility to attempt an education for all the village children, and in particular for the children of our church members.

(4) We therefore decide, contrary to the accepted Departmental solution to the problem, to attempt a widespread general education.

(5) Nevertheless we recognise that it is essential to produce leaders for our country and for our Church, and we there fore also agree to attempt to take some of the children we educate, far enough academically to enter church service or to engage in employment of a non-professional nature.

P.4068 Vernacular in Administration Schools: We once again express to the Administration... our strong conviction that instruction in a Vernacular language should be given in Admin schools at least to Std 4 level.

P.4073 Alternative Primary School Syllabus: We ask our MEO to approach the Education Department and request the preparation of an alternative Primary School syllabus geared more closely to the educational needs of village life.

**LW JOHNSON
AGE OF STARTING SCHOOL – PRIMARY 'A' SCHOOL
Circular Memorandum No 141 of 1964
2 DECEMBER 1964
ED 1-1-4**

Not less than 5 years and 9 months on the first day of the calendar year for Grade I and not less than 4 years and 9 months on the first day of the calendar year for a Preparatory grade.

**INDONESIANS CRASH AHEAD WHILE PAPUA WAITS
5 DECEMBER 1964
THE AUSTRALIAN**

The latest issue of Vestas, a quarterly magazine published by the ANU has an article by MA Jaspan, a Research Fellow at the ANU, who says that the Irian university established at Sukarnopara on 10 November 1962 has student enrolments of 168 this year.

**LW JOHNSON
NSW BASIC SKILLS TEST RESULTS**

Circular Memorandum No 133 of 1964
9 DECEMBER 1964
ED 61-1-2

Six pages explaining the tests and how to use the results.

LW JOHNSON
SENIOR EDUCATION OFFICERS' CONFERENCE 1965
Circular Memorandum No 140 of 1964
11 DECEMBER 1964
ED 60-2-1

Will be held 1 to 5 March 1965. The topic will be "Educational Development 1965 -1970" and officers will be expected to have read the Currie Report and the World Bank Report.

SOUTH PACIFIC POST
NO EXPATRIATES FOR FUTURE PRIMARY SCHOOLS
14 DECEMBER 1964 P 8

The World Bank economic mission believes it is no longer necessary to recruit expatriate teachers for primary schools in the Territory. "Primary teachers should hereafter come from the indigenous population." However the bulk of secondary school teachers would have to be expatriates – and about 1,000 more will be needed over the next five years.

In its report the mission supported the establishment of a network of radio stations. And it also suggests the potential for television should be studied.

"The mission believes that combining the academic technical streams into comprehensive secondary schools would better meet the requirements of the Territory. At least the first three years of secondary education, whether academic, agricultural, industrial or commercial should be given in comprehensive secondary schools."

"Local communities should be primarily responsible for providing the land, and constructing and maintaining school buildings and teacher houses for primary schools. The Administration should be responsible for secondary school buildings, including the necessary housing."

DEPARTMENT OF TERRITORIES
MINUTES OF MEETING OF INTERDEPARTMENTAL COMMITTEE ON THE CURRIE REPORT
15 DECEMBER 1964
HOWIE-WILLIS COLLECTION

Departmental officers present were HM Loveday – External Affairs; FG Davidson – Labour and National Service; KR Jones and K Coughlan - Prime Minister's Dept; M Wark and G Low – Treasury; RS Swift (Chairman) BJ Meek and Miss P Ferguson – Territories; L Johnson – Department of Education, Papua and New Guinea.

Discussion centred on the working paper submitted by the Department of Territories. Matters covered were:

- Costs would be no more than informed guesses;
- The need to examine the proposals within the frame work of overall Territory needs;
- Problems of obtaining high caliber staff;
- Undesirable to have a formal association with the Australian universities;
- Possibility of overseas aid;
- Attitude of the indigenous people and the House of Assembly;
- Timing.

Mr Johnson indicated that it would be possible to start the preliminary year at the Administrative College in 1965.

