

# THE BLATCHFORD COLLECTION - 1968

## INTRODUCTION

Much of 1968 is spent examining all levels of the education system to determine its future structure, direction and related manpower needs. There is a move to involve the religious Missions in educational planning for a unified approach to education and economic development.

In January the Secondary Planning Group issues a 140-page report to support the establishment of a number of new high schools and the expansion of existing high schools.

In March the 'Report of Joint Working Party on Educational Policy' is produced. The report written by the Administration and the Department of External Territories, but strongly influenced by Director of Education Ken McKinnon, sets the framework for the Administration and the Missions to form an integrated education system planned on a national basis and staffed by a unified teaching service.

In August and September Professor LJ Lewis undertakes a look at the primary curriculum and advises against a rural bias. He also recommends a committee of inquiry be appointed to report on the question of relationships between the Mission and Administration education systems.

McKinnon discusses the matter with Canberra but goes on leave on 3 September and does not return until the end of February 1969. The latter half of 1968 is spent organising the membership of a committee. Beeby is a firm member and Canberra suggests Weeden as another.

In July the Ministerial Member and Assistant Member system is introduced into Parliament with Members being required to be in Port Moresby for three weeks each month to meet with the Administrator and become involved in policy and budget planning.

Mathias ToLiman the Ministerial Member for Education is taking more responsibility and the Missions, especially the Catholics, which he feels may become a tool for the Administration.

'Programmes and Policies for the Economic Development of Papua and New Guinea' is released in September.

The Governor-General reconstitutes the Department of Territories as the Department of External Territories so that it may concentrate the bulk of its activities on Papua and New Guinea.

## THE ABSTRACTS

**JOHNSON LW**

***COLONIAL SUNSET***

**UNIVERSITY OF QUEENSLAND, ST LUCIA, 1983**

"After the 1968 election we had in mind the appointment of some Ministerial Members from the Pangu Pati but the party rejected these proposals preferring to be independent of government decisions. Pangu was well led in the House by Michael Somare, with strong support from Tony Voutas, Ebia Olewale, Pita Lus and others." p 16

**DEPARTMENT OF TERRITORIES**

***THE ROLE OF MISSIONS IN PAPUA NEW GUINEA***

**CIRCA 1968**

**ED1.14.8**

The Department of Territories put out a summary paper on all aspects of mission involvement in PNG. Points made were:

- "There is considerably more material on educational matters than health. Much of the policy particularly in relation to health appears to have been developed locally in the Territory or the records of its development are no longer available."
- Mission activity is not restricted provided it does not interfere with the peace, order or good government.
- Voluntary acceptance of Christianity and religion are essential to the progress of the Territory.
- Universal literacy in English and universal primary education by 1975.
- The Missions are to play an essential part in education.
- Close co-operation is essential between the missions and the Administration.
- Grants-in-Aid assist the Government achieve co-operation and directs the mission teaching programme.
- Missions will continue to be a major educational force for some time.
- Missions need to consolidate standards rather than expand primary education.
- Assistance to native teachers is the first priority in GIA.

There is also a section on mission involvement in politics.

The Future:

- Mission work will continue at the present level for some time.
- The Administration in keeping with the World Bank recommendations of 1964 will fill gaps and develop its own services.
- Consideration is being given to develop an international Teaching Service like Africa whereby mission recruit staff which the State pays. The State also pays capital development, fixes curricula and sets standards of teaching.

The report quotes "Responsibility in NG, Report of an Eucumenical Visit to NG by the Australian Council of Churches" of June 1965 of which it says still indicates the views of the major denominations. (See June 1965 for details of the report.) Under Conclusions and Matters for Further Consideration the report says:

"The secular activities of the missions (Education, Health) are not well served at present by the lack of definition of Government policy. There is a need to develop policy in some areas and to combine and co-ordinate new and present policies in a clear statement which sets out the Government's view of the extent to which missions should rely upon Government assistance... Such a policy should be directed towards ensuring that any assistance is given on the understanding that missions are performing secular functions which the Administration is unable ... to perform and that the standard of performance ... will be no less than the Administration would set for its own."

The Appendix of Territories' report includes policy extracts by various Ministers, statistics, etc and these have been placed under the appropriate date in this chronology.

**DEPARTMENT OF EDUCATION  
COST ANALYSIS FOR TERRITORY SCHOOLS AND COLLEGES  
CIRCA 1968**

This paper estimates the cost per pupil taking into account the provision of classrooms, housing and boarding costs.

Cost per primary "T" pupil - \$137

Cost per primary "A" pupil - \$275 to \$350

Cost per pupil at secondary boarding school - \$1061

Cost per secondary pupil with 2/3 boarders and 1/3 day students - \$701

Cost per pupil in technical colleges - \$1600

Cost per teachers' college trainee - \$4950

**DEPARTMENT OF EDUCATION  
STRUCTURE AND DEVELOPMENT OF PRIMARY EDUCATION IN TPNG  
CIRCA 1968**

Basis Premises:

Every person has a right to education.

Literacy (in English) is essential to permit social and political unity and provide access to the people and knowledge of the world.

This requires a minimum of 6 years of schooling.

### The Present Situation:

A 7 year syllabus from age 6 to 12 although many over-age.

The number in primary schools equals 49.5% of the 6-12 age group.

Educational distribution is heavily unbalanced.

Approximately 70% of those entering in the first year leave school before reaching the seventh year.

Strong political pressure for extending education.

Local authorities and communities willing to contribute to the cost of educating their children.

Limited resources.

Many contenders for the funds available.

The supply of skilled and educated manpower is insufficient for the foreseeable future.

### The Future:

Introduce a 6 year primary education.

Aim for 50% enrolment in all districts.

The paper provides tables giving:

1. The projected number of pupils in each standard from 1967 to 1978 to obtain an enrolment of 351,000 by 1978 with annual retention rates of 97½% and compression of course to 6 years, and
2. The suggested minimum targets for primary education by districts by 1978 (based on 1966 census and annual school age population increase of 5%)

### **DEPARTMENT OF EDUCATION**

#### ***PORT MORESBY TEACHERS' COLLEGE HANDBOOK AND CALENDAR***

**1968**

### **UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA**

#### ***RECOMMENDATIONS ON EDUCATIONAL RESEARCH***

**BANKOK 1968**

The brochure was produced to reference recent recommendations on educational research by international bodies. It covers Organisation for Research and Subjects for Research.

### **DEPARTMENT OF EDUCATION**

#### ***A UNIFIED SYSTEM OF EDUCATION***

**JANUARY 1968**

**ED 1.14.13.PT 1 F 20**

A 14 page preliminary draft. The final draft was considered at the February meeting of the Joint Working Party on Educational Policy (see March 1968 for Joint report). The paper argues that:

- There is a growing feeling in the Territory that the time has come for all those involved in education to join together as partners in a unified system.
- There is a need to pass more responsibility for education to the people of the Territory, particularly at the local community level.
- The present fragmentation of education in which primary schools are operated by 50 mission agencies, half of which operate five or less schools, does not allow for co-ordination, or equitable provision of secondary or higher education.
- Church agencies are showing a willingness to participate in a unified national system.

The paper points out that at the Conference on Educational Development, held in July 1967, several delegates:

- Stressed the need for the Churches to be accepted as full partners in education.
- Considered that control through national planning was inevitable.
- Could not retrain teachers and maintain schools without help.
- Considered that indigenous teachers felt they were second-class citizens because they received less pay.
- Three points of special concern were a Ministerial form of government, the need for non-government educationists to have a greater say in policy making, and increasing local involvement in education through decentralized control of schools.

"The Education Department, the Education Advisory Board and the Department of Territories are considering the possibility of the Education Department joining with Churches in a national system and at the present stage of thinking sees the basic features of such a system as:

- Parity of salaries of all local officers paid by the central government direct to teachers,
- Devolution of control of primary education to some form of local authority,
- Retention of bias towards religious education and freedom of religious observances,

- Right of a church to "reserve" teachers,
- Right of church to retain ownership and religious control of schools,
- Right of any church or school to remain outside the national system,
- Overall planning carried by representative groups at the national level,
- Control of placement of primary schools and non-reserve teachers by district boards,
- Payment of grants by central government to assist in the building of church and local authority schools and teachers' colleges.

The paper outlined membership and functions of the national education board and district education committees and described the proposed education service. Four charts were provided to represent:

1. The organization of educational administration
2. The working relationships between the various bodies
3. The organization of the ministry, and
4. Finances of education

**PENNY HH**  
**TEACHER EDUCATION IN TPNG**  
**CIRCA JANUARY 1968**  
**ED 1.14.16 F 156-160**

"The most serious weaknesses in the Territory Colleges arise not from physical inadequacies (rooms, furnishings, equipment) but from under-qualified and too few staff." Penny recommended:

- Staff hold tertiary qualifications or to have had previous effective teaching experience at tertiary level.
- A minimum of five years of teaching.
- A light teaching load in their first year of teacher education in the Territory.
- Lengthening the term of service in a college to a minimum of 5 years.
- A maximum of 12-15 teaching periods per week; 10-12 in the more intellectually exacting fields.
- Restricting the fields of teaching to those in which a staff member is well qualified.
- Much better salaries and increased grants for mission staff.
- Larger and better staffs.
- A minimum of 180-200 students per college with a professional staff of 23-25 for a residential college offering a 2 year Primary course.

**McKINNON KR**  
**DEVELOPMENT OF TEACHER EDUCATION**  
**JANUARY 1968**  
**ED 1.14.16 PT 1 F 164-8**

5 pages. The paper examines the number of primary students in various grades and the number of 'A' qualified teachers showing a large discrepancy between the number of classes and the number of trained teachers. There is a need for more 'B' and 'C' course trained teachers who are able to teach above standard 2. The paper suggests a mechanism for selecting trainees into teachers' colleges and asks the colleges and missions for comment.

**SOUTH PACIFIC POST**  
**UN MEMBERS NOT INTERESTED IN TERRITORY**  
**3 JANUARY 1968 P3**

Miss Rose Kekedo, 25 year old lecturer from Port Moresby Teachers' College has just returned after three weeks advising the Australian delegation at the United Nations. She was the Territory's first woman representative. She was accompanied by Gabriel Gris a dentist. "There was a complete lack of interest in Papua-New Guinea... Australia was always criticised for its working the Territory. But this criticism was never justified and the members didn't really care... A Kenyan member said to me: 'You're black, I'm black, the Australians are white, so throw the Australians out and we can unite and help each other.'"

**DEPARTMENT OF EDUCATION**  
**SECONDARY SCHOOLS DEVELOPMENT: SECONDARY PLANNING GROUP PROGRESS REPORT**  
**JANUARY 1968**

139 pages. See 27 November 1967 for background. The report includes a 7 page article by McKinnon on the planning process.

Part I covers Equality of Opportunity, Provision of Secondary Places, Responsibility of Non-Government Organizations, Selection of Students, Zoning, Quotas, Day Pupils, Size of Schools, Forms V and VI, and Summary of Projected Enrolments – Totals, and Non-Government by Churches. Part II Covers Inter-District Schools by Denomination.

Part III Covers District Schools by District  
 Part IV Gives a Summary of Recommendations for Expansion and covers the Establishment of Priorities, Recommended New Schools, a Summary of Intakes by Schools and Districts.  
 Appendix A. Teachers in Primary Schools  
 Appendix B. Distribution of Schools: Comparison with Population.

**ADMINISTRATION PRESS RELEASE No3**

**EDUCATION BUDGET**

**11 JANUARY 1968**

**ACC 82 BOX 9267 FILE 1.2.7**

McKinnon says the Education budget for 1967/68 would be approximately \$17,700,000 compared with \$16,112,000 actual expenditure for 1966/67. Primary 'T' enrolments would increase by 8,500 pupils – 3,100 in Administration schools and 5,400 in Church schools. The following enrolment figures were released for secondary and technical schools.

<b>Type of School</b>	<b>Enrolment 1967</b>	<b>Anticipated 1968</b>
Admin Secondary	6,800	8,250
Church Secondary	4,860	5,980
Total Secondary	11,660	14,230
Admin Technical	3,130	3,740
Church Technical	220	340
Total Technical	3,350	4,080

**SOUTH PACIFIC POST**

**ANGLICANS TO CHARGE SCHOOL FEES**

**12 JANUARY 1968 P 1**

Until now school has been free. The funds will go towards a pay rise for the native staff. The fees will be in addition to the Education Department's equipment levy imposed last year. This is \$3 for every family with children at technical and secondary schools, and \$1 for each family with children of primary schools.

The extra Anglican charge will be \$6 a year for each family with children at secondary schools and \$3 a year for each family with children in primary schools.

**SOUTH PACIFIC POST**

**EXERCISE PROGRAM IS POPULAR**

**12 JANUARY 1968 P 17**

The physical skills program which was started in Territory secondary schools late 1967 is proving popular. The activities finish with the award of trophies for schools with the most points. Mr Bruce MacKenzie from the YMCA helped design the program.

**THE SECRETARY DEPARTMENT OF TERRITORIES TO HIS HONOUR**

**EDUCATION AND TRAINING POLICY: SECONDARY EDUCATION ALLOWANCE**

**17 JANUARY 1968**

**ACC 82 BOX 9330 FILE 19.1.24 F39**

The Secretary recommends the Secondary Education Allowance to be unchanged unless a substantiated claim is received.

**DEPARTMENT OF EDUCATION**

**EDUCATION COMMITTEE MEETING**

**17-19 JANUARY 1967**

**ED 1.14.1 F18**

Draft report. The meeting was attended by LW Johnson (Assistant Administrator) as chairman, KR McKinnon (Education), J Ritchie (Treasury), C Reseigh and J Temby (Territories), and C Beltz (Labour and Industry). The committee recommended:

Expansion of Primary Education

- Objective of universal primary education must remain.
- Expand existing schools to allow pupils a full length primary course.
- Meet population growth by holding the same proportion in school.
- Meet political demands by increasing attendance to 50%.

Creation of a National Education System

- An urgent necessity to fuse the Administration and Missions into a single, national system.

- The Department of Education to prepare a working plan with basic features of
  - Parity of salaries of local officers, paid by central government direct to teachers.
  - Devolution of control of primary education to some local authority.
  - Retention of the bias towards religious education in all schools, and of freedom for religious observances in Mission schools in addition to basic curriculum.
  - Right of a Mission to nominate teachers to have reserved status within schools of that Mission.
  - Right of Missions to retain ownership and religious control of their schools.
  - Right of any Mission or school to remain outside the National System.
  - Overall planning to be carried out at the national level.
  - Control of placement of schools and non-reserve teachers by district boards.
  - Payment of grants by central government to assist in the building of schools and teachers' colleges by local authorities or missions.

A Separate Education Service under the PSB, with its own Ordinance and Regulations.

Mission Secondary Schools and Teachers' Colleges.

- Capital subsidies be retained for secondary schools and qualified staff invited to join the National System.
- GIA in regard to teachers' colleges students to be a per capita block grant.

Time Scale for Introduction of a National System – at a single time, not phased in.

