

THE BLATCHFORD COLLECTION

1965

INTRODUCTION

The University of Papua and New Guinea and the Institute of Higher Technical Education are underway. Their sites are determined, interim councils appointed and council meetings held. The University plans to enrol preliminary year students in 1966 and the Institute is to commence a Diploma in Civil Engineering in 1967.

The elected leaders of the House of Assembly and the Administrator's Council prove to be independent thinkers, much to Canberra's dismay. John Guise impresses Cleland as a future leader and Matthias Toliman expresses definite views on education. In Australia, Gough Whitlam, Deputy Leader of the Labor Party, pushes for PNG independence by 1970.

The World Bank report is recommended to Cabinet in April and presented to the House of Representatives in May. The Bank wants a concentration on secondary, technical and higher education. It argues for the three types of secondary education to be amalgamated and the curriculum changed to a comprehensive one for the first three years.

The World Bank also argues for a massive expansion in secondary education over the next five years and a need for more secondary teachers. Primary is to be restricted. Schools and houses are to be built of local materials by local people. Boarders are to be phased out and expatriate primary teachers replaced by indigenous people. 1965 is the last year of primary teacher training at ASOPA. The E Course finished in 1964.

The Department of Education finds it difficult to recruit secondary teachers and attract indigenous students to teacher training. Director Les Johnson, saying the Department is facing serious financial shortage, considers terminating secondary education at the end of Form IV. Students wishing to proceed further could attend the preliminary year at the Administrative College or continue their education in Australia.

The World Bank recommends the establishment of a Research and Production Unit to produce curricula, texts, teacher materials and aids. It also suggests the establishment of a separate teachers' branch of the Public Service Association. The Public Service Commissioner is asked for a Research Division.

Many professional associations are emerging:

- Tertiary Students' Federation - Ebia Olewale
- Administrative College Students' Representative Council – Albert Maori Kiki and Michael Somare
- Local Teachers' Association – Vincent Eri, Waterhouse Wai Wai, Kila Onno, Madi Roua, and Nelson Giraure
- PNG Teachers' Association – previously the Teachers' Occupational Group of the Public Service Association

Port Moresby Teachers' College trainees protest over the gap between European and indigenous wages and force the Administration to increase their pay.

Inservice training courses draw many teachers from the schools but are essential for localization of the Department. Les Johnson is also prepared to release a further 20 teachers to undertake preliminary year studies at UPNG in 1966. Five graduates from earlier inservice courses are now working in headquarters – Kwamala Kalo, Alkan Tololo, Vincent Eri, Kila Onno and Gaino Malolo

Les Johnson is awarded a Carnegie Scholarship to study educational planning and Ken McKinnon returns from the United States with his doctorate. He is appointed Acting Director in December.

Three new districts are declared – Chimbu, West Sepik and West New Britain.

THE SUMMARIES

AF COREY

THE UNIQUE ROLE OF THE SUPERINTENDENT OF SCHOOLS NATIONAL EDUCATION ASSOCIATION WASHINGTON 1965 pp 1-35

Compares the role of the superintendent of a century ago with that of half a century ago and today. Makes recommendations for the office of superintendent, the role of the community and the role of teaching staff, and describes the qualities of the superintendent.

WORLD BANK MISSION REPORT – DRAFT DEPARTMENTAL WORKING PAPER JANUARY 1965

ACC 1984/37 BOX 22

Probably prepared by the Department of Territories. Points made:

- The Report recommends a major effort to expand production in the Territory, mainly in agriculture, livestock and forestry. It estimates that this would require for the five years from 1964/65 to 1968/69 an average level of grants from Australia and public borrowings of approximately £36½M (which compares with almost £27M in 1962/63), and the recruitment for service in the Territory of approximately 2,000 additional expatriate officers, many with specialities that are in very short supply in Australia.
- The financial contribution is considerably less than projections. Nevertheless the charge on the Australian budget is becoming a significant item, one would wish to see a leveling off or decline in the need for funds from Australia. No such prospect in the short-term.
- The World Bank could properly ignore the political and social factors... we as a Government cannot do that. The ruthless curtailment of primary education as recommended by the Bank Mission, makes sense economically. But the recommendation comes at a time when the House of Assembly is finding its feet – the majority of members see their role as one of pressing for services, chiefly primary schools – for the village communities in their electorates.
- It is not practicable to accept the Mission's projections of school enrolments since they are based on incorrect statistics. The requirement for primary school teachers to cater for enrolments at existing schools is substantially higher than the Mission has projected... secondary education statistics also require revision.
- It would be inappropriate and indeed unwise to try and achieve set target figures for five years ahead.
- It will not be practicable to adhere closely to a number of specific recommendations on education; nor will I be to keep within the budget estimates for education suggested by the Mission.

It is suggested that two of the Government's major policy decisions on the Bank Mission Report be on the lines that it –

(a) accept the need for a major effort to expand the Territory economy;

(b) accept the need to limit to the greatest extent possible all Territory expenditure not related to the expansion of the economy – but not to such an extreme that we prejudice the overall objective of building up a self-governing nation, politically stable and responsive to Australian influence.

RC RALPH

LEAVE – DISTRICT INSPECTORS

JANUARY 1965

A chart listing each District Inspector, his posting, when he is due for leave and for how long to the years 1965 to the end of 1968.

CE BARNES

INCREASED SUBSIDIES FOR MISSION TEACHERS IN PAPUA AND NEW GUINEA

3 JANUARY 1965

**ADMINISTRATION PRESS STATEMENT NO 1
ACC 82 BOX 5507 FILE 45.1.1 PT2**

Mr Barnes said that the Government subsidy for four-year trained teachers in mission schools would rise from £500 to £600 a year and the subsidy for mission students taking two-year teacher training courses would increase from £30 to £50 a year. It was expected that these increases would raise subsidies to mission schools during 1965 from about £489,500 to £570,000. The increased subsidies would help missions to train and recruit more teachers at higher standards. At present more than 121,000 indigenous children attend mission schools.

**SOUTH PACIFIC POST
MISSION SUBSIDIES FOR SCHOOLS RISE
4 JANUARY 1965 P 3**

Reports Barnes' 3 January announcement.

**SOUTH PACIFIC POST
PRESSURE GROUP DANGER TO STUDENT BODIES
6 JANUARY 1965 P 3**

In an address to the first seminar of the newly formed Papua and New Guinea Tertiary Students Federation, in Port Moresby, the Director of Education, LW Johnson said, "Radicals of either right or left wings tend to oppose the existing situation and propose immediate action and because of this they are attractive to student movements... the responsibility of the Territory student must lie toward the development of his country."

**RC RALPH
AMENDMENTS TO PRIMARY "A" SCHOOLS MATHEMATICS SYLLABUS
CIRCULAR MEMORANDUM NO 142 OF 1964
7 JANUARY 1965
ED 41.5.1**

Advise amendments to facilitate the introduction of decimal currency in 1966.