It was finally agreed that the Inter-departmental committee could indicate, with suitable reservations, that a commencement of University enrolments in 1966 could be achieved.

It was decided that a revised draft working paper be prepared and circulated, if possible by Wednesday afternoon and that the Inter-departmental Committee consider this on Thursday as a possible final Report to Cabinet. It was subsequently decided to hold a drafting meeting of Coughlan, Low and Meek. Agreement on the final draft was reached by telephone.

A two page document was produced titled 'Summary: Need to Develop a Territory University. In part it read:

A university will be need at some time;

Students would be available to achieve an enrolment of 1500 by 1973;

To achieve this enrolment the timetable implied is:-

Jan 1965	Cabinet approval.
Dec 1965	First academic staff appointed and on duty.
Mar 1966	First students enrolled in Arts and Education.
Aug 1966	Vice- Chancellor on duty.
Mar 1967 Teacher	Control by University of Administrative College, Papuan Medical College, Training, Agricultural Diploma courses.
June 1968	First permanent buildings completed.
Dec 1968	First 13 graduates (Education).
Mar 1969	Faculties of Science and Law established.
Dec 1969	First graduates in Arts.
Mar 1973	Enrolments in degree courses reach 1500.
Dec 1973	First graduates in Science and Law.
Dec 1976	Out-turn of graduates reaches level appropriate of a University of 1500 students.

At the point of full development the costs per student p.a. would be £1185 in a Territory University and £1515 in Australia. The total annual cost for 1500 students would be £1,777,500 and £2,292,500 respectively.

Each local officer who replaces an equivalent Australian gives an average saving to the Administration of £1900 p.a. in salaries and related benefits. Up to 1975, this saving would total £3,857,000 if a Territory University develops as set out above, compared with a saving of only £1,130,500 if the Territory university is not developed.

***INAUGURAL METING OF THE TERTIARY STUDENTS' FEDERATION AT PORT MORESBY
21 DECEMBER 1964
Administration Press Statement No 183***

Student bodies represented on the Federation are the Administrative College, Madang Holy Spirit Seminary, Papuan Medical College, Popondetta Agricultural Training College, Port Moresby Teachers' College and the Posts and Telegraphs Training College. President was Ebia Olewale a Port Moresby Teachers' College student from Kunini, near Daru. Other speeches were given by Dr JT Gunther, JK McCarthy and LW Johnson. Gunther's speech is printed.

***LW JOHNSON
APPOINTMENT OF SERVING ADMINISTRATION SERVANTS TO THE NEW PUBLIC SERVICE
Circular Memorandum No 146 of 1964
23 DECEMBER 1964
ED 1-14-23***

Concerns procedures for payment of salaries.

***LW JOHNSON
PAYMENT OF SALARIES AND WAGES TO EX-TRAINEE TEACHERS
Circular Memorandum No 147 of 1964
23 DECEMBER 1964
ED 57-4-1***

Lists amounts to be paid for each level of teacher and procedures for payment of salaries.

***FIRST INDIGENOUS STUDENT OBTAINS UNIVERSITY DEGREE
24 DECEMBER 1964
Administration Press Statement No 184
ACC 82 BOX 5507 FILE 45.1.1 Pt 2***

Twenty-four year old John Natera of Yule Island is now a Bachelor of Agricultural Science. Other Papuans and New Guineans studying at Australian Universities are:

Henry To Robert, New Britain	Economics finals, Sydney University
Dineh Dickson, Milne Bay	Social Studies Diploma, Queensland University
Joseph Aoae, Central District	Law, Queensland University
Kipling Uiare, Northern District	Arts, Townsville University College
Joseph Inara, New Britain	Economics I, Sydney University
John Hitipeuw, New Britain	Science I, Sydney University
Herman Hitipeuw, New Britain	Science I, Sydney University

RS SWIFT TO JM WARK

REPORT ON HIGHER EDUCATION IN PAPUA AND NEW GUINEA: INTERDEPARTMENTAL COMMITTEE

28 DECEMBER 1964

HOWIE-WILLIS COLLECTION

"I attach a revised draft report prepared after a meeting between Messrs Coughlin, Low, Douglas, Scott and Meek on 22nd December. A number of alterations have been made to the draft considered at the Committee's meeting on 15th December. It is clear that difficulty still exists in respect of two major points – the question of earmarked grants for the university; and the relationship of the whole proposals to the Report of the World Bank Mission."