Four diagrams were also presented:

Chart I: Organization of Educational Administration

Chart II: Working Relationships

Chart III: Organization of the Ministry

Chart IV: Finances of Education

**SOUTH PACIFIC POST**  
**SCIENCE EXPERT TO ADVISE ON TEACHING**  
**19 JANUARY 1968 P 13**

Alan Williams, a UNESCO science teaching expert is expected to arrive in Port Moresby next week. He will be in the Territory for two years to improve and extend the facilities and quality of the teaching of science in primary and secondary education and the training of teachers.

**SOUTH PACIFIC POST**  
**PUPILS AT WORK**  
**19 JANUARY 1968 P 13**

The pupils of Mendi High School are building two double classrooms for their school. They are also building five dormitories, a store, a mess hall, and a kitchen. Last year there were 54 students and they used the buildings of the Vocational Centre. This year there will be about 120 students in Forms I and II and six teachers.

**JOHNSON LW TO HIS HONOUR THE ADMINISTRATOR**  
**EDUCATION COMMITTEE MEETING**  
**CIRCA 19 JANUARY 1968**  
**ED 19.4.0 F 270-2**

Johnson sent a summary of the meeting to the Administrator where in addition to the above points he added:

- There was to be 100% retention in primary schools.
- To improve the proportion of students in primary schools in all districts to 50% over ten years.
- Highly likely the Department will be forced into a 6 year curriculum in 1969.
- Need for a longer secondary education. The majority favour an additional 2 years.
- A strong possibility that a Minister will be appointed so the National Education Board will be advisory.
- Teachers in Australia have their own service they are not public servants.

**EDUCATION ADVISORY BOARD**  
**MINUTES OF THE TWENTY-NINTH MEETING**  
**23-24 JANUARY 1968**

Background Papers: The following papers were tabled – "Progress Report of the Secondary Planning Group", "Legislation and the National Education System", and "Development of Teacher Education."

Education Committee Meeting: McKinnon outlined the proposals for a unified educational system under discussion by the joint Administration-Territories Education Committee, "aiming at rationalization of educational resources, professional status and parity of conditions for all teachers and the better achievement of national development objectives through greater participation in education by local government councils, whilst enabling schools to retain their present rationale or religious persuasion and to employ teachers of that persuasion."

Educational Legislation: Most of the meeting was spent discussing items that should be covered by future legislation such as the membership, appointment and functions of the Board of Education and the District Education Committees.

## **HAY DO TO BARNES CE**

### **CONFIDENTIAL**

**31 JANUARY 1968**

**AA1984/37 BOX 19**

9 pages. Hay tells the Minister for Territories, "Now that I have completed my first year as Administrator I wish to make certain observations on the situation in the Territory and certain comments in the policies which the government is following here..."

- As best I know it, the reasons for Australia's continued presence in the Territory... is that we have freely accepted obligations to the UN, involving economic and social, as well as political, advancement, which are far from discharged.
- The second is sentiment, derived from war-time association and personal contacts...
- Australia's defence interests are not a primary reason for our continuing to administer the Territory...
- There is no economic advantage to be derived by the Government sufficient to outweigh the heavy expenditure of manpower and monetary resources of our administration...
- We get no thanks internationally except from our closest allies."

I have given a good deal of thought to the kind of things the Administration should be doing:

1. Economic development is the most important and should continue to receive priority attention.
2. Economic progress is bound to be slow and even partial viability many years off. Can the self-interest of the leaders, and the potential leaders among the young educated Papuans and New Guineans be engaged in the long-haul approach to economic development. It is asking a good deal of them to expect their support of firm policies which offer few financial rewards (compared with those offered to no-better-qualified Australians) and in circumstances where an Australian minority lives better, does very well financially and tends to ignore Papua and New Guinea society.
3. Australia's financial and defence obligations are not affected by the rate of movement towards self-government, provided it is orderly and peaceable and compatible with close and friendly relations with Australia.
4. A slow rate of political development is best suited to the Territory's present capability. Many factors point to this being a desirable course of events. There are very few Papuans and New Guineans in positions of responsibility in government, commerce and, in a meaningful sense, in primary, secondary or tertiary industry. With the present scale of educational effort, the output of qualified men and women in numbers that matter will not begin until the early 70's. These people cannot, without some further years of experience, effectively take on responsible senior positions.
5. The decision on how to move forward should be left to the people through the House of Assembly. Rural opinion is opposed to self-government. Rural leaders are also under the impression that self-government will mean abandonment by Australia.
6. Correct economic policies need public support.
7. The attitudes of individual Australians in the Territory are a powerful factor in the future attitude of Papuans and New Guineans. If Papuans and New Guineans are in their own self-interest to restrain their natural desire to run their own affairs, the Australian community here will need to respond more rapidly than it has to the changing social situation in the Territory. The small businessman or planter is mainly interested in making a quick profit and getting out with more than he came regardless of the economic or social consequences of his presence in the Territory. On the other hand, the larger interests... take a longer term view and are prepared to adjust (and insist on their staff doing so). From a social as well as an economic viewpoint they should be encouraged and the small man not. But we have to take the Australian community as it is and is likely to be in the short-term. Merely because of its size, wealth and standard of living, it is likely to arouse feelings of envy and dissatisfaction which do not sit well with the gradual approach to political advancement here discussed.
8. The Territory needs a strong central government. This has administrative as well as constitutional implications. It is required in order to put the necessary economic policies into

effect (and) to forestall a tendency towards fragmentation – tension between the Papuans and New Guineans; Tolais wanting to 'go it alone'; the strong feeling by the Bougainvillians that they are being neglected and should keep their tremendous mineral resources. It will require some brake on the present enthusiasm for expanding local government and a strengthening the lines of communication between the Administrator to districts, districts and the village. There should be some amalgamation of the Department of District Administration and the Department of the Administrator.

Reviewing these factors, I incline to the view that, if we wish it, the pace of the arrangements towards self-government can be kept reasonably slow and orderly... But by the words "reasonably slow", I do not mean "delayed indefinitely". Once the capacity for self-government exists, in terms of trained and experienced manpower the argument for delay will lose its force. In the next ten years, or say, within the life of the next two Houses of Assembly, this capacity will greatly increase, and any time after 1976, the situation could be much different to that now prevailing.

I mention this tentative time scale to make the point that at best the movement towards self-government is likely to be a good deal faster than the movement towards economic viability.

**DEPARTMENT OF EDUCATION**  
***RELIGIOUS FREEDOM WITHIN A UNIFIED SYSTEM***  
**LATE JANUARY 1968**  
**ED 1.14.13 PT 1 F 19**

6 pages. Produced for the February meeting of the Education Committee. Part A gives the rights of different persons and groups in society to education. Quotes from the Universal Declaration of Human Rights, Education Acts, Pope, and education texts. Part B gives the application of the above to PNG in relation to

1. The right to own and operate schools
2. The organisation of education
3. Religious instruction
4. Religious observance and worship.

**PAPUA AND NEW GUINEA**  
***JOURNAL OF EDUCATION VOL5 No3***  
**FEBRUARY 1968**

Articles included: The Institute of Higher Education, An Economist Looks at Development, New Mathematics, The Role of English, Education for What?, Guidance in Secondary Schools, Comprehensive Block Teaching of High School Subjects, A Teaching Profession, Programmed Instruction, Public Libraries, and Libraries in Schools.

**PAPUA AND NEW GUINEA**  
***EDUCATION GAZETTE VOL2 No1***  
**FEBRUARY 1968**

Articles include: Electoral Duties, Salary of Officers Attending Courses, Board of Secondary School Studies (Names members and their positions), Maintenance Allowance for Non-Government Secondary and Technical Boarding Students (\$40 per annum), and Parents and Citizens' Associations – Suggested Rules.

**McKINNON KR TO THE SECRETARY DEPARTMENT OF THE ADMINISTRATOR**  
***ASSISTANCE TO NON-GOVERNMENT SCHOOLS***  
**5 FEBRUARY 1968**

**ACC 82 BOX 9368 FILE 40.1.4**

A copy of Policy Submission No67 together with a covering letter to the Secretary of Territories was sent over the signature of the Administrator on the 27<sup>th</sup> January 1968

**DEPARTMENT OF EDUCATION**  
***PAPUA NEW GUINEA – EDUCATION POLICY REVIEW***  
**5-6 FEBRUARY 1968**  
**ED 1.14.1 F30**

5 pages. A summary of the Canberra meeting attended by LW Johnson, Assistant Administrator (Services) Chairman; KR McKinnon, Director of Education; J Ritchie, Department of Treasury; and CE Reseigh, LW Temby, JF Donovan, and JJ Wilson (manpower needs) from the Department of Territories.

Primary Education:

- Conflicting statistics were provided by the PNG Department of Education and the ANU. The Department is to check its figures.
- Additional teachers could be provided by expanding Pt Moresby Teachers' College to 400 (up 160); Madang to 280 (up 140) and construct Stage 1 of Kokopo Teachers' College (200).
- We can only expect the Churches to expand teacher training by 100 in the next 5 years.
- The 'need' for teachers is affected by wastage (5%) and the replacement of uncertificated teachers (within 10 years).

Secondary: There is a need to extend secondary education - possibly to 6 years, and do away with the university preliminary year.

National System of Education: The conclusion, that such a system is highly desirable, was re-affirmed and that the system would be workable. "When a decision in principle is take it is considered that a separate working group of people qualified in the field should be set up to make recommendations on the conditions of service for a unified teaching service."

Statistics were given for manpower needs and Budget requirements

**JOHNSON LW**  
**EDUCATION COMMITTEE, CANBERRA, FEBRUARY 5<sup>TH</sup> AND 6<sup>TH</sup>**  
**CIRCA 6 FEBRUARY 1968**  
**ED 1.14.1 F28**

4 pages. Johnson's summary of the second meeting (1<sup>st</sup> meeting was 17<sup>th</sup>-19<sup>th</sup> January 1968) prepared shortly after the meeting. Additional to the information provided in the official summary Johnson said the Committee

1. Regarded it of critical importance to obtain Ministerial approval to extend the (secondary) course to a fifth year in 1969.
2. Reiterated its view that it was essential to establish a national system of education and that this should be done now... A decision on this matter in principle is needed as soon as possible as undoubtedly there will need to be protracted negotiation and very extensive planning before we have a national education system in being.

**HAY DO TO SECRETARY DEPARTMENT OF EXTERNAL TERRITORIES**  
**EDUCATION POLICY COMMITTEE**  
**CIRCA 6 FEBRUARY 1968**  
**ED 1.14.1 F29**

4 pages. A draft letter attaching draft records of the two Education Committee meetings (17<sup>th</sup>-19<sup>th</sup> January 1968 and 5-6 February 1968) and Johnsons summary of the second meeting. The next meeting will be in Port Moresby on 17-18 March 1968. "It is not anticipated that there will be any major points of difference as all of the matters have been discussed and agreed upon."

Hay says, "The Committee in unanimous in so far as the major areas of investigation are concerned and it is now necessary for policy decisions to be made."

Recommendations:

Primary Education.

1. A minimum of 50% of primary school age children in primary school in each District by 1978.
2. Maintain the percentage in Districts where it is already greater than 50%.
3. Retain all children who enter primary school for the full period of primary.
4. 3. will not be achievable in most Church schools but should still remain an objective.
5. A gradual elimination of non-certificated teachers from Church schools... within ten years.
6. Reduce the length of primary school education from seven to six years.
7. In view of the greater role of local government councils in providing for primary schools, the principal burden on Central Government will be teacher education.

Secondary Education.

1. The extension of the period of secondary education from four to six years.
2. The fifth year should be introduced in 1969.
3. The secondary school would have three turn off points, two years, four years, and six years.
4. Entry into the final two years would be restricted to high calibre students bound for occupations requiring professional training.
5. The final two years of schooling should be conducted in schools which are separated from the first four years of secondary education. Initially Sogeri or Kerevat would be considered suitable.

6. The longer period of secondary should be phased so that there is not an abrupt termination of entry into preparatory courses and not a complete absence of trainees for the professions in 1969 and 1970.

#### Teacher Education.

1. Port Moresby and Madang should be expanded to maximum capacity as soon as possible (440 and 280 places).
2. Kokopo should commence building in 1969-70.
3. Provision for retraining of teachers should total 200 with 100 of them in Administration Colleges.

#### Education Organisation.

1. A national system should be set up.
2. All indigenous teachers should be employed by the Administration except for those the Church organisation seek reservation on religious grounds. Non-indigenous teachers should continue on the present subsidy basis.
3. Management of primary schools should devolve upon Local Education authorities who would be responsible for construction of classrooms and teachers houses with Administration assistance where appropriate. The Authority would place new schools and make enrolment arrangements (assisted by a professional adviser appointed by the Administration).
4. District Education Committees would be the coordinating authorities in each District.
5. At the national level an Education Board would advise the Administrator on all aspects of educational policy.
6. Functional control of education should remain with the Department of Education.
7. Schools or organisations who wish to remain outside the national system would be free to do so under existing conditions. Subsidy would continue for a specified period but such schools may have to become independent of State aid.
8. Consideration should be given to establishing a special teaching service to ease the entry problems associated with the inclusion of a large number of teachers at present employed by the Missions.

#### Finance and Manpower.

It was agreed that Education projections of secondary school leavers broadly conformed to manpower requirements and the cost estimates for Education Divisions were reasonable but as these matters do not call for specific policy recommendations I have not included them individually in the above summary of recommendations.

#### **ADMINISTRATION PRESS RELEASE No 61**

##### ***NEW APPOINTMENT***

**6 FEBRUARY 1968**

**ACC 82 BOX 9267 FILE 1.2.7**

Mr George Sivijs, a former lecturer at Port Moresby Teachers' College has been appointed Regional Adult Education Officer, Mount Hagen. His main work will be in the fields of literacy in English and Pidgin and also to provide general education and teaching of useful skills at the village level.

#### **THE SECRETARY DEPARTMENT OF TERRITORIES TO HIS HONOUR**

##### ***SECONDARY EDUCATION ALLOWANCE FOR STUDY IN AUSTRALIA***

**7 FEBRUARY 1968**

**ACC 82 BOX 9330 FILE 19.1.24 F41**

The Secretary asks for a reply to his letter of 17 January.

#### **JOHNSON LW TO THE SECRETARY DEPARTMENT OF TERRITORIES**

##### ***SECONDARY EDUCATION ALLOWANCE FOR STUDY IN AUSTRALIA***

**12 FEBRUARY 1968**

**ACC 82 BOX 9330 FILE 19.1.24 F42**

Johnson recommends the allowance to be unchanged.

#### **BARNES CE TO HOLLAND CE**

##### ***SECONDARY EDUCATION SUBSIDY***

**12 FEBRUARY 1968**

**ACC 82 BOX 9330 FILE 19.1.24**

Barnes tells the General Secretary of the Planters' Association of New Guinea that multi-racial high schools are available in Port Moresby, Lae and Rabaul. The Arbitrator has determined that the payment of subsidy to public servants is a condition of service and that the Administration must pay the increased education allowance and it is open for any other employer to do likewise.

#### **SOUTH PACIFIC POST**

**WIND, ADMIN STOP SCHOOL  
23 FEBRUARY 1968 P3**

Barahaim Primary School has been closed because the people had not complied with a request from the Department of Education to erect and repair some building which had become damaged last year. In addition the people had refused to build a new house for a teacher. And, at the beginning of the year only 44 pupils had turned up for school out of a total enrolment of 145.