**LW JOHNSON TO THE ASSISTANT ADMINISTRATOR (SERVICES)
SCHOOLS BROADCASTS
8 JANUARY 1965
ACC 82 BOX 5507 FILE 45.1.1 PT2**

Johnson has sought to create new positions for school broadcasts but the Public Service Commissioner contends that there is no functional approval for the Department to engage in educational broadcasts. Johnson asks His Honour to confirm that it is one of the functions of the Department.

**SOUTH PACIFIC POST
HIGH PRIORITY FOR TERTIARY TRAINING
11 JANUARY 1965 P 6**

An essentially opposite strategy to education policy was now demanded in Papua New Guinea, a senior lecturer at ASOPA said today. The lecturer, Mr R Pearse was addressing the Australian Association for Cultural Freedom seminar. Priorities should be fixed "from the top of the educational pyramid down", he said. Mr Pearse said tertiary, academic secondary and higher technical education had an absolute priority over other levels of education. Previously the intention was, by 1976, to have almost universal primary education.

**SOUTH PACIFIC POST
SOME NATIVES HATE EUROPEANS
11 JANUARY 1965 P 5**

Paulius To Nguna, a school teacher, addressing the Seminar of the Australian Association for Cultural Freedom said some natives hate Europeans (for their salaries, possessions and easy work) and are very jealous. Education was having good and ill effects. The flow of parents and children to towns to find 'better schools' was keeping their friends and relatives poor. Stealing, robbery, gambling and rape were common in PNG main towns. The gradually forget the cultures of their villages and do not return. They believe they are more important than ordinary villagers. They earn a big of money but do not use it wisely. They use it on too much drink and gambling.

**K KALO
THE VILLAGE COMMUNITY AND THE SCHOOL
11 JANUARY 1965**

A paper presented to an induction course for education officers, 11 to 22 January 1965. Kalo makes the following points:

- Villages are disintegrating and influenced by the loss of young men and the influx of ex-police, medical orderlies and pastors.
- Villages are of different stages of development and progress.
- Teachers should unite the school and the village; seek advice and information from elders and skilled villagers; seek to improve life in the village; teach knowledge wanted in the area; co-operate with the missions; consider themselves as part of the village.

RS SWIFT

INTER-DEPARTMENTAL COMMITTEE REPORT ON THE REPORT OF THE COMMISSION ON HIGHER EDUCATION IN PAPUA AND NEW GUINEA

12 JANUARY 1965

HOWIE-WILLIS COLLECTION

Cabinet referred the Report to the above committee on 1 July 1964 to make a close study of the details of the recommendations and the commitments implied in both the technical and university fields. The Committee considerable savings would be made and more graduates produced if students were educated in the Territory rather than Australia and concluded that:-

- (a) an autonomous University and an associated Institute of Higher Education should be established in the Territory;
- (b) action should proceed with legislation; appointment of staff, Vice Chancellor and University Council;
- (c) the university and institute would develop along the lines of the Commission's Report with the target date for first university courses proper set at 1967;
- (d) no specific commitment of funds should be made by the Commonwealth Government;
- (e) some members felt that continuity of funds for triennial periods should be assured within the framework of Territory finances.

SOUTH PACIFIC POST

BROADSIDE ON PNG EDUCATION

13 JANUARY 1965 P 1

"We are prisoners of an education system which is too old and in need of bold revision," said Mr John Guise, leader of the Elected Members on Monday. Mr Guise was one of several speakers at the Cultural Freedom seminar to attack the present-day education strategy in the Territory. Guise was concerned with wastage in the education system where students received a little education but could go no further. He had recently visited Kenya and suggested their solutions should be employed.

SOUTH PACIFIC POST

HIGHLANDS WANT SCHOOLS - JOHNSON

13 JANUARY 1965 P 3

"I don't think we should necessarily subscribe to the theory that all education has to be related to what the economists plan. Every member of the House of Assembly insisted that they wanted primary schools for their electorates. Do we say, 'Sorry, the economists say No?' I would say we would have a very marked secession from the Highlands if their demands were denied in this way." There were 100 adult literacy classes in the Territory. During the new school term this would increase to 200.

HOUSE OF ASSEMBLY DEBATES

THIRD MEETING OF THE FIRST SESSION

18 TO 23 JANUARY 1965

VOL 1 NO 3

Johnson to Barrett: About 6,700 sat for the primary final examination, of whom 500 were correspondence students already in employment. I anticipate about 2,000 will not return to formal education. A substantial proportion of these will be girls who will be absorbed into domesticity in the village. Administration and private employment will take up a substantial number, while some will have to fit back into the village economy. 18 January 1965 p342.

Johnson to Pople: 361 men and 34 women have been trained as teachers in the "E" Course. 309 men and 21 women still remain with the Administration. These courses have been discontinued. It is possible that the courses may resume at some time. 19 January 1965 p356.

Johnson to Pople: For overseas recruitment we expect to fill our modest quota of 52 but we have been unable to recruit the number of secondary trained teachers we wanted. Indigenous trainees have fallen rather short of the quota figure, principally because a greater proportion of young men and women prefer to attain a higher level of education by remaining at school. 19 January 1965 p356.

Carter to Holloway: Media of Television as a Means of Mass Education. Too expensive. 19 January 1965 p358. More discussion on pages 378-381 and 444-445.

Stuntz: Territory University an Economic Necessity. He is concerned at the delay in implementing the Currie Report released nine months ago and says, "I do not regard a Territory university as an uneconomic frill but rather as an economic necessity. 21 January 1965 p435-356.

CE BARNES

**REPORT OF THE COMMISSION ON HIGHER EDUCATION IN PAPUA AND NEW GUINEA
20 JANUARY 1965**

HOWIE-WILLIS COLLECTION

Barnes recommended that Cabinet adopt the conclusions of the Inter-Departmental Committee; give the House of Assembly full opportunity to express its views; introduce legislation to the Territory House of Assembly; select interim councils to appoint staff and undertake detailed planning; approach the Australian Vice-Chancellors' Committee to assist in selecting a Vice-Chancellor for the University.

The submission noted that there would be considerable savings by training students in the Territory and that political factors emphasise the need for urgent action. The political factors included earlier statements of Government intentions of providing university facilities by 1966; strong press and academic support of early implementation; international pressures; the existence of a university in West New Guinea with 165 students.

The Commission recommended that both institutions be established in Port Moresby but the Cabinet submission acknowledged that the House of Assembly may have a different view.