Swift felt that these difficulties could be overcome if the University Council was urged to adhere to the main principles of economy, particularly in building construction, set down by the World Bank; and advising Cabinet that in working to such a tight timetable, it will not be known until action is well under way what timetable can be in fact achieved.

SOUTH PACIFIC POST

COMPREHENSIVE HIGH SCHOOL UNDER WAY

24 DECEMBER 1964 P 7

Foundations are being laid for a 300 student Comprehensive High School at Goroka. It is expected that the intake will rise to 700 or 800 within three or four years.

Work is also expected to begin shortly on the first stage of the new Teachers' College.

DIRECTOR OF EDUCATION ADDRESSED LAST CLASS OF ADMINISTRATION "E" COURSE TEACHERS

29 DECEMBER 1964

Administration Press Statement No 189

ACC 82 BOX 5507 FILE 45.1.1 Pt 2

The first 'E' course was in 1960. Most were trained at Rabaul but we have had one course at Madang and one in Port Moresby. There are now over 300 'E' course trained teacher in Administration schools and more than 100 in Mission schools. Naturally we have had our failures and our misfits. It would be extraordinary if there had been none, but we have had a far greater proportion of outstanding successes.

This is the last 'E' course for Administration teachers though we hope to provide opportunities for mission teachers to continue to qualify for 'E' certificates. The course has ceased because there is a limit to the number of overseas teachers we can afford and the rapid growth of school population in secondary education means that almost all our expatriate recruits will have to teach in High Schools.

The nature of ASOPA too is changing and next year's student teacher intake will be for secondary training only.

DM CLELAND TO THE SECRETARY, DEPARTMENT OF TERRITORIES

EXTENSION OF PRIMARY EDUCATION

30 DECEMBER 1964

ED 1-14-2 f 9

I understand that both you and the First Assistant Secretary have expressed the view, informally, to the Director of Education, that there is a need for the establishment of some new primary schools but that this expansion should be of a limited nature. The World Bank Report recommends

a restriction of primary expansion but, on Page 287, says: "Targets (would) allow for some schools in areas where as yet no school exists."

The Director of Education has pointed out that the Bank's proposed expansion of enrolment in preparatory grades of 500 a year from 1966 would be quite insufficient to cater for normal population increase in areas where all of the children are at present in school, and that the Bank's figure requires some upwards revision. The Director provides the following alternative table: (Note: Figures were provided for each Standard. I have reproduced Preparatory only.)

Preparatory Class

Year	1964	1965	1966	1967	1968	1969
Pupils	10210	12000	13500	15000	16500	18000

I propose that the Director's figures be used as a maximum target for the expansion of primary enrolments and that these figures be revised periodically in the light of existing circumstances.

LW JOHNSON

TERMINATION OF ENROLMENT OF STUDENTS ATTENDING ADMINISTRATION HIGH SCHOOLS

Circular Memorandum No 149 of 1964

30 DECEMBER 1964

ED 55-1-5

All students accepted for enrolment at a high school are expected to pursue their studies diligently until the end of Form 3, and in some cases Form 4 or at a higher level.

No student may be dismissed from a high school without the permission of the Director of Education.

The Director wants full reports of students who misbehave and those who do not return to school in 1965.

SOUTH PACIFIC POST

JUST A WHITE ELEPHANT: CASE AGAINST A UNIVERSITY

30 DECEMBER 1964 P 2

In a letter to the editor, PW Manning argues that the quality of students will be low and the cost of the university high.