**McKINNON KR TO THE ASSISTANT ADMINISTRATOR (SERVICES)  
ASSISTANCE TO NON-GOVERNMENT SCHOOLS  
29 FEBRUARY 1968**

**68ACC 82 BOX 9330 FILE 40.1.4**

The Crown Solicitor has advised that under the Local Government Council Ordinance there is sufficient authority for Councils to grant sums of money for the erection of school buildings on mission owned land but not on Council owned land. This is a direct antithesis of what had been Administration policy. The only possible solution is to consider the advice as adding the possibility of erection of buildings on Mission owned land to an already existing administrative policy whereby government schools are often on Council owned land.

**HOEHNE J TO HIS HONOUR THE ADMINISTRATOR  
EXTRAORDINARY APPLICATION FOR ADMINISTRATION SUBSIDY, DOLLAR FOR DOLLAR,  
FOR St PAUL'S TEACHER TRAINING COLLEGE  
29 FEBRUARY 1968**

**ACC 82 BOX 9368 FILE 40.1.5**

The Archbishop of Rabaul asks for \$130,000.

**THE AUSTRALIAN JOURNAL OF EDUCATION VOL12 No1  
MARCH 1968**

The Journal contained the following articles on education in Papua and New Guinea:

McKinnon KR, Education in Papua and New Guinea: The Twenty Post-war Years

McKinnon KR, Education in Papua and New Guinea: Current Directions and Future Challenges

Ralph, RC, Education in Papua and New Guinea: Integration – Whither?

Meere, PV, The Development and Present State of Mission Education in Papua and New Guinea

**PAPUA AND NEW GUINEA  
EDUCATION GAZETTE VOL2 No2  
MARCH 1968**

Girls' Technical Subjects in High Schools: Schools have been issued with the syllabuses in Home Science and Needlework to be used in all forms in 1968.

School Leaver Returns: Now due. They are a main source of information for future manpower planning.

Educational Research in Schools: The Department encourages researchers and invites the co-operation of teachers and district inspectors. Projects are to be approved by headquarters.

New Radio Transmitter: Situated outside of Rabaul and allowing better reception for school broadcasts.

Primary Final Examination: Changes have been made to the Mathematics, Reading, and General Subjects papers.

Educational Awards to the East-West Centre Hawaii: Women can apply to attend courses in Dressmaking Techniques, and Barber and Beauty Shops.

Chairmen and Subject Specialists of Curriculum Areas: Names and addresses.

**DEPARTMENT OF EXTERNAL TERRITORIES TO ADMINISTRATION  
EDUCATION COMMITTEE  
8 MARCH 1968**

**ED 1.14.1 F34**

A telex from Canberra asking for additional statistics to justify \$1.4 million increase for the introduction of a National Education System. Canberra wants statistics on:

1. Difficulties of church schools
2. Basis for \$1.4 million cost
3. Church contribution.

**HAY DO TO SECRETARY DEPARTMENT OF EXTERNAL TERRITORIES  
THE LENGTH OF SECONDARY EDUCATION  
8 MARCH 1968**

**ED 1.14.1 F33**

Hay says the Education Committee is in favour of Policy Submission No 2 of 20 September 1976 and although the Committee has no firm decision on whether 5 or 6 years, Hay recommends 6 years with up to 150 of the present Form IV to go to V in 1969.

**HIS HONOUR THE ADMINISTRATOR TO HOEHNE J  
SUBSIDY FOR St PAUL'S TEACHER TRAINING COLLEGE  
11 MARCH 1968****ACC 82 BOX 9368 FILE 40.1.5 F189**

Funds have been allocated for the 1967/68 financial year and planning for the following year is in progress. Father McViney has the task of coordinating requests within the Catholic mission. When the list of priorities from your Church has been received the Director of Education will reassess the list in the light of what the government sees as the most important priorities.

**HOUSE OF REPRESENTATIVES  
GOVERNOR-GENERAL'S SPEECH  
12 MARCH 1968**

Casey RGB: My Government has decided to reconstitute the Department of Territories as the Department of External Territories so that it may have particular concentration on the Territory of Papua and New Guinea.

The destiny of Papua and New Guinea is to become a self-governing country developed for independence if and when it is clearly demonstrated by the majority of the indigenous population that this is what they wish.

Whether some subsequent special relationship with Australia is worked out can only be worked out in the future – becoming a seventh state of Australia is not likely.

Expansion of economic activity is being vigorously pursued and renewed and emphasis will be given to increasing the role of Papuans and New Guineans in economic development and in social, administrative and political affairs.

My Government will introduce legislation in this Parliament to amend the Papua and New Guinea Act to give effect to proposals designed to increase the participation of the people of Papua and New Guinea in their own Government. These proposals include a system of limited Ministerial responsibilities for a number of elected members, and the setting up of an Administrator's Executive Council which will be consulted by the Administrator on major executive decisions. P9

**DEPARTMENT OF EDUCATION  
MINUTES OF THE THIRTEENTH MEETING OF THE EDUCATION ADVISORY BOARD  
12-14 MARCH 1968**

Meeting held at Rabaul. Items of interest:

Report on the Secondary Planning Group: No reaction to the report as yet.

Correspondence Course Fees: The introduction of fees had not resulted in a fall off of enrolments. The demand for night courses in Lae was strong.

Increase in Grant in Aid to Mission Teachers: No decision. The Christian Missions have repeatedly stressed the urgency of this need. The Board urges that some relief be given immediately.

Release of Non-Government Teachers to Government: Mission trained teachers must serve for at least one year with the Mission before the release would be considered. Ways to speed up the transfer were being considered.

Teachers Colleges: There were reservations as to how quickly the A course could be phased out. The integration of small colleges is desirable.

School Equipment Charges: The Board recommends \$5 per family for high schools and \$1 per pupil for primary.

**BARNES CE  
SPEECH BY THE MINISTER FOR EXTERNAL TERRITORIES, THE HON CE BARNES MP, HOUSE  
OF REPRESENTATIVES  
ADMINISTRATION PRESS RELEASE No 31  
21 MARCH 1968  
ED 1.1.21 F121**

Four pages outlining economic development. "I do not believe the path to economic development can be paved only with money, hand-outs and good intentions. But the Government in all its efforts will place great emphasis on building up the capacity of Papuans and New Guineans to help themselves."

**HAY DO TO WARWICK SMITH G**  
**NATIONAL ECONOMIC DEVELOPMENT PLAN**  
**CIRCA 25 MARCH 1968**  
**JOHNSON COLLECTION BOX 1 AA 1984/37**

Hay asks Canberra for a suitable officer for six weeks to help translate the national plan into separate district elements.

**HAY DO TO WARWICK SMITH G**  
**JOINT WORKING PARTY ON EDUCATIONAL POLICY**  
**28 MARCH 1968**  
**ED 1.14.1 F34**

Hay in telex 4098 advises Canberra that the joint working party's report will be despatched at the end of the week. "Meanwhile the financial difficulties of church teachers have become so acute as to merit immediate relief pending decisions on wider issues." Hay recommends the following increases from 1<sup>st</sup> July and that the announcement be made in the Territory and the Minister to make a detailed policy statement later when decisions have been made on committee recommendations:

A certificate teachers \$330 - \$420

B certificate teachers \$530 - \$620

C certificate teachers \$730 - \$820

**ADMINISTRATION OF PAPUA AND NEW GUINEA/DEPARTMENT OF EXTERNAL TERRITORIES**  
**JOINT WORKING PARTY ON EDUCATIONAL POLICY**  
**LATE MARCH 1968**  
**ED 1.14.37 AND ED 48.13.2**

This is the final report of the Joint Working Party. "As a consequence of several submissions on Educational Policy by the Papua New Guinea Administration and the obvious need for a full scale review of educational policy, a Joint Committee, consisting of representatives of the Papua New Guinea Administration and the Department of External Territories, was appointed. The group consisted of:

LW Johnson, Assistant Administrator (Services) TPNG, Chairman

KR McKinnon, Director of Education TPNG

JE Ritchie, Assistant Treasurer TPNG

CE Reseigh, Assistant Secretary (S & W) Department of External Territories

LW Temby, OIC Finance Section Department of External Territories."

"The Committee was charged with reviewing the size and scope of the educational effort required in Papua New Guinea to meet developmental needs, the organisation of education generally, and the teaching service in particular, and the budget necessary to meet the various enrolment targets."

The Report is 46 pages with a further 91 pages of tables. There is a list of working papers considered by the Committee.

**Summary of Recommendations:**

An integrated education system planned on a national basis and including a unified teaching service within the Public Service Commission with parity of salaries based on qualifications and provision for increments for up to three years of service initially. National and district education boards.

A six year program with rural emphasis, for Primary 'T' Schools. Raise enrolments to 50% in each district with 300,000 in school by 1977. Expatriate staff to be restored to 1966 level until 1972. Primary 'A' Schools and staff to be in proportion to the growth of expatriate staff.

Secondary to be extended from 4 to 6 years with the 5<sup>th</sup> year commencing in 1969. Turn off points after two, four and six years. The final two years to be selective to provide for the professions. Preliminary year courses to run til 1971. Enrolment target of 24,000 by 1972.

Technical schools to be vocationally biased. Vocational schools with local and rural bias for school leavers not entering secondary schools. Expansion of trade training.

Moresby and Madang Teachers' Colleges to be expanded in 1968/69 and a new college at Rabaul. Capital assistance on dollar for dollar basis to enable churches to expand college places to 1,320 by 1972 with overall target of 2,400 places by 1972. One year courses to be phased out by 1970 and permit teachers phased out as soon as possible.

**PAPUA AND NEW GUINEA**  
**EDUCATION GAZETTE VOL2 No3**  
**APRIL 1968**

Results of Second Division Examinations 4 to 8 December 1967: Gives names and results.

Subjects Being Examined at Intermediate and School Certificate Levels 1968: Lists subjects.

School Certificate Examinations 1968 – Award of Advanced Level Passes: Lists subjects.

Use of Interest Tests for Vocational Guidance: One examines activities students say they enjoy and the other ranks jobs in order of interest. To assist career advisers.

Secondary Division Examinations: Lists subjects to be tested 22 to 24 May 1968.

Set Texts for the School Certificate Examination in English – 1968: Lists the books.

Internal Assessment for the 1968 Intermediate and School Certificate Examinations: Sets procedures to be used.

Course in Audio-Visual Aids: To be held in Fiji.

Visit of Professor Zoltan P Dienes: Here to review progress in the teaching and learning of mathematics and to acquaint teachers and educational administrators with the latest trends in mathematics. Will hold 3 courses.

Educational Materials Centre: Is attached to the University. Outlines its functions: collect, evaluate, modify and create new materials.

**HOEHNE J TO HIS HONOUR THE ADMINISTRATOR**  
**EXTRAORDINARY APPLICATION FOR ADMINISTRATION SUBSIDY, DOLLAR FOR DOLLAR,**  
**FOR St PAUL'S TEACHER TRAINING COLLEGE**  
**4 APRIL 1968**

**ACC 82 BOX 9368 FILE 40.1.5**

The Archbishop of Rabaul asks the Administrator to reconsider his request for \$130,000.

**HAY DO TO SECRETARY DEPARTMENT OF EXTERNAL TERRITORIES**  
**REPORT OF JOINT WORKING PARTY ON EDUCATIONAL POLICY**  
**18 APRIL 1968**

**ED 1.14.37 F160-162**

Hay says the Report has now been considered by the Inter-Departmental Co-ordinating Committee and its recommendations accepted in general with the following comments:

- The policy changes are desirable but education is but one sector of the overall Development Programme and cash provisions will need to be reviewed in relation to other priorities.
- Each Local Government Council establish a rate, approved by the Administrator-in-Council, for financing educational activities.
- Restoring the number of expatriates to Primary T Schools to be to aid rural activities in rural schools.
- Decision to introduce a fifth year in secondary to be made public as soon as possible to enable preparations for February 1969.
- There will be a shortfall of output from secondary schools for manpower needs to 1972 and possibly beyond. It is important to build secondary enrolments to the maximum extent possible. The major limitations are staff and buildings.
- Secondary and technical targets should be regarded as combined targets which might be reapportioned if evidence indicates that the rate of technical education build-up should be faster than at present.
- The number of teachers' college places was considered to be the minimum desirable build-up over the next five years.

The Administration would like Australia to indicate which recommendations of the report are acceptable or unacceptable in principle. "It is essential, particularly in relation to proposals for integration and unification, that the churches participate in discussions and working out of the details... and we should, in order to secure an amicable outcome, take every measure possible to ensure that consultation does take place."

"Although the report has been discussed in general with the outgoing Administrator's Council, it is necessary to take the new Council into our confidence as soon as possible. After consultation with the Churches the Report could be again discussed in the new Administrator's Council before the major aspects of integration and unification are implemented. The time-table for such consultations is very

tight. If there is too much delay, the initiative will be taken from our hands by the new House of Assembly and we could have an embarrassing situation. The sooner consultations could proceed the better."

**CURRENT AFFAIRS BULLETIN  
NEW GUINEA STOCKTAKING  
22 APRIL 1968**

**VOL 41 No 11 P162-176**

An analysis of the political system and the move towards independence.

**HIS HONOUR THE ADMINISTRATOR TO HOEHNE J  
SUBSIDY FOR St PAUL'S TEACHER TRAINING COLLEGE  
26 APRIL 1968**

**ACC 82 BOX 9368 FILE 40.1.5**

Funds have been allocated for the 1967/68 financial year. To divert money to Vunakanau Teachers' College would slow down an already existing project. I will not be able to find extra finance at least until the new financial year.

**DEPARTMENT OF EDUCATION  
COMMENTS ON " WORKFORCE IMPLICATIONS OF REPORT ON EDUCATIONAL POLICY"  
30 APRIL 1968**

**ED 1.14.37 F164-170**

A draft paper suggesting changes to the 'Workforce Implications' document.

**McKINNON KR TO THE ADMINISTRATOR  
ASSISTANCE TO NON-GOVERNMENT SCHOOLS  
CIRCA MAY 1968**

**ED 1.14.25 F64-68**

A paper to the Inter-Departmental Coordinating Committee giving the history of policy towards Local Government Councils providing assistance to Churches to build classrooms and teachers' houses and suggesting current policy.

**PAPUA AND NEW GUINEA  
EDUCATION GAZETTE VOL2 No4  
MAY 1968**

Secondary Evaluation Panels: Names and qualifications of panel members for each subject.

Christian Education: Some Missions have not received copies of the new syllabus so an extension until the end of May for appeals against content.

A Stocktake: Schools are asked to check that classrooms are tidy and attractive.

Financial Assistance for Permanent Officers Undertaking Part-Time Studies at UPNG: Conditions for refund of fees.

Qualifications for Financial Assistance for Secondary Education – Non-Indigenous Students: Bone fide residents, depends on satisfactory progress and attendance.

Higher Duties Allowance: Gives criteria for selection.