CE BARNES

**STATEMENT BY THE MINISTER FOR TERRITORIES, THE HON CE BARNES
21 JANUARY 1965**

ADMINISTRATION PRESS STATEMENT NO 11

ACC 82 BOX 5507 FILE 45.1.1 PT2 F85

Mr Barnes said today that although he had not received a full report on the debate in the PNG House of Assembly yesterday, the reports he had so far received did not cause him to fear an immediate crisis between the Australian Government and the House of Assembly as was the impression given by some press reports.

Mr Barnes said that as he understood the position the main point that had emerged was that the Elected Members of the House were concerned to have an effective voice in the Government of the Territory... For its part the Government had no fixed position regarding the operation of the constitutional and administrative arrangements for the Territory, and would look responsibly at any proposals for change that were made by the House of Assembly.

Reports reaching him were to the effect that the debate in the House of Assembly reflected dissatisfaction with the handling of the introduction of the new wage scales rather than opposition to the wage scales themselves.

**LW JOHNSON TO THE PUBLIC SERVICE COMMISSIONER
RECRUITMENT OF INDIGENOUS TEACHER TRAINEES**

29 JANUARY 1965

ACC 82 BOX 9267 FILE 1.2.7

I am disturbed at the small number of students available to commence teacher training this year who have a Form 2 pass or the Intermediate Certificate. The figures at present are:

B Course trainees (Form 2 entry)	22
C Course trainees (Intermediate entry)	20
Manual arts and Domestic Science trainees	6
Secondary Course trainees	<u>3</u>
Total	<u>51</u>

It is possible that the late notification of these will result in a substantial number taking other positions and our ultimate enrolment in first year B and C Courses may be below the above figure. The remainder of our quota will have to be made up with such A Course trainees as are available.

I understand that some applicants for teaching were directed into other avenues of employment because tests administered by the Public Service Commissioner's Office indicated that these applicants

would find success difficult in a teacher training course... When so few qualified students are offering, we would be prepared to take a chance on all those with the minimum qualification, in the hope that weaknesses revealed could be remedied by individual attention. Would you agree to reconsider applicants who were diverted from their original choices?

RC RALPH

THE ROLE OF THE TEACHER IN THE DEVELOPMENT OF PAPUA AND NEW GUINEA
FEBRUARY 1965

PAPUA AND NEW GUINEA JOURNAL OF EDUCATION VOL 3 NO 1 PP 9-12

Ralph says the expatriate teacher should assist his local staff, give oral English lessons to other classes and make the school the centre of the community. His moral behaviour must be impeccable. The Papua New Guinean teachers have an extraordinary part to play in the emergence of a national feeling. From the beginning the rule was enforced that a teacher should serve away from his home district for at least two years in any part of the Territory, and that rule still remains in force. The normal thing now is for each teacher to serve in two or three outside districts for a couple of years in each, before being posted to his own district, and then not necessarily to his own village. Gradually more and more teachers learn about different parts of the Territory... The Local Primary Teacher, then, may be regarded as a spearhead of the attack against isolationism and as a proselytizing agent for the development of a spirit of nationhood.

At present there are 50,500 pupils in Administration Primary Schools, taught by 1,111 Local Officers and 389 Overseas Officers. We have 57 married teaching couples. Recruitment from all sources of expatriate teachers has in the past remained fairly constant at about 120 to 130 a year, whereas more and more students are entering the Territory Teachers' Colleges. It is likely that the intake of new expatriate teachers will be progressively lessened.

SOUTH PACIFIC POST

1ST WOMAN TO TRAIN AS SUPERVISORY TEACHER

3 FEBRUARY 1965 P 8

Sixteen teachers, including Rose Kekedo, have started the course which will last one year. Also two mission applicants – Peter Keaga of the Central District and Philip Wamugi of Mt Hagen. This is the third such course. Twenty-seven have previously graduated and are serving as district inspectors, area supervisors and head teachers. Gives details of the course.

G WARWICK SMITH TO THE ADMINISTRATOR

OPENING OF NEW PRIMARY SCHOOLS

7 FEBRUARY 1965

ED1.14.2 F10

It would be unprofitable to make any decisions regarding future years, in view of the pending consideration of the proposals of the World Bank Mission. Which should give firmer indication of the pattern of expansion that may be contemplated... No firm Ministerial directive can be traced that there should be no expansion into new areas... and it is noted that the World Bank Mission Report makes some allowance for extension into new areas.

LW JOHNSON

RECORDS TO BE MAINTAINED IN PRIMARY 'A' SCHOOLS

CIRCULAR MEMORANDUM NO 17 OF 1965

16 FEBRUARY 1965

ED1.5.6

Time Book, Admission Register, Attendance Rolls, Pupil Record Cards, Time-tables, Programmes and Lesson Registers, Day Books, Examination Books, Inventory of Non-expendable Material, Stock Book, Monthly Returns, and Visitors' Book.

HOUSE OF ASSEMBLY DEBATES

FOURTH MEETING OF THE FIRST SESSION

22 TO 26 FEBRUARY 1965

VOL 1 NO 4

Johnson to Zurecnuoc: In 1964 there were eight PNG students attending Australian universities. Six of these will be continuing. One graduated in Agricultural Science and one scholarship suspended. Three new university scholarships have been awarded – two in Law and one in Economics. Three more are likely – two in Law and one in Public Administration. This year there will be 65 PNGs sitting for the NSW Leaving Certificate or the Queensland Senior. 22 February 1965 p 480.

Johnson to Downs: The Education Department employs 90 European university graduates with teacher training qualifications. A further 572 have Australian Trained Teacher's Certificate or the equivalent. There are 255 'E' Course teachers and 70 Tradesman Instructors. 22 February 1965 p 474-5.

Johnson to Downs: It is our policy to transfer teachers on request after they have served a period of four years. There are certain locations, however, which are particularly unfavourable where we will transfer a teacher when the period is shorter than the four year period, so there are always a substantial number of transfers principally among local officers who are anxious to get back to their own districts or to a more favourable environment. 24 February 1965 p 538.

**DEPARTMENT OF EDUCATION
PAPUA AND NEW GUINEA INSTITUTE OF INSPECTORS
24 FEBRUARY 1965
ED 16.2.1**

The institute was to consider extracts from the World Bank report:

1. The recommendation that a Teacher's Branch be established within the Public Service, with appropriate regulations as to salary, leave, working dates and hours, and duties;
2. The creation of a unified Inspectorate, and the assumption by the District Education Officer of the ultimate responsibility, to the District Commissioner and to the Director of Education, for all educational institution in his area.

**RC RALPH
EDUCATIONAL DEVELOPMENT 1965-1970: PRIMARY EDUCATION
25 FEBRUARY 1965
ED 16.2.1**

An outline of sessions 5 and 6 of the Senior Officers' Conference. The paper lists the topics of Staffing, New Schools, Growth of Primary Schools, Integration, Rural Bias, Shift Work, Transfers and Postings, Parents and Citizens Associations, and Inspections.