News from Teachers' Groups and Associations: "The Department of Education believes that Teachers' Associations are an important part of the structure of education and would like to assist as far as possible. This page has been made available so that Teachers' Associations can publish professional material or news of meetings and proceedings."

The Professional Responsibilities of Teachers' Organizations: Reproduces statements made by a Special Inter-Governmental Conference in September/October 1966 and the Australian Teachers' Federation in 1967.

**HAY DO TO SECRETARY DEPARTMENT OF EXTERNAL TERRITORIES  
WORK FORCE AND EDUCATIONAL POLICY  
1 MAY 1968**

**ED 1.14.37 PT 1 F163**

Hay forwarded a paper prepared by the Economic Adviser (AW McCasker).

**HAY DO TO SECRETARY DEPARTMENT OF EXTERNAL TERRITORIES  
WORK FORCE AND EDUCATIONAL POLICY  
2 MAY 1968**

**ED 1.14.37 PT 1 F164**

Hay forwarded comments from the Department of Education on the paper prepared by the Economic Adviser.

**McCASKER AW TO THE DIRECTOR DEPARTMENT OF EDUCATION  
ECONOMIC DEVELOPMENT PROGRAMME  
3 MAY 1968  
ED 1.14.37 PT 1 F181**

Attached for your information and comment are points raised by the Department of External Territories regarding the Education components of the Development Programme.

To allow for the large numbers of children in the primary school age group the following measures will be necessary:

1. Reduce the length of primary schooling from seven to six years while guarding against the reduction in quality.
2. Make the community responsible for classrooms and some charge imposed on parents.
3. Give emphasis to those areas where the percentage of children attending school is low.

As the majority of children will not have the opportunity of proceeding to secondary school, the course should be designed to provide a suitable preparation for these children looking to a terminal point for exit at standard six. This preparation will provide not only English and numbers but also an orientation towards future life in the village, encouraging an interest in agriculture and other economic activities at the village level, learning simple trades and handicrafts as taught in vocational schools. The primary school also has the purpose of preparing children for secondary and tertiary education.

**GUNTHER JT TO HIS HONOUR THE ADMINISTRATOR  
REPORT OF JOINT WORKING PARTY ON EDUCATIONAL POLICY  
15 MAY 1968  
19-1-33 F187-190**

Gunther says he had previously expressed the view that it seemed a satisfactory document. He now makes critical comment on the proposal to establish a Junior College to service tertiary education rather than just extending secondary education to Forms 5 and 6. Gunther does not want the Junior College to replace the Preliminary year at the University and argues that a Junior College, rather than saving money, will cost more.

**JOHNSON LW TO THE DIRECTOR DEPARTMENT OF EDUCATION  
REPORT OF JOINT WORKING PARTY ON EDUCATIONAL POLICY  
15 MAY 1968  
19-1-33 F191**

The Assistant Administrator (Services) forwarded Gunther's letter to Education for preparation of a suitable reply. Johnson says the objection to the use of Junior College is a play on words and it could be referred to as Senior High School education. Johnson said the university has the right to make its first year general education but it should not be quasi-secondary education as it is at present.

**WARWICK SMITH G TO HIS HONOUR THE ADMINISTRATOR  
INCREASES IN GRANTS- IN- AID TO MISSIONS FOR CERTIFICATED INDIGENOUS TEACHERS  
28 MAY 1968  
1-14-25 F70**

Warwick Smith is replying to Hay's 2098 of 28 March and confirming message 293/4346 of 16 May. The Minister has approved (provided that the decision will not prejudice the decision on comprehensive education proposals) that A, B and C certificated teachers receive from 1 July increases of \$30 for those under 3 years of service, \$60 for 3 to 6 years of service, \$90 for 6 to 9 years of service and \$120 for over 9 years of service. The minister would like the announcement made before the next sitting of the House of Assembly and the number of eligible teachers being agreed with the Administration beforehand. The full amount of the increase must be paid to the teachers by the Church.

**WARWICK SMITH G TO HIS HONOUR THE ADMINISTRATOR  
FINANCIAL ASSISTANCE TO MISSIONS FOR EDUCATIONAL WORK  
28 MAY 1968  
1-14-25 F60**

Warwick Smith is replying to Hay's 3902 of 19 March and confirming his telex 293/4345 of 16 May. The Minister has approved, subject to finance, the following measures:

1. \$600 overseas rate, \$300 local rate for a typist employed at a mission teachers' college with 60 or more students and for a clerical assistant to a mission education officer who is a trained teacher and has a full-time responsibility for supervision of 100 or more teachers.
2. \$200 increase to the current grant-in-aid for two year trained indigenous teachers who undertake full-time supervisory duties.
3. Provide up to three places for Mission nominees to attend the Administration Senior Officers' Course. Free board and lodging was not approved.

**McKINNON KR TO THE ASSISTANT ADMINISTRATOR (SERVICES)  
REPORT OF JOINT WORKING GROUP ON EDUCATIONAL POLICY  
29 MAY 1968  
1-14-37 F192**

McKinnon replies to Gunther's letter mentioned on 15 May. McKinnon agrees the term Junior College is misleading and it would be better to build a general studies approach into all degree courses as a whole rather than have an isolated general studies year at the beginning of each degree course. He agrees to meet with Gunther if required.

**SEKOLAH JN  
SCHOOL VISITS AND INSPECTIONS: A HANDBOOK OF SUGGESTIONS FOR FEDERAL  
INSPECTORS OF SCHOOLS, MALAYSIA BARAT  
JUNE 1968**

**DEPARTMENT OF EDUCATION  
SCHOOLS DIRECTORY  
JUNE 1968**

A list of overseas and local staff at schools and colleges, their postings, class taught, substantive level, and number of pupils in each class.

**PAPUA AND NEW GUINEA  
JOURNAL OF EDUCATION  
VOL 5 NO 4  
JUNE 1968**

Articles covered the following topics:

A New Era in Secondary Science  
Anthropology and Education  
The Study of History in Papua and New Guinea  
Teacher-Learner Interaction in Health Education  
Puppetcraft  
Objectives of Broadcasting  
The Art of Teaching  
Physical Education  
The Primary Teacher as an Innovator  
A Review of Temlab

**TERRITORY OF PAPUA AND NEW GUINEA  
HOUSE OF ASSEMBLY DEBATES, SECOND HOUSE, FIRST MEETING OF THE FIRST SESSION  
4 TO 14 JUNE 1968**

This was the opening of the Second House of Assembly. The first was from 1964 to 1968. Present at the opening was Lord Casey, the Governor General; CE Barnes, the Minister for External Territories; and JK Murray and Sir Donald Cleland, both former Administrators.

Governor General's Speech: "It is only four years since the first House of Assembly began its work. The establishment of that House in 1964 was a very important change in the government of the Territory. For the first time there was a majority of elected members. Today we see a new House of Assembly with a substantially larger numbers of members."

"The major change this year is in the executive government or administration of the Territory. The Ministerial Members and Assistant Ministerial Members will no doubt be appointed during the next few days."

"My Government's view... is a self-governing country developed for independence if and when it is clearly demonstrated by the majority of the indigenous population that this is what they wish."

"Expansion of economic activity is being vigorously pursued and renewed emphasis will be given to increasing the role of Papuans and New Guineans in economic development and in social, administrative and political affairs."

"National unity is essential."

"Good administration is essential to government. Properly trained and experienced people must be provided for the Public Service. Overseas officers have rendered great service to the Territory and will continue to be needed for many years. It is, however, necessary that the Public Service should be staffed in increasing numbers on all levels by local officers."

"In education much has been accomplished in the last four years. The University and the Institute of Higher Technical Education have been established and are now operating. There is a new Teachers' College at Goroka. A new Agricultural College at Vudal and a new Forestry College at Bulolo. Along with the Papuan Medical College and the Dental College there is now available a comprehensive range of professional and technical training."

"Attention will be given to important educational advances. These include the further development of secondary education, the devotion of greater resources to technical education and the modification of the subjects for study at both primary and secondary level that will, amongst other things, give greater emphasis to agriculture." (4 June 1968 P 4-6)

Southern Highlands District Schools: In answer to Question No 1 from Matiabe Yuwi, LW Johnson said in 1968 a higher proportion of new teachers were posted to the Southern Highlands – over twelve per cent – than to any other district. It is proposed to maintain this higher rate in 1969. (5 June 1968 P 9)

Teachers – Mission Schools: Pita Lus "It is important that we get the mission teachers more pay or we will lose them." (6 June 1968 P 40)

Salaries – Mission Teachers: In Question No 72 Beibe Yembanda asked the Administration to subsidise mission teachers' salaries so that they would receive the same remuneration as Administration teachers'. LW Johnson said, "This presupposes the creation of a truly national system of education with a unified teaching service. In its last meeting the House passed a resolution urging the development of a national system of education. The problems are now being examined by the Education Advisory Board and by an internal committee. The results of these investigations will be brought to the Administrator's Executive Council." (7 June 1968 P 43)

High School – Maprik: In answer to Question No 78 from Pita Lus, LW Johnson said a high school could cost in excess of \$250,000 spread over four or five years. (7 June 1968 P 44)

Guidance Officers: In answer to Question No 82 from Paul Lapun, LW Johnson said Education had 7 full time officers. All have tertiary qualifications and extensive teaching experience. (7 June 1968 P 44)

Education Officers – Overseas Study Courses: In answer to Question No 83 from Paul Lapun, LW Johnson said thirty overseas officers have proceeded on overseas study courses in the past five years. The cost, including salaries was \$75,000. (7 June 1968 P 44)

Incomplete Secondary School Course: In answer to Question No 84 from Mr Voutas, LW Johnson said a survey carried out by Port Moresby Teachers' College students found 174 unemployed persons in the Port Moresby area had some secondary schooling. Fifty-five were girls, many of whom were being kept for bride price. (7 June 1968 P 46)

Vocational School - Bereina: In answer to Question No 85 from Mr Abel, LW Johnson said seven boys, from Hula, refused to remain at the school when they realized that they would not be doing a normal secondary school course. They paid the return fare themselves. (7 June 1968 P 46)

Community Interest in Education: In answer to Question No 86 from Mr Michael Somare, LW Johnson said the Department of Education welcomes community interest in all educational matters. District Education Committees draw on communities for membership (which) participate in the selection of pupils for entry to high schools and plan utilization of resources in the establishment of priorities for new schools. They will be concerned with the placement in schools of educational supplies, such as science kits. Demonstrations of new equipment have been made to groups of parents in many schools. Consideration is being given to including laymen on curriculum planning committees. Many schools make special provision for parents to watch their children in the classroom and see the work they are

doing. The whole concept of the vocational school is oriented towards serving the needs of the village community. There are numerous instances of schools participating in community aid projects. It is usually the local community which decides in the allocation of land for primary schools, and is almost invariably involved in the construction of the school. Local government councils are in continuing involvement with the planning of expansion of school facilities. (7 June 1968 P 46)

Secondary Education: In answer to Question No 87 from Mr Michael Somare, LW Johnson said, of the approximately 14,000 students in Standard 6 classes this year, there will be 5,800 places in Administration and mission secondary schools; 330 places in Technical Colleges and schools; and 2,800 places in vocational centres. Thus approximately 43% of students will be able to enter secondary or technical schools. (7 June 1968 P 46/7)

Students in Forms 3 and 4: In answer to Question No 88 from Mr Voutas, LW Johnson said Appendix 'A' in the Currie Commission Report (page 47) provided information on the number of students, by district, in Administration and mission high schools. Note: The statistics were reproduced on page 191 of Hansard. (7 June 1968 P 47)

Resolution on Education: In answer to Question No 89 from Mr Voutas, LW Johnson said the resolution passed by the First House of Assembly at its last sitting, had received very close consideration, both individually and jointly, by the Department of Education and the Department of External Territories. The Education Advisory Board has also given thought to the problems associated with the implementation of the resolution. The national system is a complex matter and in due course reports will be brought before the Administrator's Executive Council and a reply will be made to the resolution in the House of Assembly. (7 June 1968 P 47)

Teacher Training - Agricultural Subjects: In answer to Question No 90 from Mr Abel, LW Johnson said that primary school teachers are not given formal training in agricultural subjects. They do however receive training in the related areas of science and nature study. The Department of Agriculture, Stock and Fisheries is co-operating effectively at the field level with teachers in our vocational schools - provides seeds and plants and makes equipment available. Will visit primary schools. (7 June 1968 P 47)

Syllabus - Secondary Schools: In answer to Question No 91 from Mr Abel, LW Johnson said a committee with representatives from the University and the Department of Education is currently preparing syllabuses in the various subject areas for those students who may proceed to a fifth year of secondary studies. It is expected that there will be a Form V commencing in February 1969. (7 June 1968 P 47)

Education and Provision of a Boat: Mr Paliau Maloat said that in Manus there are 22 primary 'T' schools, a high school, a pre-school and a technical school. With all of these and the mission schools there is no child who cannot go to a school in Manus. 96½% of school-age children go to schools. Travel to school functions by canoes is dangerous and I ask for the provision of a boat in the next budget. (7 June 1968 P 65)

#### **DEPARTMENT OF EDUCATION**

#### **ARRANGEMENTS APPROVED BY THE MINISTER OF STATE FOR EXTERNAL TERRITORIES PURSUANT TO SECTION 25 OF THE PAPUA AND NEW GUINEA ACT 1949-1968**

**7 JUNE 1968**

**ED 1.14.38**

Defines the Ministerial Member and Assistant Ministerial Member positions and their relationship with the Departmental Head, the Administrator and the House of Assembly.

#### **PAPUA AND NEW GUINEA**

#### **CODE OF CONDUCT FOR HOLDERS OF MINISTERIAL OFFICE**

**7 JUNE 1968**

**ED 1.14.38**

There are no precise or legally prescribed rules, however a member should:

- Curtail activities that could conflict with his public responsibility;
- Resign any directorships he might hold;
- Disclose to the Administrator any holdings in securities in companies in the Territory;
- Avoid any situation in which conflict would occur between his private interests and his public duty;
- Not enter into transactions through which his private financial interest might come into conflict with his public duty;

- Not accept any favour from persons holding or seeking to obtain government contracts;
- Not use official information for his own private profit or that of a friend;
- Not speculate in securities which through receiving early or confidential information he may be at an advantage;
- Not communication with the press in other than an official capacity;
- Avoid using or making public for political purposes information received in the course of official duties.

## **TERRITORY OF PAPUA AND NEW GUINEA**

### ***HOUSE OF ASSEMBLY DEBATES, SECOND HOUSE, FIRST MEETING OF THE FIRST SESSION 4 TO 14 JUNE 1968***

Agricultural Training and School Syllabus: Mr Middleton said when we have an Education Minister he must consider placing agriculture (and car maintenance) in the syllabus, especially for bush schools, to avoid the creation of educated vagrants, to improve the village agricultural economy, and to alleviate the number of cars breaking down through neglect and ignorance. (11 June 1968 P 69)

School Certificates: In answer to Question No 124 from Mr Abel, LW Johnson said a Primary Final Certificate is issued to all pupils who completed Standard 6 to distinguish a pupil who has completed seven years of primary education from one who has not. At the secondary level the Intermediate Certificate is awarded to all pupils to mark completion of a three-year course. In both cases the certificate itself carries an indication of the qualitative attainment of the pupil; on the Primary Certificate rating is given on overall attainment in relation to the whole group; on the Intermediate Certificate an alphabetical rating is given for each subject. These are accompanied by such detail as would avoid any misunderstanding of attainment level by pupils, parents or employers. (11 June 1968 P 71)

Housing - Teachers: In answer to Question No 125 from Mr Voutas, LW Johnson said there is a great need for improved housing for teachers. A total of 134 units are under construction during the current financial year and the Draft Works Programme for 1968-69 provides for a further 227 houses. (11 June 1968 P 71)

Mission Teachers – Grant-in-Aid: In answer to Question No 194 from Mr Oscar Tammur, LW Johnson said the grant-in-aid for mission teachers had been increased on the following basis –

'A' and 'B' Certificates (one-year trained) from \$300 per annum to a minimum of -  
0-3 years' service \$330; 3-6 years' service \$360; 6-9 years' service \$390; 9-12 years' service \$420.

'A' Certificate (two-year trained) from \$400 per annum to a minimum of -  
0-3 years' service \$430; 3-6 years' service \$460; 6-9 years' service \$490; 9-12 years' service \$520.

'B' Certificate (two-year trained) from \$500 per annum to a minimum of -  
0-3 years' service \$530; 3-6 years' service \$560; 6-9 years' service \$590; 9-12 years' service \$620.

'C' Certificate from \$700 per annum to a minimum of -  
0-3 years' service \$730; 3-6 years' service \$760; 6-9 years' service \$790; 9-12 years' service \$820.

These increases will take effect from 1<sup>st</sup> July 1968. (12 June 1968 P 107)

Mission Teachers – Grant-in-Aid: In answer to Question No 223 from Mr Lussik, Mr Ellis said the construction or maintenance of school buildings by local government councils is governed by Section 43 of the "Local Governance Ordinance 1963-196" which states that the Director of Education may in such circumstances and subject to such conditions as are prescribed authorize a council to erect or maintain school buildings.

One of the conditions is that the school authority agrees to lease or make other suitable and binding arrangements to preserve the council's equity in the assets provided.

The question of land ownership may be avoided by both parties entering into a suitable trust agreement relating to the assets. (13 June 1968 P 126)

Standard Four Pupils: In answer to Question No 244 from Mr Wilson Suja, LW Johnson said of the 894 pupils in standard four at mission schools in the Northern District in 1967, 565 are in standard five in 1968. Although it is departmental policy that pupils enrolled in primary "T" schools should be given the

opportunity to complete the full primary course, at present there are insufficient mission teachers in the Northern District qualified to teach in the upper standards. (13 June 1968 P 130)

Overtime-Teachers: In answer to Question No 251 from Mr PJ Johnson, LW Johnson said no education officer works paid overtime more than five hours a week – primary school shift workers and boarding high schools and boarding technical school teachers engaged in extra-curricula activities. (13 June 1968 P 131)

## **DEPARTMENT OF EDUCATION**

### ***MINUTES OF THE THIRTY FIRST MEETING OF THE EDUCATION ADVISORY BOARD***

**12-13 JUNE 1968**

**ED 1.19.2**

Held in Mt Hagen.

Secondary Planning Report: Further development desirable, especially in regard to statistical data. Group to meet before the end of the year. (Resolution1)

Indigenous Supervisory Teachers: Their teacher load to be 10 schools or 25/30 teachers. (Resolution 2)

Increases in Grant-In-Aid: The Minister for Territories wants the increase paid direct to the teachers. The Missions wish to vary this as they vary salaries to keep some parity between salaries of teachers and their indigenous mission staff.

Entry into Teachers' Colleges: Outlines procedures to be followed.

Form V: The Department of Territories has given qualified approval for Form V and numbers to be taken in 1969. It would be co-educational, boarding, with 120-150 students and probably at Sogeri. Older students could do the preliminary year at the University and the younger go to Sogeri.

UNICEF/UNESCO Primary Science Programme: Delayed. The Department is considering a summer science school for teachers.

Girls' Vocational Schools: The Board is keen for them to be established.

Teachers' Colleges: The Board would like to develop their autonomy and upgrade their status for eventual accreditation as tertiary institutions. Desirable to set up a controlling council to set rules for admission; give more responsibility to the principal for selection and evaluation of trainees; pay maintenance grant direct to colleges; and allow colleges more control over their supplies.

Growth of National Unity: Need to review the Department's contribution and investigate ways to increase that contribution.

Education Ordinance: Not discussed. A special meeting to be arranged.

## **TERRITORY OF PAPUA AND NEW GUINEA**

### ***HOUSE OF ASSEMBLY DEBATES, SECOND HOUSE, FIRST MEETING OF THE FIRST SESSION 4 TO 14 JUNE 1968***

Teachers' Salaries – New Ireland District: In answer to Question No 251 from Mr Daniel Bokap, LW Johnson said that it was unlikely that Administration education officers had not received their pay for March of this year. (14 June 1968 P 152)

School Inspectors - Sepik District: In answer to a Question Without Notice from Mr Ebia Olewale, LW Johnson said inspectors irrespective of whether he is a local officer or overseas officer, has the same rights, powers and duties. (14 June 1968 P 152)

Technical Education - Highlands: In answer to a Question Without Notice from Mr Tei Abal, LW Johnson said, "I think it would be inevitable that in the future there would be a technical college established in the Western Highlands – Southern Highlands area, but I cannot say when this would be planned for. I will ask the Department of Education and let the member know." (14 June 1968 P 153)

Schooling – Indigenous Children: In answer to Question No 280 from Mr Garrett, LW Johnson said he would provide the number of privately supported indigenous children at school in Australia when it comes to hand. 91 indigenous children are fully or partly supported by the Administration. 80 are fully supported by the Administration. 5 are partly supported by service clubs, organizations or missions outside the Territory; 2 are partly supported by in the Territory and 4 by Europeans in Australia. (14 June 1968 P 162)

## **MINISTERIAL MEMBERS**

**15 JUNE 1968**

**ED 1.14.38 F1**

An informal meeting was held between the Ministerial Members, the Departmental Heads, and the Administrator.

**HAY DO TO ALL DISTRICT COMMISSIONERS**

**MINISTERIAL MEMBER SYSTEM**

**17 JUNE 1968**

**ED 1.14.38 F10 and LH2062**

Gives background to how the Ministerial system evolved and names the 15 Members and Assistant Members and their departments. Matthias Toliman is the Ministerial Member for Education and JA Lue is the Assistant Ministerial Member for Technical Education and Training. Hay is concerned that the Members will lose contact with their electorates. He also wants press statements to be released in the Members names.

**BROWN JA TO DIRECTOR OF EDUCATION**

**MINISTERIAL MEMBERS**

**25 JUNE 1968**

**AEC 1 F1, ED 1.14.38 F1**

Summarises a meeting of Ministerial Members and Departmental Heads with the Administrator on Saturday 15 June 1968. Covers meetings with the press, phasing in the Ministerial Members to their duties, scheduled meetings with the Administrator, and relationship with their electorates.

The Ministerial Member system will begin formally on 1 July 1968.

**DEPARTMENT OF EDUCATION**

**INSTRUCTIONS FOR COMPILATION OF GUIDANCE AND ASSESSMENT REPORT FOR TEACHERS**

**28 JUNE 1968**

**14.13.2 F1-3**

**REPORT ON EDUCATION – BISHOPS CONFERENCE, YULE ISLAND**

**CIRCA LATE JUNE 1968**

**PNG COLLECTION**

Reports on the Ministerial System, the Conference on Educational Development 17-21 July 1967, a revised Education Ordinance, Syllabus for Religious Knowledge, 7 years vs 6 years Primary Course, gives statistics on each level of education by district, the Secondary Planning Group, the Planning Process, Tertiary Education. Teacher Education. Senior Officers Courses, Re-classification of Teachers. Finances, Grants-In-Aid, School Taxes and Equipment Charges, Building Subsidies, Local Government Council Finances.

**MANPOWER DEMAND: PROJECTION OF OVERALL DEMAND 1966-1976**

**CIRCA JULY 1968**

11 pages giving projections of the Public Service, Workforce by Occupation Group, Occupations Requiring Secondary Education, Enrolments in Secondary Education, Retention Rates, and Secondary School Leavers.

**EDUCATION, BUDGET ESTIMATES AND THE WORLD BANK PROJECTIONS**

**CIRCA JULY 1968**

**ED 1.14.2 F37**

This is an untitled paper which may have been produced for the budget estimates. I have provided the title. Primary Education: Expansion, especially new schools will be limited by teachers' college graduates, approved overseas recruitment and need to block up schools.

It is anticipated the net increase of teaching staff will be 158, 8 of them being overseas officers. 240 teachers are needed to block up existing schools. The gap will become wider in 1968/69.

The 1968/69 estimates provide for the recruitment of 17 overseas teachers for primary schools.

Several small schools have been combined into larger more efficient units.

The World Bank projected a total primary enrolment of 243,847 in 1968 an increase of 12,432. In February 1968 total enrolment was 201,100, an increase of 1,820.

	World Bank Projections		
	Preparatory Intake	Total Enrolment	Increase
Government Schools	11,500	61,881	3,258

<b>Church Schools</b>	<u>44,000</u>	<u>181,966</u>	<u>9,174</u>
	<u>55,500</u>	<u>243,847</u>	<u>12,432</u>

#### Enrolments at February 1968

	<b>Preparatory Intake *</b>	<b>Total Enrolment</b>	<b>+Increase -Decrease</b>
<b>Government Schools</b>	10,454	70,350	+2,370
<b>Church Schools</b>	<u>21,360</u>	<u>130,750</u>	<u>- 550</u>
	<u>31,814</u>	<u>201,100</u>	<u>+1,820</u>

\*Approximately 400 government and 1400 non-government new pupils were taken into Standard 1.

The decrease in enrolment at Church schools has been caused by a reduced enrolment at Preparatory grade level, which is some 4,000 fewer than in 1967. This decrease has been partly offset by higher retention rates in the upper grades resulting in increased efficiency.

There have been overall increases in costs proportionately greater than the World Bank Mission due to the change in basic costs since 1964. The estimates for primary education are less than forecast by the Bank when increases in costs are taken into account.

Secondary Education: Enrolments are building up quickly but not as fast as the Bank forecast. The shortfall is due as much to a limitation of works potential as to a limitation of cash.

	<b>Bank Forecast of Secondary Students Enrolments</b>		<b>Actual 1968 &amp; Estimated 1969</b>	
	<b>1968</b>	<b>1969</b>	<b>1968</b>	<b>1969</b>
<b>Administration</b>	11,097	12,647	8,496	10,000
<b>Mission</b>	<u>9,375</u>	<u>12,268</u>	<u>5,855</u>	<u>6,500</u>
<b>Total</b>	<u>20,472</u>	<u>24,915</u>	<u>14,350</u>	<u>16,500</u>

Factors calling for increased expenditure are:-

1. Rising costs of equipment and food for boarding students. Efforts are being made to build up the number of day students. Of three new schools opened in 1968, one is a day school with no provision for boarders.
2. A growing number of church schools starting secondary classes for the first time or adding additional classes.
3. Expansion of Administration and church schools into higher classes (e.g. Form 4) calling for more costly books and equipment. As Form 4 is the final prior to entry to tertiary education it is vital the required equipment be available.
4. The numbers of indigenous secondary teachers are not expected to greatly influence costs for three or four year.

Expenditure on secondary education is taking an increasing proportion of the total education budget and will continue to do so for some years to come.

#### Technical Education:

Expensive in terms of capital equipment and consumables. The Technical Division has expanded rapidly in the last two or three years. This places an additional burden on existing capital plant and equipment; and creates a further need for standby units which can be used in the event of breakdowns. The cost problem is intensified as capital and equipment increases in quantity and quality.

This need for extra equipment will become more evident when the Division starts providing service courses for post-trade and adult education students as well as tutorial courses for European apprentices. Also in 1969 it is envisaged that more use will be made of our facilities at Lae by students from the Institute of Higher Technical Education.

The proposed expenditure for technical education must also provide for the recruitment of eighteen extra overseas officers.

It is proposed to introduce two kinds of technical teacher education into the system. New teachers will undergo a one month full-time course at Port Moresby Technical College and annual in-service courses will be held for teachers, especially at Instructor 1 or Teacher Grade 1 level.

Sub-professional courses for industry (e.g. technicians) are currently being restructured and revised and survey results and employer comments suggest there will be a significant demand for these courses in the future.

In 1968, thirteen hundred apprentices are in training in addition to the three hundred and fifty undertaking continuous training.

#### **TOTAL TRADE COURSE ENROLMENT AT ALL CENTRES**

	<b>1964</b>	<b>1965</b>	<b>1966</b>	<b>1967</b>	<b>1968</b>	<b>1969</b>
<b>Continuous Trade Courses</b>	26	165	155	221	350	490
<b>Block Trade Courses</b> (Including Post Trade)	521	499	573	622	790	1300

Enrolments are lower than predicted and do not line up with the World Bank's target figures. To implement fully the Bank's recommendation, an increase in overseas recruitment and hence allocation of funds would be necessary.

**SMITH GW**  
**EDUCATION CONSULTANTS**  
**10 JULY 1968**  
**ED 1.14.9 PT1 F20**

Asks Beeby to recommend a consultant to advise on necessity for rural bias in primary schools and secondly the best means of developing technical and vocational education at the secondary level.

**McCASKER TO DIRECTOR OF EDUCATION**  
**ECONOMIC DEVELOPMENT PROGRAMME**  
**18 JULY 1968**  
**ED 1.14.27 F53**

Forwards a draft of the education section and asks for comments and amendments by 25 July as it is due for print.

**CONSULTANTS ON EDUCATION**  
**23 JULY 1968**  
**ED 1.14.39 PT1 F4**

Beeby suggests Prof JL Lewis for Primary and Dr B Lee for Technical. Telex 5543

**CONSULTANTS ON EDUCATION**  
**30 JULY 1968**  
**ED 1.14.39 PT1 F8**

Beeby available but suggests Prof JL Lewis.

**McKINNON KR**  
**CONSULTANTS ON EDUCATION**  
**30 JULY 1968**  
**ED 1.14.39 PT1 F9-10**

McKinnon wants Beeby. Terms of reference. Telex 6710

**HAY DO TO TERRITORIES CANBERRA**  
**EDUCATIONAL CONSULTANTS**  
**31 JULY 1968**  
**ED 1.14.39 PT1 F20-21**

Hay agrees with the Director of Education that Beeby would be an outstanding man for a consultant and his services should be secured for 1969. Professor Lewis will be in PNG in August 1968 under aegis of the inter-university council. It is suggested that he extend his stay to "Provide a report on the scope, direction and progress of primary education in Papuan and New Guinea. Particular reference should be made to the way in which educational programmes at primary level are, or should be, adjusted to the economic and social outlook."

"You should avoid giving Lewis (and any other consultants) terms of reference which imply he is advising people who have already decided the answers."

McKinnon departs on leave 6 September 1968.