**SOUTH PACIFIC POST
WORLD BANK REPORT: PRIMARY SCHOOLS A LOCAL ASSET
26 FEBRUARY 1965 p 20**

The report says that only one percent of the adult native population have received full primary education and less than 100 have so far completed a full secondary course. It will be at least ten years before the Territory can count upon any substantial numbers of young adult indigenes, with a full secondary or university education as a source from which its leaders may be drawn.

The number of primary pupils is increasing every year, last year 8,500 enrolled in Administration schools and 44,000 in approved Mission schools. At the present moment there is a ratio of 3:2 boys to girls in Administration schools, but in mission schools girls outnumber the boys. The World Bank report says that it expects a total enrolment of almost 254,000 in all primary schools by 1969.

The figures for 1963 give some idea of the increased need for secondary schools and teachers that will be needed when last years new pupils reach secondary school age. In 1963 there was a total of 45,064 pupils in Administration preparatory classes while only 4,975 were enrolled in grade 6.

To provide for the increased demand for more schools and teachers the mission makes a number of recommendations. Primarily to conserve limited funds it stresses the need to use local materials coupled with some amenities provided by Administration. Instead of boarding facilities, all that would be needed would be a sleeping place in the village huts. Food could be brought from home after the weekend visit or parents could bring it as needed. The children could be encouraged to raise much of their own food in school gardens.

**RC RALPH
SOME ASPECTS OF SCHOOLS AND SCHOOLING IN THE TERRITORY OF PAPUA AND NEW GUINEA
THE FORUM VOL XXIV NO 1 PP 45-52 (ALSO IN THE EDUCATION GAZETTE SOUTH AUSTRALIAN DEPARTMENT OF EDUCATION VOL24 NO 1 NOVEMBER 1965, P348)
MARCH 1965**

Describes education in the Territory from 1946.

**LW JOHNSON
MAINTENANCE ALLOWANCE FOR MISSION SECONDARY BOARDING STUDENTS 1965
CIRCULAR MEMORANDUM NO 25 OF 1965**

MARCH 1965

ED38.2.1

£20 per annum will be paid to approved students boarding at mission secondary schools for each student at Standard VII or a higher Form

SA NEILSON

EDUCATIONAL DEVELOPMENT 1965-1970: A PAPER TO DISCUSS SOME ASPECTS OF THE REPORT OF THE COMMISSION ON HIGHER EDUCATION

CIRCA MARCH 1965

A paper prepared for the March Senior Officers' Conference. Neilson makes the following points:

- Several matters raised in the Primary section of the Report are to be subjects of separate papers. These include references to new methods in the teaching of mathematics, attention to 'Rural Bias', a possible increase in hours of classroom instruction, and to a broad range of aspects of re-training and initial training of teachers.
- If Primary Education is to be considered seriously at a national (Territory) level, it follows that the question of Universal Primary Education must arise early in planning programmes. Some years ago, this Department accepted, as its ultimate target, responsibility to introduce primary education on a universal basis in this Territory. That this avowed goal was principally political expediency rather than a meaningful and realistic immediate aim was clear. Nevertheless, its acceptance by the Minister for Territories did lead to a pronounced increase in expenditure on staff recruitment, school buildings and teacher training facilities... If the Administration is to abandon its platform in this matter, however, what is to be its new declared policy?
- The Commission assumes that the standard of instruction in Primary Schools will continue to improve, in spite of a probable increased resignation rate of overseas officers and an accelerated expansion of secondary schools. The supply of local teachers will continue to gain ground in quality and quantity... Offset against (this) is the sobering prospect that few additional overseas officers are to be trained and recruited for primary schools. At the end of 1964, there were 394 Primary T Schools, staffed by 1,118 local teachers and 411 overseas officers. As this number of overseas teachers diminishes, presumably through resignation, transfer (to other Divisions) and promotion to supervisory and inspectorial positions, it is possible that a future distribution could be - 550 schools, 2,000 local officers, and 200 overseas officers. Concurrently, the more experienced and competent local officers will be promoted from class teaching and headmaster posts to supervisory and inspectorial duties, thus further weakening the quality of our teaching strength in primary schools.

Neilson also questions whether the age of starting school should be raised and the hours of instruction varied. He mentions pre-schools and shift-work. In relation to the World Bank's recommendation to discontinue the 'A' Course, Neilson says, "While acknowledging the serious limitations of 'A' course personnel, the shortage of 'B' and 'C' Course candidates leaves but one alternative: either continue 'A' Course or hold primary schools at present numbers and sizes. The latter is clearly untenable."

GWJ MCMEEKIN

EDUCATIONAL DEVELOPMENT 1965-1970: REPORT OF COMMISSION ON HIGHER EDUCATION - SECONDARY EDUCATION

1 MARCH 1965

A paper prepared for the March Senior Officers' Conference. McMeekin makes the following points:

- Absolute silence by the Minister for Territories.
- Secondary education is auxiliary only to the main purpose of the Commission.
- Education is an economic investment not merely a social service.
- Will need 7,500 teachers in next 10 years to achieve universal primary education.
- 50% of secondary enrolments will continue to the 4th year.
- Anticipate secondary enrolments to reach 30,000 by 1974.
- The Commission proposes 2 years of general studies with a common course, plus 2 years of semi-specialised studies.
- Why included Agriculture as part of a compulsory course when very few will return to the land?
- Why exclude Art, Religion, Health, Physical Education, Guidance etc?
- The Commission proposed lengthening teaching hours to 30 per week plus 1 hour plus study at night; extending the school year to 42-43 weeks a year.
- He outlines the present activities in secondary curriculum development by subject.
- He asks whether it will be necessary to continue with Form V and VI or would the Territory be better served by having these students complete their education at a NSW school?

RC RALPH

EDUCATIONAL DEVELOPMENT 1965-1970: PRIMARY EDUCATION

25 FEBRUARY 1965

ED 16.2.1

A 43 page paper prepared for sessions 5 and 6 of the March Senior Officers' Conference. Ralph makes the following points:

1. Introduction: 1964 marked the end of one stage in our development and the beginning of another. It marked the peak in our drive for universal primary education, the climax in our "crash" efforts... In earlier years we had been concentrating on new intakes, now we were forced to face the consequential problem of consolidating schools already opened, even whilst the demands for new schools were more vociferous.

A widespread trend developed of local teachers becoming conscious of their scholastic or professional shortcomings and wanting to return to school or Teachers' College for further training.

Significant also was a change in the relationship between the two branches of the teaching service, the local officers and the overseas officers... local officers being given positions of responsibility that entailed oversight of overseas officers. A kindred move was a trend towards integration of schools and school children regardless of racial origin. Limited integration there had been for years, but 1964 saw the principle adopted as a deliberate plan of development.