## **EDUCATION GAZETTE**

**AUGUST 1968**

Contents:

- The names and results of the Second Division Examinations, May 1968.
- Outlines the recruitment programme – when needs cannot be filled from within the Service.
- Spoken English Test to be omitted from the 1968 Primary Final Examination.
- A Senior High School will begin operating at Sogeri in 1969, offering courses at Form V level. Details Courses of Study, Selection, Further Training or Employment, Conditions, and Method of Application.
- Study Course for Expatriate Teachers Grade 1 – to prepare for Second Division Examinations.
- Scholarships for Mission Students at ASOPA.
- Secondary Scholarships for Indigenous Students – the Subsidy/Sponsorship Scheme, the Australian Scholarship Scheme, and Scholarships to Multi-Racial High Schools.
- Guidance and Vocational Placement.
- Increment Barrier – Technical Instructors.
- Establishment of Hostels for Students Planning to Teach in Mission Schools but Attending Administration Teachers' Colleges.
- Secondment of Teachers to Guidance Branch.
- Grant-in-Aid: Leave of Absence: Recreation Leave, Sick Leave.
- Courses of Training for Graduates to Become Teachers.
- Enrolments in Teachers' Colleges 1969: Procedures and Entry Qualifications.

### **SMITH GW TO THE ADMINISTRATOR**

**EDUCATION CONSULTANTS TO ADVISE ON TECHNICAL EDUCATION IN THE TERRITORY**

**1 AUGUST 1968**

**ED 1.14.39 PT1 F14**

Smith provides Hay with background on Dr Lee.

### **DEPARTMENT OF TERRITORIES TO ADMINISTRATOR**

**PRECISE TERMS OF REFERENCE REQUESTED FOR CONSULTANT ON PRIMARY**

**3 AUGUST 1968**

**ED 1.14.39 PT1 F11**

The Department of Territories supports Lewis as consultant but says terms of reference are too imprecise and suggests including that primary education is required to give children an orientation toward rural life and a suitable preparation for that life. Telex.

### **HAY DO TO THE SECRETARY DEPARTMENT OF TERRITORIES**

**EDUCATIONAL CONSULTANT AND TERMS OF REFERENCE**

**5 AUGUST 1968**

**ED 1.14.39 PT1 F12-13**

In Telex 6775, Hay says a broad approach is necessary if the advice is to be worthwhile. "At our stage of development all young men and women whether they have attended school or not cannot be absorbed in the cash economy either rural or urban. I would prefer that the terms of reference advert to the need for advice as to whether the orientation of the primary school programme is suitable for the social and economic development problems facing New Guinea... The Report should particularly consider –

- a) The way in which educational programmes at primary level are, or should be adjusted to the economic and social problems facing Papua and New Guinea.
- b) The need and desirability of orientation to the land by teaching agriculture to all Primary students.
- c) The feasibility and acceptability of designing special curricula for rural schools.
- d) The role of education programmes in discouraging the movement of people to towns and other similar problems.

Hay says that if the above terms are not acceptable then Lewis should not be engaged and to wait for Beeby's arrival in the new year.

### **DEPARTMENT OF EDUCATION**

**MINUTES OF THE THIRTY SECOND MEETING OF THE EDUCATION ADVISORY BOARD**

**6-7 AUGUST 1968**

**ED 1.19.2**

The Board spent the meeting discussing the proposed new Education Ordinance and the resulting draft, which forms part of the minutes, was to be circulated. No further meeting of the Board until 1969 as many members were retiring from the Board or going on leave. Barbara McLachlan was retiring from the Board.

**HAY DO TO MINISTER FOR EXTERNAL TERRITORIES  
SECONDARY EDUCATION SUBSIDY  
8 AUGUST 1968**

**JOHNSON COLLECTION ACC 82 BOX 9330 FILE 19.1.23 F43**

Hay accepts the IDCC recommendation that the Secondary Education Subsidy be extended into the private sector and requests the Minister's consideration.

**LEWIS LJ**

**REPORT OF A VISIT TO THE TERRITORY OF PAPUA AND NEW GUINEA**

**11 AUGUST – 14 SEPTEMBER 1968**

**ED 1.14.39 PT1 F73**

Lewis arrived in the Territory to visit the University. Whilst in the country the Department of External Territories asked him to extend his visit to review the primary school curriculum. His report arrived in PNG on 12 December 1968 and is summarised under that date.

Whilst in the Territory Lewis suggested a Committee of Enquiry into the Mission/Administration Education Systems (Refer Ed1.14.39 Pt1 f21 Dec 1968)

**McKINNON KR TO DISTRICT INSPECTORS**

**CONSULTANT – LJ LEWIS**

**12 AUGUST 1968**

**ED 1.14.39 PT1 F53-54**

"LJ Lewis, Professor of Education in Tropical Areas and with experience in many African countries is visiting the University of Papua and New Guinea. The Department of External Territories is interested in using him as an advisor and consultant on the development of Primary T Schools. He will be available to the Department for three weeks from 18 August." An itinerary was attached and Inspectors were asked to make a variety of schools and teachers available to him – from the best to the worst, and both Mission and Administration.

**EDUCATION CONSULTANT**

**13 AUGUST 1968**

**ED 1.14.39 PT1 F16**

Lewis agrees to act as consultant. Telex 293/5847

**McMAHON W**

**APPROPRIATION BILL (No1)**

**13 AUGUST 1968**

**HOUSE OF REPRESENTATIVES P44**

The Treasurer said, "The grant to the Administration of Papua and New Guinea, is estimated at \$144m- \$9.4m or 12% greater than the grant for 1967-68. This grant has more than doubled over the last 6 years – which is convincing evidence of the Government's unswerving aim to maintain the pace of economic and social development in Papua and New Guinea. Over and above the grant, Commonwealth Departments are expected to spend more than \$23m in Papua and New Guinea. The Territory will thus make a total call on this Budget of at least \$110."

**TERRITORIES TO ADMINISTRATOR**

**SECONDARY EDUCATION SUBSIDY**

**15 AUGUST 1968**

**JOHNSON COLLECTION ACC 82 BOX 9330 FILE 19.1.23 F44**

The Minister does not accept the IDCC recommendation that the Secondary Education Subsidy be extended into the private sector. The Administrator's Executive Council is disappointed and suggests the education taxation deduction be increased from \$800 to \$1,000.

**EDUCATION CONSULTANT**

**19 AUGUST 1968**

**ED 1.14.39 PT1 F21**

Itinerary for the Department of Education and Lewis for 19 August to 6 September 1968.

**HAY DO TO THE SECRETARY DEPARTMENT OF TERRITORIES**

## **EDUCATION POLICY STATEMENTS**

**20 AUGUST 1968**

**ED 1.14.37 PT3 F 64**

Previously Hay had forwarded a proposed statement on the integration of the Administration and the Church school systems. "I now attach a further draft statement dealing with other policy aspects which were recommended by the Joint Working Party on Education Policy... It is tactically bad to lose initiative in this important policy area and if we delay making our intentions clear we will be pressed on all of the policy issues the Point Working Party has dealt with. It is highly disadvantageous to be arguing against proposals put forward by individuals to meet situations where change is obviously required when, in fact, the Administration does have firm plans for change."

"In my view the statements necessary in order of priority for presentation are:-

4. Council assistance for Church Schools (papers attached).
5. Education policy on the development of a national system of education (papers attached).
6. Education policy on general educational developments, Primary, Secondary, Technical, Tertiary and Adult (papers attached)."

"It is necessary for a statement on 1 above to be made very early in the life of the House to avoid the introduction of a Private Member's Bill which goes very much further than we would desire. It is also necessary to make a statement on the integration of the education systems early in the meeting as there will be a great deal of interest in this matter. The statement on the general development of education should be made later."

Note: Papers were attached for 2 and 3. In summary they stated:

### **Paper 2. Administration and Integration of Educational Development**

The paper quotes John Guise' motion passed in the House (see 13-21 November 1967) and says "The heart of the resolution is its advocacy of a national system of education and of an increase in community participation in education." The Administration had no difficulty with the spirit of the resolution but pointed out that:

- Negotiations would have to be held with some fifty voluntary agencies.
- There should be no restriction on the teaching of religion in schools.
- The rights and conditions of service of voluntary agencies would have to be brought into line with Administration teachers.
- Education policy should be fixed by the people of Papua and New Guinea and their government.
- There must be devolution of responsibility to local authorities.
- The central education authority should coordinate overall planning, the distribution of resources and supply of teachers.

**Note:** Matthias To Liman, the Ministerial Member for Education read this paper to the House of Assembly on 10 September 1968 (Hansard p444).

### **Paper 3. Educational Development**

**Primary: Increase** enrolments to 50% in each district; six year course; greater local community responsibility; in-service and overseas training for indigenous teachers; some expatriates teachers to maintain quality; to foster a strong, united nation; communication in English and mathematics; develop rural links and vocational centres; provide for those going to secondary and tertiary education; dual curriculum schools.

**Secondary:** Enrolments and programmes geared to manpower needs; comprehensive schools offering general, commercial, agricultural or technical emphases; most to terminate at Form 4; day students; teachers from overseas, Goroka and the University.

**Technical:** Three year apprenticeship courses, each year with 9 months industrial training and 3 months in college and the possibility to transfer to the Institute of Higher Technical Education (or from the IHTE to an apprenticeship). Expansion limited by the level of economic activity and the number of 'master tradesmen' available.

**Tertiary:** Institutions will be developed according to

- A student enrolment allowing the economic operation of the institution;
- Availability of qualified students;
- Graduate requirements as determined by manpower forecasts;
- Research needs;
- Availability of funds;
- For economic reasons some courses will be undertaken overseas (veterinary science).

**Adult:** Developed in accordance of the wishes of the people; in local language; courses cover general education, vocational courses for urban workers, and courses suited to rural people who have not been to school. The Adult Education Council will be expanded and strengthened and departmental and voluntary organisation efforts expanded and coordinated.

**20-22 AUGUST 1968**

McKinnon touring Territory with LJ Lewis. (Lewis' Report 12 December 1968).

**FENBURY DM TO THE DIRECTOR OF EDUCATION  
REVIEW OF THE ROLE OF MISSIONS IN PAPUA AND NEW GUINEA  
21 AUGUST 1968  
ED 1.14.8 F20**

The Secretary, Department of the Administrator said "It is the Administrator's wish that the role of the Missions in Papua and New Guinea be reviewed by a working party consisting of officers from the Department of External Territories and from the Administration. Attached is a base paper prepared by the Department of External Territories and it would be appreciated if you would go through it and comment primarily on those parts of it dealing with Education... It would be appreciated if you could let me have your reply by 11<sup>th</sup> September 1968."

**DEPARTMENT OF TERRITORIES  
THE ROLE OF MISSIONS IN PAPUA NEW GUINEA  
CIRCA 21 AUGUST 1968  
ED 1.14.8**

The Department of Territories put out a summary paper on all aspects of mission involvement in PNG. "There is considerably more material on educational matters than on health. Much of the policy, particularly in relation to health appears to have been developed locally in the Territory or the records of its development are no longer available."

General points made were:

- Mission activity is not restricted provided it does not interfere with the peace, order and good government.
- The voluntary acceptance of Christianity and religion is essential to progress of the Territory.

On education:

- Universal literacy in English
- Universal primary education by 1975
- Missions to play an essential part in education
- Close co-operation essential between missions and the Administration
- GIA assists the Government achieve co-operation and directs mission teaching programme
- Missions will continue to be a major educational force for some time
- Missions need to consolidate standards rather than expand primary
- Assistance to native teachers is the first priority in GIA

Note: Also has a section on mission involvement in politics.

The Future:

- Mission work will continue at the same level for some time
- The Administration in keeping with the recommendations of 1964 will fill gaps and develop its own services.
- Consideration is being given to the development of an international Teaching Service like Africa whereby missions recruit staff which the State pays. State also pays capital development, fixes curricula and sets standards of teaching.

The report also quotes "Responsibility in NG, Report of an Ecumenical Visit to NG by the Australian Council of Churches of June 1965", which it says still indicates the views of the major denominations. (See June 1965 for details of the Ecumenical Report).

Conclusions and Matters for Further Consideration:

"The secular activities of the missions (education, health) are not well served at present by the lack of definition of Government policy. There is a need to develop policy in some areas and to combine and co-ordinate new and present policies in a clear statement which sets out the Government's view of the extent to which missions should be directed towards ensuring that any assistance is given on the understanding that missions are performing secular functions which the Administration is unable... to

perform and that the standard of performance... will be no less than the Administration would set for its own."

The Appendix includes policy statements made by various Ministers and statistics.

**LEE J**  
**POLICY TOWARDS MISSION EDUCATION**  
**CIRCA 21 AUGUST 1968**  
**ED 1.14.8**

A 22 page draft of notes on the Department of External Territories 'The Role of Missions in Papua and New Guinea' giving Lee's comments and highlighting statistics to be confirmed and updated. Lee's comments were to be reviewed by N Fry.

**SMITH GW TO THE ADMINISTRATOR**  
**EDUCATION CONSULTANT**  
**22 AUGUST 1968**  
**ED 1.14.39 PT1 F43**

The Minister has approved the appointment of Professor LJ Lewis as a consultant.

**BARNES CEB**  
**HOUSE OF REPRESENTATIVES BUDGET DEBATE**  
**22 AUGUST 1968**  
**HANSARD P493**

"In 1963 there was a Legislative Council for the Territory with a majority of members nominated by the Commonwealth Government. In 1964 the first House of Assembly began its work with 54 elected and 10 official members. This year the second House of Assembly has met with 84 elected and 10 official members... On the executive side of political development in the Territory there have been major advances also with the appointment this year of ministerial and assistant ministerial members. The ministerial members form the majority of the Administrator's Executive Council which, subject to the duty and responsibility of the Administrator acting on behalf of the Australian Government, is the principal instrument of policy of the executive government of the Territory."

"Tertiary courses have expanded rapidly and courses are now available in the Territory in arts, science, law, engineering, surveying, accountancy, business studies, medicine, agriculture, forestry, public, administration and other subjects. Some 1,700 students are at present enrolled at institutions with at least form III entry standard, including some 460 full and part time students at the University of Papua and New Guinea and the Institute of Higher Technical Education. The university commenced operation in 1966 with 58 students, and an increase to 570 students is planned for the 1969 academic year."

**27-29 AUGUST 1968**

McKinnon touring Territory with LJ Lewis. (Lewis' Report 12 December 1968).

**HOUSE OF ASSEMBLY DEBATES**  
**SECOND HOUSE SECOND MEETING OF THE FIRST SESSION**  
**26 AUGUST – 12 SEPTEMBER 1968**  
**VOL1 No2**

**Retirement Pensions - 'A' Course Teachers:** In answer to Question No341 from Fielding, To Liman said there were 36 Administration, 67 Anglican and 4 SDA 'A' course teachers in the Northern District and that each year the Department conducts further training courses for 30 teachers of this type. The Anglican Church does not intend to conduct a further training course in 1969. (27 August 1968 p205)

**Administrative Servants:** In answer to Question No343 from Brere Awol, To Liman said that the small number of teachers who were Administrative Servants are now permanent public servant and contribute to a Retirement Benefit Scheme which provides a lump sum payment on retirement. (27 August 1968 p205)

**Education Facilities – Southern Highlands:** Andagari Wabiria says the Government needs to find ways to establish more schools as his people cannot get jobs. (27 August 1968 p223)

**Boarding School Costs:** In answer to Question No401 from Epineri Titimur, To Liman said it cost \$8.07 per week to maintain each student at an Administration boarding school. (29 August 1968 p235)

**Retirement Pensions - Teachers:** In answer to a supplementary question from Michael Somare to Question No341 from Fielding, To Liman said there were 1,386 permanent local officers who contribute to the Retirement Benefits Fund and a further 191 who will contribute at the end of their first year of employment. 689 temporary local officers and 43 administrative servants do not contribute. (29 August 1968 p239)

**Local Government Council Assistance to Mission Schools – Official Statement:** To Liman informed the House that the Administrator's Executive Council has laid down the conditions under which councils may make grants towards the provision of buildings and equipment in recognized primary and vocational schools operating in council areas. Requests will be considered by the District Education Committee to determine priorities. Recommendations will go to the Council Education Committee and then the full Council so that expenditure can be programmed in accordance with development priorities. The approval of the Director of Education will be required. All parties will retain equity in their assets. (29 August 1968 p239)

**Transport – School Students:** In answer to Question No552 from Paliau Maloat, To Liman said that it is the responsibility of parents to transport their children to and from primary schools. Wherever possible the Department arranges transport once a year for high school students. (4 September 1968 p337)

**Education in Australia – Territory Students:** In answer to Question No577 from Epineri Titimur, To Liman said there are 80 indigenous students attend secondary schools in Australia on scholarships at an average cost of \$1,220. There are 11 indigenous students attending secondary schools in Australia receiving a subsidy of \$400 per annum each. There are 3 indigenous students attending Australian universities on scholarships at a cost of \$1,950 per annum each. The university scholarships allow outstanding students to attend courses not available in the Territory. The students receiving subsidy are sponsored by private organizations. (5 September 1968 p363)

**Subsidy - School Bus Services:** In answer to Question No609 from Epineri Titimur, To Liman said there will be a gradual reduction of boarders and busses. "We have phased out boarders from primary schools and (made) the first step in phasing boarders out of secondary schools... We are thinking of introducing a fee for boarders at schools." The cost to the Administration of the bus service to the Port Moresby High School is \$22,680 per annum. (6 September 1968 p391)

**Salaries – Mission Teachers:** Oscar Tammur says he receives many letters from teachers' associations concerning the low level of salaries. "I have heard that the Government has a new plan for increasing teachers' salaries, but when will this come into force? Let us see this proposal. Many mission teachers in my area have left their jobs ... Mr Paul Lapun has just told us that many teachers in the Bougainville District have gone to work for Conzinc Rio Tinto, and I feel that if the new scheme does not come into force quickly the country will be ruined." (9 September 1968 p413)

**National System of Education – Official statement:** This is the paper that was forwarded to Canberra on 20 August 1968 and is summarised under that date. To Liman concludes "The Administration's aim is for the most efficient and fruitful partnership of all those engaged in education, There is no intention to impose solutions previously arrived at and it is hoped that all the people concerned with education will come forward with ideas and, if need be criticisms, so that we may evolve a system most suited to the country and to its people. (10 September 1968 p444)

**Primary Students – Enrolment Age:** In answer to Question No736 from Michael Somare, To Liman said the Department is currently conducting an experimental project in a number of primary schools whereby the child enters school at the age of seven plus and follows a six-year course. The number of schools participating in this project will be increased in 1969, but no decision has been made on a general introduction of this course throughout the Territory. The reduction of the course to six years would result in a saving of fourteen to sixteen per cent of teaching staff. (12 September 1968 p507)

**Salaries – Mission Teachers:** Paul Langro argues that mission teachers should receive more salary as they have the same qualifications as Administration teachers. If the Government is to pay the mission salaries then it should have some say in controlling the mission teachers. (12 September 1968 p548)

**SMITH GW TO THE ADMINISTRATOR  
ENGAGEMENT OF EDUCATIONAL CONSULTANT –PROFESSOR LJ LEWIS – ON PRIMARY  
SCHOOL CURRICULUM  
29 AUGUST 1968**

**ED 1.14.39 PT1 F43**

Notification of Minister's approval of appointment and terms of reference.

**HOUSE OF REPRESENTATIVES****ANSWERS TO QUESTIONS**

**29 and 30 AUGUST 1968**

**Papua and New Guinea - Education:** In answer to Question No397 from Whitlam, Barnes provided the following statistics:

	<b>Indigenous Children</b>	<b>Non-indigenous Children</b>
Estimated school age population 6-15 years	560,000	8,800 (Includes 1,900 students overseas but not primary students overseas)
Enrolments in Papua and New Guinea Schools Administration		
a. Primary	71,912	4,867
b. Secondary	7,838	644
c. Technical/vocational	2,800	..
Subsidised mission schools		
a. Primary	131,906	922
b. Secondary	5,839	..
c. Technical/vocational	500	..
Unsubsidised mission schools		
Primary	25,000*	..
Papua and New Guinea students receiving assistance for education overseas		
a. Primary	..	12
b. Secondary	80	1,907
c. University	6#	33
d. Other	..	17

\*Estimated

# Three Administration: three private scholarships

In addition there are 520 non-indigenous students in the Territory enrolled with Australian correspondence schools; 285 Administration scholarship holders at the University of Papua New Guinea, the Institute of Higher Education and the Papuan Medical College and 378 Administration sponsored trainees at other tertiary institutions in the Territory.

Assistance to indigenous secondary students under scholarship and subsidy averages \$1,225 per student per annum and the three university students average \$1,830 per annum.

Parents of non-indigenous secondary students who study in Australia receive an education allowance of \$290 for the first child and \$390 for the second and subsequent children together with one air fare annually for each child.

**DEPARTMENT OF EDUCATION****TEACHERS COLLEGE PRINCIPALS: REPORT ON CONFERENCE**

**29 AUGUST – 5 SEPTEMBER 1968**

137 pages.

**TERRITORY OF PAPUA AND NEW GUINEA****PROGRAMMES AND POLICIES FOR THE ECONOMIC DEVELOPMENT OF PAPUA AND NEW GUINEA**

**SEPTEMBER 1968**

120 pages, 6 on education. Some extracts relevant to education are:

1.1 The present document has been prepared as a basis for forward planning for the five year period from 1968-69 to 1972-73. P1

1.2 The existence of a development programme enables a greater degree of co-ordination and effort in the public sector and facilitates effective planning, especially in fields such as education and major public works where plans need to be viewed against a longer term perspective. P1

1.5 The economy of the Territory has made considerable progress in recent years and has been assisted by planning broadly along the lines suggested by a survey mission, organized by the World Bank, which visited the Territory in 1963 at the invitation of the Commonwealth Government... The Mission's Report was presented to the Government in 1964. The Mission recommended a five year development programme covering the period 1964-65 to 1968-69. This programme placed major emphasis on stimulating the productive potential of the Territory and on advancing the native people through education, vocational training and the acceptance of greater responsibility. P1

1.7 In May 1965 the Commonwealth Government endorsed the objectives of the Mission's programme (and) accepted the Mission's production programmes as a working basis for planning. P1-2

1.8 The Government endorsed the Mission's view that expansion of education at the secondary, technical and higher levels deserved high priority. P2

1.9 The Bank Mission also made a number of specific recommendations which have since been implemented. These include... concentration in the educational field on secondary and vocational education, with emphasis on the recruitment and training of local teachers, particularly in the field of primary education. Adoption of "self-help" schemes in primary education. P2

1.10 Substantial progress has been made along the lines recommended by the Bank and this was dealt with in the paper on "Economic Development of Papua and New Guinea", presented to the House in June 1967. P3

1.11 The revised programme has been prepared within the framework of CE Barnes' statement to the House of Representatives on 21 March 1968 where he promised "self-government as soon as possible" and "be able to stand on its feet economically." P3

1.13 The objectives of the revised programme reflect the basic aims stated by the Minister. Major emphasis will continue to be placed on greater economic self-reliance through increased production and the advancement of Papuans and New Guineans through secondary and higher education, vocational training, and the acceptance of greater responsibility. P3

## **Education**

10.23 At the secondary and tertiary levels, the objective is to produce the people with the particular technical and professional qualifications needs to meet the manpower needs of Government, primary and secondary industry, commerce and other essential industries. P98

10.24 The majority of children attending primary schools will not be able to proceed to secondary schools. The primary course will therefore provide a suitable preparation for the rural life that most of them will lead. P98

10.27 The 1973 combined Administration and Mission enrolment target for primary T schools is 240,000. 41,000 more than in 1967. An annual growth of 3.3%. It is intended to reduce the present seven year primary course to six years. P99

10.29 The programme envisages that local responsibility for the management and upkeep of primary schools will be increased and that self-help construction schemes, with Administration and Mission assistance, will make a substantial contribution to teacher housing and to classroom accommodation. This is an area in which Local Government Councils will be expected take an initiative and to shoulder increasing responsibility. P99

10.30 Secondary school enrolments are expected to increase more rapidly than primary. 25,750 in secondary schools and technical colleges by 1973. An increase of 12,500 since 1967 or an annual increase of 11.7%. By 1973 some 550 pupils could be enrolled in Form 5 and 450 in Form 6. P99

10.32 Vocational schools will cater for some of the standard 5 and 6 leavers unable to find places in secondary schools. Will not follow a fixed pattern. Free to develop courses. Enrolments are expected to increase from about 1,700 in 1967 to 5,250 by 1973 – in excess of 20% per annum.

10.33 Technical schools will be upgraded to college status. P101

10.34 Intakes to tertiary and vocational institutions will increase substantially during the programme period. Total annual intakes will increase from 2,545 in 1967 to 3,829 in 1973 an annual average increase of 7.0%. Most of this will consist of new enrolments at the University, the Institute of Higher Education and the teachers' colleges. Outputs will not be substantial during the early stages of the programme but will begin to have a marked effect in the 1970s. P101

10.38 Some \$21.7 million or 16.3% of total Administration expenditure was allocated to all forms of education in 1967-68. Over the five years to 1972-73 it is likely to be \$150 million. P10

Note: The Report was introduced to the House on 10 September 1968

**DEPARTMENT OF EDUCATION**  
**EDUCATION GAZETTE**  
**SEPTEMBER 1968**

Topics covered include:

Conditions for approval to build chapels on grounds of Administration High Schools.

Information on the University of Papua New Guinea Educational Materials Centre.

Details of the 1968 Primary Finals Tests.

Science Course for Primary Teachers – 6 weeks at high schools over Xmas.

Enrolment of Church nominated students in Administration Teachers' Colleges 1969.

Senior High School Staffing – Form V commences Sogeri in 1969, teaching positions available.

Technical Education 1969 – Modifications required due to introduction of 2:2 system in high schools.

**NEW GUINEA TIMES**  
**MISSIONS HELP IN EDUCATION**  
**SEPTEMBER 1968**

Summary of education in East New Britain.

**McKINNON KR TO HEADS OF DEPARTMENTS**  
**ACTING DIRECTOR OF EDUCATION**  
**2 SEPTEMBER 1968**

I will be departing on leave on September 6<sup>th</sup> and will be returning at the end of February 1969.

During my absence Dr VD McNamara will be acting Director of Education.

**6 SEPTEMBER 1968**

McKinnon goes on leave. (Hay to Territories 31 July 1969). Returns February 1969. Is replaced by Dr VD McNamara back from 3 years leave to study in Alberta Canada where he complete a Master of Education and Doctor of Philosophy in Education. (Education Gazette September 1968 p67)

**McNAMARA VD TO THE SECRETARY DEPARTMENT OF TERRITORIES**  
**POLICY TOWARDS MISSION EDUCATION**  
**10 SEPTEMBER 1968**

**ED1.14.8 F19**

5 pages. McNamara says that the Territory document has not taken into account three recent documents – The 1967 Report of the Missions/Administration Conference on Educational Development, the 1968 Progress Report of the Secondary Planning Group, and the 1968 Report of the Joint Working Party on Educational Policy.

Other points were:

- Universal primary education by 1975 is unlikely – 60% by 1977 a possibility.
- Many Missions – no one point of view.
- Many Mission schools and teachers are of lesser quality.
- They are under increasing criticism from the Department and the community over pupil wastage, especially at the lower primary levels.
- Costs are rising sharply especial in secondary and teacher training.
- Need secondary, technical and teacher training staff.
- Unable to provide supervisory and inspectorial staff.
- Missions are under heavy pressure from the native staff for higher pay. Many are resigning.
- The Department provides virtually all education services – broadcasts, curriculum, guidance, examinations, publications.

**20 SEPTEMBER 1968**

Professor LJ Lewis leaves the Territory after studying 'T' schools.

McKinnon is still in the Territory. He accompanied Lewis on his tour. (See Ed1.14.39 Pt 1 f 129 26 Dec 1968) McKinnon then goes to the United States.

**HOUSE OF REPRESENTATIVES**

**APPROPRIATION BILL**

**12-18 SEPTEMBER 1968**

Hansard P965-1351

**HEALEY LR**

**OVERSEAS OFFICERS SECONDARY EDUCATION ALLOWANCE (DETERMINATION 1968)**

**20 SEPTEMBER 1968**

**ED1.18.6 F250-251**

The Public Service Commissioner has approved a full allowance of \$480 per annum payable to members of the Public Service.

**McNAMARA VD TO HIS HONOUR THE ADMINISTRATOR**

**INVOLVEMENT OF MINISTERIAL MEMBER IN DIRECTION OF EDUCATION DEPARTMENT**

**30 SEPTEMBER 1968**

**ED1.14.38 F11-12**

Initially the Minister, Matthias Toliman, held discussions with Chiefs of Division and Section Heads. He has been involved in the preparation of material for the budget debate. He has daily conferences with the Director. Procedures have been established for the preparation of policy proposals. He attends senior staff conferences, has made important statements of policy to the House and answered numerous questions. He has made a number of public appearances at official openings and other functions and made press releases.

JA Lue, the Assistant Ministerial Member for Technical Education and Training has similar involvement though he works with the Chief of Division Technical for the most part.

**DEPARTMENT OF EDUCATION**

**EDUCATION GAZETTE**

**OCTOBER 1968**

Topics covered include:

Establishment of Senior High School – Sogeri in 1969. Not a top to Sogeri high. Enrol 120 students. Government Primary School Enrolments – 6+ years for Prep and 7+ for Standard 1. Six year course being trialed.

Dated for Standard Six Final Exams and number of students sitting by District.

Research Scholarships at the Australian National University.

Financial Assistance for Typists at Mission Teachers' Colleges - \$660 for overseas typist and \$300 for local.

Financial Assistance for Clerical Assistants at Missions - \$660 for overseas typist and \$300 for local.

Analysis of 1967 School Leaver Placement – gives statistics and analysis.