2. Staffing: An examination of staff available for 1965 and of school grades shows that there should be no new schools in 1965, and an examination of numbers of teacher trainees due to graduate at the end of the year shows that there should be no new schools in 1966. For overseas officers, in 1965, the Department gained 28 teachers ex-ASOPA, 31 ex-"E" Course and 10 new appointees. However 37 had resigned and 6 were on 12 months' leave – a gain of 26 teachers. 176 local officers graduated from teachers' colleges.

One new source of recruitment – small one – has opened up, and that is from the ranks of the Mission teachers, an appreciable number of whom have been resigning and trying to join the Administration. This is a move we eye warily and we will not recruit a Mission teacher unless he is released by his Mission.

One other source is the number of married women who have become available in larger numbers than before... Considering the number of resignations, we can probably take on all who present themselves up to the limit of our establishment.

Apart from resignations, losses have occurred from several sources. 21 teachers were withdrawn for further training, others for a senior officers course, and half a dozen are currently working in New South Wales and New Zealand. Of overseas primary officers, many were posted to secondary, a number to technical and a couple to teacher training. Thus we are literally scratching to make ends meet.

For next year we may expect 36 primary cadets from ASOPA – and that will terminate the training of expatriates for primary schools in the Territory. The position in regard to Administration local trainees is 152 male and 59 female teachers. (He gives the output from each course at each college). We have no way of estimating how many trained teachers to expect from Australian recruitment, but it probably won't be many. On this basis I would say that 1965 and 1966 will be lean years for the extension of primary schooling in new areas.

Whilst on the matter of staff, you are reminded that your remote field staff, local and overseas, should be brought in to a centre a couple of times a year – the time not to be counted as leave, but for social purposes and to prevent the development of the glassy stare.

3. New Schools: Ralph provided a table listing the number of schools for each district requiring teachers for consolidation, to enable Standard V and VI classes to open in 1965. 304 teachers were needed. First priority goes to consolidation, second to new intakes for existing schools, and only then can we consider opening a new school. Priority would be given to the more economically advanced electorates, taking population density into account. Further, the willingness of the people to build a school and a teacher's house would be an important factor.

As a group, I believe we would unanimously reject the World Bank Report section which advocates leaving the building of schools and teachers' houses entirely to the local communities. We have all had

experience of this sort of thing. Village people will do it once, maybe twice, but after that it's the Government's turn – or maybe the Local Government Council. In any case, for a supply of pure drinking water for pupils and teachers a thatch roof is not enough. The Mission recommends "no provision for further supplies of steel frames or corrugated iron"; with which recommendation I thoroughly disagree.

4. Growth of Primary Schools: Ralph provides a number of tables examining the growth of primary schools over the past six years. He notes:

1. more schools are now providing the full range of primary school classes;
2. schools are becoming larger;
3. very large schools are developing in the urban areas;
4. the demand for teachers who can teach the upper primary classes is increasing faster than the supply of suitably trained teachers.

The World Bank report suggests that after 1964 the training and recruitment of expatriate primary teachers should be discontinued. The report refers to the 800 odd Europeans in primary schools but Table IV shows the number to be 411. The Report further infers that those expatriates will remain in the Service, whereas there has always been a fairly big turnover.

5. Integration: Primary 'A' schools were started for the schooling of Australian children living in the Territory, and were known as European Schools. In Rabaul, Madang and Lae schools for Chinese children sprang up, known first as Chinese Public Schools, then as Elementary A Schools, then as Primary 'A' Schools. For children of mixed race, especially Malay-native, but not only that mix, we had Mixed Race Schools, which later were called Elementary 'B' and were then absorbed into Primary 'A' Schools. For natives there native Elementary Schools (Area, Village Higher, Village, Station), now known as Primary 'T' Schools. Some native children – a few only – attended the Mixed Race Schools.

Today we have only Primary 'A' and Primary 'T' Schools, and the segregation that existed straight after the war has broken down. The term Primary 'A' now implies "non-native, and the term Primary 'T' implies a native school. In the Primary 'A' Schools we have children of all races... whilst in the Primary 'T' we have as well as native children those of mixed-race and even the odd Australian child. A recent tendency was for some Mixed Race, and Chinese school to change from Primary 'A' to Primary 'T' designation for the sake of the more adaptable syllabus and also of free school supplies, which are not available in Primary 'A' Schools except on the basis of a Means Test.

The World Bank recommends against "separation of schooling on the basis of different curricula." It recommends, in effect, that the two curricula be followed in the one school (which was the view expressed in our conference in 1963.) During 1964 we did select a class of Grade IV native pupils to enter a Primary 'A' School in Port Moresby. The trend this year is for new schools to be integrated. The children work to separate curricula but mix in the playground.

6. Rural Bias: During the first decade of this Department a big catch-cry was "Rural Bias", enunciated by Williams, the Government Anthropologist (and educationist) before the war, and adopted by the first Director of Education, WC Groves, as a main aim. The argument was that it is the task of education to fit the individual for the society and environment in which he has to live. Papua-New Guinea is a land of subsistence living, and one of our main aims therefore should be to help the people improve their methods of subsistence agriculture and then to engage in cash cropping.

Then came the crash education programme with its emphasis largely upon the teaching of English and Arithmetic. In 1963 came the new Syllabus for Primary 'T' Schools... which is turning out to be a 3Rs guide for examination purposes.

The World Bank draws attention to the fact that larger numbers at a lower age are graduation from primary schools. They are too young for employment or vocational training and for large numbers their future would appear to be a life in the village, the basis of which will be subsistence agriculture and later cash cropping. The Report suggests a re-orientation of our approach to the Syllabus, so that much more emphasis should be placed on preparation for village life, especially the sixth and seventh years of the primary course.

Ralph also discusses shift work, starting age, transfers and postings, P & C Associations, and Inspections.

WD NEAL
THE TASKS AND CHALLENGE OF THE INSPECTOR

**DISCUSSION PAPER PRESENTED TO THE MARCH SENIOR OFFICERS' CONFERENCE
3 MARCH 1965**

The 8 page paper outlines tasks the inspector has to undertake relative to the Instructional Programme, Educational Personnel, Evaluation, Management, and Educational Statesmanship. It says the Major Challenges the inspector will face are those of Leadership, Organisation, Communication, and Decision Making. It also covers the topics of Personal Qualities, Knowledge and Skills.

**SOUTH PACIFIC POST
NG'S UNUSUAL SITUATION: "COLLEGES WAIT TO RECEIVE THE CANDIDATES"
3 MARCH 1965 P 12**

The Australian Government through the Administration has done more than keep abreast of needs in post-secondary training, Sir Donald Cleland said on Friday. "We are in the unusual, if not unique, situation where the training schools and colleges are waiting to receive the candidates," the Administrator said. "Our regret is only that a sufficient number, at this stage, is not forthcoming. Sir Donald was speaking at the prize giving night of the Administrative College in Port Moresby.