**McNAMARA VD TO TERRITORIES CANBERRA**

**EDUCATION CONSULTANTS AND PROPOSED COMMISSION OF ENQUIRY**

**28 OCTOBER 1968**

**ED1.14.39 F67-69**

On 28 October 1968 Territories asked for Education's views concerning consultants a commission of enquiry. McNamara suggest international advice with Beeby as chairman and a committee consisting of, a member of the House (preferably an ex-teacher – Somare was recommended), an expatriate with experience in integrating mission systems, and an African for the advisory committee on integration of the education system. For the advisor on the quality of teachers and the curriculum, McNamara suggested Hanson. Telex 8608.

**DEPARTMENT OF EDUCATION**

**EDUCATION GAZETTE**

**NOVEMBER 1968**

Education Allowances – the Secondary Education Allowance replaces the Secondary Education Scheme; \$480 pa for a fee paying child in Australia or \$290 for non fee paying child in Australia or child living away from home in the Territory. Return air fare to Sydney.

Entry Qualifications for Secondary Division

The 1968 Primary Final and Secondary School Certificates

Second Year of Training – Lists names and districts of those selected

New Maths and Temlab

**McNAMARA VD AND TO LIMAN MT TO HIS HONOUR THE ADMINISTRATOR  
POLITICAL ACTION – SIX YEAR PRIMARY EDUCATION  
7 NOVEMBER 1968  
ED1.14.2 F42-43**

McNamara and To Liman are concerned at Somare's questioning of the 6 year course. He argues that indigenous children starting school at 7 years are getting less education than expatriate children who start at 5 years. McNamara suggests the matter be put to the Administrator's Executive Council and then to the House, pointing out that the teachers freed up will open new schools which would otherwise be impossible given the current output from teachers' colleges.

**LEWIS LJ TO McNAMARA VD  
REPORT OF A VISIT TO THE TERRITORY OF PAPUA AND NEW GUINEA 11 AUGUST – 14  
SEPTEMBER 1968  
18 NOVEMBER 1968  
ED 1.14.39 PT1 F73**

Lewis forwards his report to McNamara. He has sent a copy direct to Warwick Smith. An extract of the report appears on folios 210-216. The Department of Education's comments on the report appear under 23 January 1969.

Lewis had arrived in the Territory to visit the University. The Department of External Territories asked him to extend his visit to review the primary school curriculum. His report arrived in PNG on 12 December 1968. Lewis made an extensive tour of the districts. On one occasion he was accompanied by McKinnon and on another by McKinnon and McNamara. He had discussions with the Department of External Territories in Canberra on his way home. Lewis recommended that agricultural training and vocational training not be introduced into the primary school (Page 27). Further, he recommended that an Independent Committee of Inquiry be established to review the status and terms of conditions of teachers and to report their findings to the Government. (Appendix 4 page 3)

**HOUSE OF ASSEMBLY DEBATES  
SECOND HOUSE THIRD MEETING OF THE FIRST SESSION  
18 TO 29 NOVEMBER 1968  
VOL II No 3**

**Recruitment - Teachers:** In answer to Question No765 from PG Johnson, To Liman said, "We are able to recruit from Australia as many expatriate primary teachers as we can afford to employ. To meet immediate needs, however, we must give preference to recruitment of staff for secondary and technical schools and for teachers' colleges. Nevertheless, we expect 30 new primary teachers to arrive from Australia in January 1969." (18 November 1968 p562)

**Staffing – Teachers' Colleges:** In answer to Question No834 from PG Johnson, To Liman said Madang Teachers' College has 11 staff members and 71 students while Port Moresby Teachers' College has 29 staff and 204 students. (21 November 1968 p612)

**Primary "T" Standard VI Examination:** In answer to Question No1016 from P Chatterton, To Liman said 14,300 students sat for fourteen different types of tests for the exam this year. There was no evidence that students or schools had pre-knowledge of the contents of the tests. (27 November 1968 p727)

**Education Allowances and Subsidies - Equalization:** Mr Garratt (Madang) successfully moved a motion that restricting education subsidies to public servants was unjust and that they should be provided equally to all people. (28 November 1968 p768-774)

**TERRITORIES CANBERRA TO ADMIN PORT MORESBY  
COMMITTEE OF ENQUIRY ON RELATIONSHIP OF ADMINISTRATION AND MISSION  
EDUCATION  
18 NOVEMBER 1968  
ED1.14.39 F70**

Territories disagrees with the membership suggested by McNamara on 28 October 1968. Territories says a three member committee is a convenient and manageable size with an experienced administrator as chairman rather than an educationist. Beeby would be a suitable committee member and the third member an indigene, "perhaps with some knowledge of missions but could not be an Administration employee, nor a politician, and preferably not be a mission man." Territories sees no advantage in having an African on the committee. Beeby is the only person of those mentioned who was appointed to the committee.

**TO LIMAN MT  
STATEMENT MADE TO THE HOUSE OF ASSEMBLY ON POLICIES AND PLANS IN EDUCATION**

**22 NOVEMBER 1968****ED1.14.9 PT1**

"The education system is now very large and very complex. Because of this, national problems of policy in education cannot be solved simply and it is not possible to make realistic decisions about educational policy quickly. Realistic decisions can only be made after careful consideration of a great number of factors. Consequently it is not possible for members to understand the reason for many educational policy decisions unless they have a general understanding of the organization of the education system and of plans for the future. I would like to help member who are interested in obtaining this kind of background information on education in New Guinea. One step in this direction is a booklet on important issues in Education. I am having this booklet prepared and it will shortly be distributed to all members. In the meantime, I would like to invite any members who are interested to an informal discussion of educational problems. I will be accompanied by the Acting Director of Education." (The meeting was held on 25 November with another planned for January 1969. Ref Director's Staff Meeting Minutes of 28 November 1968.)

**DEPARTMENT OF EDUCATION****STAFF MEETING MINUTES****26 NOVEMBER 1968**

Meeting with Members of the House of Assembly: Held on 25 November with another planned for January 1969. The length of primary schooling should be one of the main points for discussion.

Vocational Schools: Some standard 6 leavers were found to be physically and mentally immature.

Boarding Fees and Bus Travel: An IDCC submission has been drafted advocating the introduction of a \$30 per pupil per year boarding fee in 1970 and the gradual introduction of bus fares.

Primary Final Examination: Dr McNamara stated that he had been horrified by the affect of the Examination of the programme in primary schools, with excessive coaching on examination questions, disruption of the primary schools during and after the examination and the destruction of initiative and professional responsibility on the part of the class teacher. Alternatives were discussed and a paper will be prepared by Mr Donohoe.

Senior High School: Curricula were well developed but there are delays in Canberra releasing advertising for staff.

**V McNAMARA TO ASSISTANT ADMINISTRATOR (SERVICES)****DEBATE ON SECONDARY EDUCATION****28 NOVEMBER 1968****ED1.14.6 F259**

McNamara says to extend the secondary education subsidy to the private sector would cost the Administration the equivalent of two new high schools a year.

**TERRITORIES CANBERRA TO ADMIN PORT MORESBY****SIX YEAR PRIMARY CURRICULUM****29 NOVEMBER 1968****ED1.14.2 F52**

"Consider proposed statement is generally appropriate to cover proposals for introduction of six year course that were discussed by joint working party... It was intended by the joint committee that the teachers made available by reduction to six year curriculum should be used in areas where the percentage of children of school age who are able to attend school is now very low. It is suggested that the statement might include this idea."

**DEPARTMENT OF EDUCATION****EDUCATION GAZETTE****DECEMBER 1968**

Senior Officers' Course 1969 – The course has been reduced from one year to six months in view of the urgent need for increased numbers of officers trained as Headteachers of staffed schools and the fact that the necessary training can be given effectively during a six months' period. Gives names and current postings of successful applicants.

Primary Final Examination Papers – 1968 papers are available to Headteachers at the District Education Office.

1968 Form II Results – Explains school performance rating scheme and issuing of Statement of Attainment Forms.

Enrolment of Students in 1969 Vocational Centres – 1968 enrolment was restricted to Standard 6 students, some were immature. This year maturity, age and attitude will be considered plus previous Standard 6 leavers and Form II graduates.

**McNAMARA V TO TERRITORIES CANBERRA**

## **SIX YEAR PRIMARY CURRICULUM**

**2 DECEMBER 1968**

**ED1.14.1 F53**

McNamara says that as the November session of the House has closed the announcement could be made in July 1969. He agrees that the wording should be less absolute and estimate less exact and suggests, "The teachers who are saved in this way will be used to open up approximately forty new Administration primary 'T' schools throughout the Territory in 1969. Without the introduction of the six year primary programme it is doubtful if any of these additional schools could be opened in 1969."

McNamara said 22 schools would be opened in the highlands districts, none in the New Ireland, Bougainville and Manus districts and 20 in the remaining eleven districts.

## **ADMINISTRATION MORESBY TO TERRITORIES CANBERRA ADVISORY COMMITTEE ON CLOSER RELATIONSHIP OF ADMINISTRATION AND MISSION SCHOOL SYSTEMS**

**10 DECEMBER 1968**

**ED1.14.39 PT1 F72-76**

"Beeby considered suitable for member of Advisory Committee on Integration though his status warrants position of chairman, particularly of a committee dealing with education." McNamara suggests a number of names for the other positions and qualities and experience desired. Rowley ex ASOPA principal is suggested as possible chairman.

Following this Telex, Reseigh discusses with McNamara the possibility of Weeden as chairman. A decision is unlikely before 16 January 1969. (ED1.14.39 Pt 1 f126 of 7 January 1969)

## **DEPARTMENT OF EDUCATION**

### **STAFF MEETING MINUTES**

**11 DECEMBER 1968**

Entry Level to Vocational Centres – Motivation was of prime importance. The necessity of standard 6 was queried. It was decided to leave selection to the District Inspector and the teacher in charge, under the supervision of the District Education Committee.

Unified Teaching Service – To Liman reported that teacher groups were looking for clearer guidance concerning issues to be discussed. It was agreed to produce by January, a small booklet summarizing the points of view, the Joint Working Party Proposal and its implications.

Advisory Committee on the Organization of Education – Beeby has been accepted as a member but Territories has not accepted him as chairman. Other members were to include one local not involved in education. Lists possible local and overseas members.

School Equipment Charge – Primary: The raising of a rate by Local Government Councils was close to being approved. Secondary: Payable in advance from 1970. District Education Committees to examine cases of hardship. May need scholarships for girls. Vocational: Drop the charge and permit the centres to raise a levy for their own purposes.

5Year Plan – Budget reviews to be submitted via the economic adviser and should include progress in 5 year plan development.

Secondary Subsidies – The matter should be referred to the House pointing out that the \$260,000 spent on allowances could not then be spent on schools, equipment, etc.

Length of Primary Schooling – The House has passed a resolution urging a primary school cut-off point at standard 4. Need to explain current policy to the House.

## **NEW GUINEA TIMES**

### **"A" SCHOOLS DO FULFIL A PURPOSE**

**12 DECEMBER 1968**

The Liberian representative of the United Nations, Mr Cain was critical of the Territory's split education system, saying it represented social and educational discrimination. RO Bell, headmaster of the Lae High School, said the "A" schools served a specific purpose by providing for the education of expatriate children who would be in the Territory for a few years and would then return to an Australian education.

## **LEWIS LJ**

### **REPORT OF A VISIT TO THE TERRITORY OF PAPUA AND NEW GUINEA 11 AUGUST – 14 SEPTEMBER 1968**

**12 DECEMBER 1968**

**ED 1.14.39 PT1 F73**

Lewis arrived in the Territory to visit the University. Whilst in the country the Department of External Territories asked him to extend his visit to review the primary school curriculum. His 29 page report

arrived on 12 December 1968. Lewis was asked to examine the primary school curriculum against the background that:

- a) The majority of children will not progress beyond primary level;
- b) For the foreseeable future the economy will rest on agriculture;
- c) The movement to the towns should be discouraged except for those who will be employed there;
- d) Most children leaving school at the primary level should find their future in the villages, mainly in agriculture.

For these reasons the curriculum should suit the needs of those involved in village agriculture as well as those progressing to higher education.

Lewis was asked to report on the suitability of current courses and any changes needed in the general orientation of the curriculum, agricultural training, the development of appropriate skills, the role of vocational schools at upper primary level, and measures needed in the training of teachers, supply of teaching aids and equipment, land for agriculture, etc..

Lewis recommended that agricultural training should not be introduced into primary schools. Experience in Africa had shown that such attempts never precipitated any substantial interest in the pupils to become farmers. The ploughs and oxen given to the pupils were sold and instead of going back to the land the young men went into towns to seek jobs.

A second important recommendation was to establish a National Teaching Service separate from the Public Service and a Committee of Inquiry to review the status and terms of conditions of teachers and report their findings to the Government.

Lewis' report covered: Interpretation of Brief, Programme and Procedure, Acknowledgements, The Curriculum: Introductory Considerations, The Present Primary School Curriculum, Language, Mathematics, Social Studies, Health, Natural Science, Music and Singing, Arts and Craft, Ethics and Morals, Agriculture, The Teachers, In-Service Training, College of Education, Dissemination of Information, Staffing of Schools, Pre-School Activities, and Vocational Centres.

Other Conclusions and Recommendations:

- a) Many teachers are not competent to teach science, social studies and the new maths;
- b) In the creative activities and teaching of ethics and morals there is a lack of or insufficient attention to the practices, folkways, mores, and traditions of the people;
- c) In-service guidance is inadequate;
- d) English language work should be reinforced by regular radio broadcasts for teachers and pupils;
- e) Science and social studies should be strongly oriented to the local environment;
- f) Vocational training should not be introduced into primary schools but developed in the one-year post-primary centres for boys and girls;
- g) The principals of teachers colleges should meet annually;
- h) The University should provide a course in primary school teacher training methods, provide in-service training facilities for staffs of training colleges, and assist colleges in experiment and investigation in teacher training;
- i) National In-Service Training Week should be a permanent feature with proper funding and provision of materials for practical activities;
- j) The Education Advisory Board to be made more widely representative of those interested in education.

**TOLOLO A TO DIRECTOR OF EDUCATION  
PROPOSED NEW INSPECTION PRO-FORMA  
16 DECEMBER 1968  
ED48.13.2 F17**

"The general feeling is that all teachers would prefer to use the new form." (Tololo was the District Inspector New Ireland District.)

**McKINNON KR TO THE SECRETARY DEPARTMENT OF TERRITORIES  
USE OF Dr CE BEEBY AS CONSULTANT  
26 DECEMBER 1968  
ED1.14.39 PT1 F129**

McKinnon reminds Reseigh that, during Prof Lewis's visit in September, they had considered the possible use of Dr Beeby as a consultant in 1969. Beeby passed through Cambridge last week and

McKinnon discussed the situation with him. Beeby will be available after January. McKinnon asks Reseigh to speed up arrangements. A copy of this letter was sent to Education, Moresby.

**TERRITORIES CANBERRA TO ADMIN PORT MORESBY**

***BEEBY***

**31 DECEMBER 1968**

**ED1.14.39 F121**

Territories contacted Beeby telling him that Lewis had suggested a committee of enquiry to report on the relationships between the Mission and Administration education systems and asked whether he was interested in becoming a member and in some consulting work in primary and technical. Beeby replied that he was interested in the committee but whether he could undertake both tasks depended on time required in the Territory and assistance given to him. Territories is seeking ministerial approval to engage Beeby.