Certificates were presented to 16 successful students out of 36 who sat for the examinations. Six awards were won by students. Academic awards were won by Gavera Rea, Isaiah Oda, Nicholas Gorogo and Seri Mea, and the Staff Award for greatest contribution to non-academic life of College was won by John Kaputin and Albert Maori Kiki.

Apart from courses in the Territory, 52 Papuans and New Guineans were sent abroad in 1964 for special training – as far away as Hawaii, India, the United Kingdom.

A two-year full-time residential course of training, leading to a Diploma in Administration, had been designed. This was expected to commence later in 1965.

Dr Gunther said that if the recommendations of the Commission of Higher Education were accepted, the college would become an Institute of Administration within the University.

The College was established in 1963 to prepare Papuan-New Guineans for higher posts in the Public Service.

**SOUTH PACIFIC POST
WORLD BANK REPORT: TEACHERS NEEDED FOR HIGH SCHOOLS
3 MARCH 1965 P 14**

There are now 68 secondary schools of which 58 are junior high schools offering three years of single stream study and ten full high schools offering six years. In 1963 there were 3,800 secondary school pupils with a ratio of two to one at mission schools.

There are three Administration technical schools at Port Moresby, Lae and Rabaul. These cater for about 470 pupils most of whom failed to gain entry to a high school or junior high school. These pupils do a basic two year course which leads to apprenticeships in first class trades.

The World Bank Mission considers that comprehensive secondary schools would better suit the needs and conditions than the present system and recommends that at least the first three years of secondary education of all types, academic, agricultural, industrial and commercial. Should be given in all such schools which should have a multiple stream entry. The syllabus should be revised to suit local needs and reflect the importance of agriculture. Science, biology and botany, with sufficient school grounds to permit practical work should be an essential part of every comprehensive school.

The Mission considers the development of the secondary school system the most urgent educational need and therefore, it says, would support a policy of the most rapid expansion possible during the next five years. The Mission sees an increase in pupil enrolment from the present 4,000 to 25,000 by 1969. It also thinks that technical students should increase to 3,000 in the same period.

The problem of staffing schools in the immediate future is one which the mission sees as extremely difficult. There are no facilities for training secondary school teachers in the Territory although it is anticipated that by 1966 there will be facilities for the training of a small number. The recruitment of teachers from Australia has its problems and the need for an additional 220 new teachers over and above present needs by 1969 increases the problem. In many cases teachers are seconded from the various Australian States, but this method is not popular because of the shortage of teachers in Australia. Victoria does not propose to continue this method of assistance to the Territory although

Canberra has asked all States to assist in the build up of the educational facilities as part of their commitment to the UN.

Other recommendations included:

- Use of local material with European refinements for construction of teachers' housing.
- The funds for granting 20 secondary scholarship to attend schools in Australia could be better employed if they were used to award scholarships at the University level.
- Increasing subsidies to Mission schools by £1 per pupil per year (currently about £3 per year).
- Establishing a research and production unit to produce curricula, textbooks, teaching material and teaching aids, covering all stages of education from primary to adult education. It should also promote educational research into knowledge, beliefs, attitudes, motivations, etc of the native people.
- Establishment of a Teachers branch within the Public Service with appropriated regulations as to salary, leave, working dates, hours and duties.

ATT SHANLEY

EDUCATIONAL DEVELOPMENT 1965-1970: THE PRIMARY "A" SCHOOL

3 MARCH 1965

An eight page paper prepared for the Senior Education Officers' Conference 1965, the theme of which was "Educational Development 1965-70." Shanley traces the history of the "A" schools from 1952 to the present.

JB MADDEN

THE WORLD BANK REPORT – TEACHER TRAINING

CIRCA 3 MARCH 1965

An three page paper probably prepared for the Senior Education Officers' Conference 1965. Madden says, "It is awfully hard to change horses in mid-stream especially at this stage of political development. The idea of universal primary education has a conceptual significance for these people... If we have been wrong in advertising education as a right for all we have to bear the indignation and wrath of people who have recently learned to expect schools as a right and more recently have been denied them."

Other points made by Madden are:

- The Report is based on the assumption that economic efficiency is paramount in education and disregards personal expectations.
- He agrees with the discontinuance of the 'A' Course of training after a rapid expansion in the secondary field.
- Adult education could never be more than a necessary complement to other education.
- The merging of the 'A' and 'T' school syllabi is not as easy as the Report believes.
- There are not sufficient numbers of European primary teachers to preserve standards, especially in English.
- Recruits have not materialized. I trust that next year they will for if not the position will become well-nigh chaotic.
- We should encourage more female candidates to teacher training with entrance level at Form III.

SOUTH PACIFIC POST

TERRITORIES SECRETARY COMMENTS: NO MOVE FOR UNI IN MADANG

8 MARCH 1965 P 6

While the final site for the establishment of a university in the Territory had not yet been decided upon, the matter rested completely with the Commonwealth Government and a decision would be announced when the Currie Commission report had been fully considered. Secretary for the Territories Department, Mr G Warwick-Smith, who has just completed a Territory tour, said this in Madang last week. He was commenting on recent strong representations made to the Government to have the university sited at Madang. Included in his itinerary have been visits to Wewak, Mt Hagen and Minj.

Mr Warwick-Smith refused to comment on the recent House of Assembly amendment to the Public Service Ordinance.

DEPARTMENT OF EDUCATION

EDUCATIONAL DEVELOPMENT 1965-1970: EXAMINATIONS, GUIDANCE AND SELECTION

9 MARCH 1965

A three page paper prepared for the Senior Education Officers' Conference 1965.

RC RALPH**THE ROLE OF THE INSPECTOR OF SCHOOLS IN THE SYSTEM OF EDUCATIONAL ADMINISTRATION IN THE TERRITORY OF PAPUA AND NEW GUINEA****10 MARCH 1965**

A 33 page paper discussed at the Annual Meeting of the Institute of Inspectors' of the Territory of Papua and New Guinea which was held during the Senior Officers' Conference. The paper reviews current literature on the role of inspectors and places into the PNG context.

SOUTH PACIFIC POST**SITE UNIVERSITY AT MADANG: NIALL****10 MARCH 1965 P 9**

In a statement made to the Madang District Advisory Council, the Speaker of the House of Assembly, Mr HR Niall unreservedly advocates that Madang should be chosen as the university site... The combined New Guinea mainland population is almost a million and a half. That is three quarters of the Territory's population. Madang is a deep sea port. One hour's flying time will take you to any point in its neighbouring districts. It has a first class airfield.

EDUCATION ADVISORY BOARD**MINUTES OF THE TWENTY-FOURTH MEETING HELD AT PORT MORESBY****10 TO 12 MARCH 1965**

Supply of Stores: The system of distribution was to be revised.

Supervisory Teachers for Mission Schools: Missions are welcome to nominate local teacher for the Senior Officers' Course at Port Moresby Teachers' College.

Correspondence Tuition: Currently insufficient staff to enrol all potential students.

Secondary Education Board: Will recommend on what place Languages should occupy in the secondary school curriculum.

Loans or Grants for Mission Secondary School Construction: Still being considered by the Minister.

World Bank Report: The Board agreed in principle with the majority of the Bank's recommendations. It was not in agreement with particular aspects of the Report.

Resolution 1: The Board questions some of the statistics on which conclusions were based and, in particular, it is in total disagreement with the Bank's contention that there will be a diminishing need for expatriate primary school teachers over the period reviewed.

Resolution 2: The need for well-grounded pupils to enter secondary schools implies the need for a strong system of primary education. The Board cannot endorse the view that primary education should be provided for only a section of the children and cannot agree, as a matter of policy, either that some areas should be left without schools or that a number of children should be excluded from schools in areas where such do exist. The full implementation of a policy of universal primary education will involve heavy expenditure, but that is the only policy which can be accepted for ultimate attainment.

Resolution 3: The Board disagrees with the recommendations of both the Currie and the Bank Reports, that 'A' Certificate training be discontinued at this stage, due to the extreme shortage of recruits at the 'B' and 'C' course levels.

The Board disagrees with the recommendation of the World Bank that 'B' Course training be reduced from the present 2 years to 1 year.

The Board also expresses concern at the relative status of teachers, noting that in the new Public Service salary scale a teacher is almost identical to that of a Messenger/Cleaner.

Resolution 4: The Board recommends that sufficient funds be made available for the continued recruitment of expatriate (primary) teachers.

Resolution 5: The Board agrees that there is no longer a need to continue secondary scholarships to Australia for Papuan and New Guinean students but recommends that care be taken to provide adequately for those students who will require matriculation to enter Australian Universities.

Resolution 6: The Board strongly endorses the expansion of assistance to Christian Missions.

Resolution 7: The Board endorses the Bank's attention to Community Development and Adult Education, can see administrative difficulties but considers the project worth pursuing.

Resolution 8: The Board endorses the recommendation for the establishment of a Research Unit.

Resolution 9: The Board is concerned at the lack of suitable reading material for adults and recommends the establishment of a Literature Bureau in the Territory.

Resolution 10: The Board is concerned over the recommendation of the World Bank Report that only 50% of the people of our country can hope for any education... The Board recommends that Missions be permitted to cater for these children to the best of their ability on the basis that Exempt schools so conducted should not detract resources from well established educational effort.

Development of the Minenda Series: The author (Frank Johnson) is overseas studying for his PhD. The Chairman will approach the publisher to see if an alternative could be made to produce the upper levels of the series.

Syllabus for Primary Schools: The World Bank recommends agricultural bias (dismissed by the Currie Commission) and the possibility of catering for larger numbers of children by offering a curtailed primary education of a rather different nature for a proportion of the children.

Resolution 11: The Board recommends consideration by the Department of the provision of an approved alternative to the present seven year Primary 'T' school syllabus. Such a syllabus could cover four years with an intake at the age of 7 years and with provision for a conversion year as a fifth year to enable any children of high ability to continue into the higher stages of the education system. Concentration to be on Mathematics, conversational English, village art and culture, and fitted to continue an active, productive and satisfying life in their own villages.

Teaching Technicians: Resolution 12: The Board, feeling the urgent need to improve the quality of present Primary education and to reduce the number of untrained people with Permits to Teach, recommends the introduction of "Teaching Technicians". These would be people not possessing the normal qualifications for entry to teacher training, but with a clear call to or aptitude for teaching, who would undertake a short (3-4 months) concentrated course on method of teaching one particular class or one group of subjects in the lower Primary school (under direct supervision).

Rationalisation of Secondary Education: The Chairman suggested that Missions might consider the possibility of combining their efforts in the establishment of large and efficient secondary schools in particular areas.

Primary Science: Resolution 13: That the Curriculum Committee should have a look at the possibility of increasing Science content in primary curriculum.

Secondary School Science Course: Inservice courses will be held for Science teachers to assist them in the teaching of the new curriculum. A Secondary Science Inspector has been appointed and one of his functions would be to assist all secondary schools in the development of satisfactory science programmes.

Capital Loans for Mission Secondary Schools: The Minister is currently considering what form of assistance might best be offered. He said he would appreciate some indication of what system of assistance the Missions would consider most appropriate. The Mission members undertook to provide this.

Hostels for Young Female Workers in Town Areas: Resolution 14: The Board urges that consideration be given to assisting in the provision of suitable supervised accommodation.

Subsidy for Mission Secondary School and Teacher Training College Libraries: Resolution 15: The Board would be anxious to see the extension of this assistance as funds become available.

Supplies to Mission Schools: Resolution 16: The Board endorsed reforms to the supply system.

Maintenance Grant for Mission Teacher Trainees: Resolution 17: The Board expresses its satisfaction with the decision to increase grant -in-aid for Mission teacher trainees who are undergoing two year courses and expresses appreciation for the attitude adopted by the Minister for Territories.

Youth Unemployment: Resolution 18: The Board recommended that the Administration be asked to set up a coordinating committee to plan an approach, and co-ordinate activities designed to provide opportunities (for primary school leavers in village environments).

Labour Ordinance and Mission Teachers: Resolution 19: The Board suggests that the Department of Labour be asked to investigate the possibility of amending the Ordinance by including a Clause which will specifically exempt Missionaries from the Ordinance.

Further Indigenous Representation on the Education Advisory Board: The Chairman indicated that he would not object to a Mission representative bringing along a suitable local officer as a permanent observer and that, at a further date, it might be possible to recommend his observer to the Administrator for appointment to the Board in place of the expatriate member. The Chairman pointed out, however, that Board members were nominated by the Administrator and that no previous undertaking could be given to appoint any particular person. Board members are nominated as individuals and, if a particular member withdrew, he would not necessarily be replaced by a member from the same Mission.

Senior Departmental Mission Liaison Officer: The Chairman agreed to appoint a suitable senior professional officer to undertake these duties as part of his function.

Next Meeting: Mount Hagen in October.

CE BARNES

NEW GUINEA STUDENTS IN AUSTRALIA

11 MARCH 1965

ADMINISTRATION PRESS STATEMENT NO 25

ACC 82 BOX 5507 FILE 45.1.1 PT2

Mr Barnes announced today that at least 114 Papuan and New Guinean students were studying at secondary schools, technical colleges and universities in Australia this year. Of these 94 were at secondary schools, eight at universities, three at agricultural college and nine at technical schools. Fourteen girls were among the secondary students. In addition to the Government sponsored students, approximately 50 other indigenous students were attending secondary schools in Australia under sponsorship of private organizations.

The main progress in education however, was now within the Territory itself where a total of approximately 5,500 indigenous pupils attended Administration and Mission operated secondary schools during 1964. Another 500 boys and girls attended Territory technical schools.

Eight university students were studying Arts, Law, Economics, Science and Pharmacy. During 1964 five students attended Sydney University and had undertake courses in Economics, Agriculture, Pharmacy and science. One of them, Mr John Natera, had graduated this year as a Bachelor of science (Agriculture). He was the first of his countrymen to obtains a University Degree.

The cost of the programme of secondary and tertiary education in Australia for indigenous students was approximately £50,000 in 1964. The estimates cost of education in the Territory during 1964/65 was approximately £4.6 million.

VO BENNETT

EDUCATIONAL DEVELOPMENT 1965-1970: ADULT EDUCATION ACTIVITIES

11 MARCH 1965

A six page paper prepared for the Senior Education Officers' Conference 1965. Primarily deals with the Adult English Literacy Programme established in February 1963 as a result of a Ministerial directive by Paul Hasluck. During the first half of this year it is hoped that the number of classes will be doubled to 200 and by the end of the year 400 classes will be operating. He discusses the IBRD recommendations – a Literature Bureau within the Department of Education; 20,000 per year to purchase books for Public Libraries; a corps of 350 to 375 literacy volunteer teachers. He recommends building a series of radio courses in English.

DM CLELAND TO G WARWICK SMITH

ELECTED MEMBERS

15 MARCH 1965

AA 1984/37 BOX 18

I refer to your personal letter of 25th February 1965, in which you informed me that the Minister desires that all possible steps should be taken to ensure that the elected members of the Administrator's Council and the Parliamentary Under-Secretaries have a complete an understanding as possible of the issues that come before them.

Frankly, I feel that the Minister has not fully understood the human material with which we are dealing here in the Territory. We are not dealing... with men who can always be persuaded willingly that the Government is right... The Administration cannot put itself in the position where it might seem to outsiders and even to members themselves that attempts are being made to "brainwash" them.

I would like to say a few words about Mr Guise. He is quite a remarkable man and has not only traveled very widely but has met very many important people. He is an ambitious man who quickly grasps the essentials of any situation... he is able to seize the initiative when the opportunity presents itself and it has been known for a long time he believes that the control of the Public service must be vested in a local authority. Without a doubt it was easier for him to gather native members around him than it was for any white member of the House, be he elected or official.

To sum up, I believe that it must be emphasised that native members of the House of Assembly and particularly those who are members of the Administrator's Council, are men with keen minds of their own who are quite capable of understanding political issues. They are professional politicians with an interest in retaining their seats and in cases such as the Public Service Bill they took the opportunity to go beyond what Mr Downs intended particularly, I believe in order to satisfy their own political aspirations and also to be able to say in their electorates "we made the Government do this".

CE BARNES

CURRIE REPORT ON HIGHER EDUCATION IN PAPUA AND NEW GUINEA

18 MARCH 1965

ADMINISTRATION PRESS STATEMENT NO 28

ACC 82 BOX 5507 FILE 45.1.1 PT2

The Minister for Territories, Mr Barnes announced today that the Commonwealth Government had decided that a university would be established in Papua and New Guinea, subject to the support of the Territory House of Assembly. Mr Barnes said the government had previously announced that it supported the establishment of an Institute of Higher Technical Education... Subject to the support of the Territory House of Assembly the university and the higher technical institute should be proceeded with immediately.

Capital and operating costs to the end of 1969 were estimated at £6,233,000, which meant an average annual cost of 3% of the present total Territory budget.

It seems probable that the first university students would enrol in 1966 in a preliminary year of university students preparatory to taking Education or Arts Degree courses and that the first technical institute students would commence a four-year Diploma course in Civil Engineering in 1967. It was estimated that by 1970, enrolments would reach 575 in the University and 150 in the Technical Institute. By 1976, there would be over 200 graduates from the University each year.

CE BARNES

VISIT OF GKJ AMACHREE AND C COLERIDGE-TAYLOR

24 MARCH 1965

ADMINISTRATION PRESS STATEMENT NO 42

ACC 82 BOX 5507 FILE 45.1.1 PT2

Mr Barnes said today that the Australian Government is taking every opportunity it can to have representatives of countries which are members of the United Nations, and officers of the UN Secretariat... visit New Guinea to see for themselves something of the country and its people and what Australia is doing to help their advancement. Gives biography of the two and says that last year Dr Mohied din Nabavi of Iran and Natwar Singh of India visited New Guinea at the invitation of the Australian Government.

LW JOHNSON

PROFESSIONAL TRAINING OF GRADUATES

CIRCULAR MEMORANDUM NO 30 OF 1965

24 MARCH 1965

ED 64.12.1

The Division of Teacher Training accepts for training at Konedobu, graduates who have had no previous teaching experience. Courses extend over six weeks with a further four and a half months teaching experience in selected secondary schools. At the end of six months period, trainees are advanced to Education Officer status providing their teaching efficiency has reached satisfactory levels. Courses are run according to the needs of both the Missions and the Administration.

LW JOHNSON
DISTRIBUTION OF PRIMARY SCHOOL MATERIALS
CIRCULAR MEMORANDUM NO 29 OF 1965
25 MARCH 1965
ED 41.2.1

As from 1st June 1965 schools, both Administration and Mission, will no longer need to submit DIVs through the District Inspector to Stores. As from 1st July District Inspectors will be responsible for the distribution of school materials.

LW JOHNSON
THE PRIMARY 'A' SCHOOL
CIRCULAR MEMORANDUM NO 33 OF 1965
29 MARCH 1965
ED 1.5.6

I believe that we have a unique opportunity to set a standard of excellence in our Primary 'A' schools which could not be surpassed in any country in the world. As a group, Territory children achieve higher percentile ratings than do NSW children... There are a number of principles to keep in mind: Standards; Morale; Creative Energy; Work and Purpose; Enrichment.

Johnson presents a checklist for schools to rate themselves and advises that schools are to receive a monthly bulletin of practical ideas and teaching tips, and asks for contributions from the schools.

SOUTH PACIFIC POST
EDUCATION REPORT REJECTED: NO INSTITUTE FOR ASOPA TRAINING
31 MARCH 1965 P 2

The Federal Government has rejected the one proposal of the Martin Committee on Tertiary Education which impinges directly on Papua-New Guinea affairs. The committee had proposed a Commonwealth Institute of Colleges, a body of tertiary institutions outside the universities, as part of its plan to broaden the base of tertiary training in Australia. The Prime Minister, Sir Robert Menzies, left no doubt. "We son not, ourselves, intend to establish a Commonwealth Institute of Colleges... Nor so we propose to establish an Australian College of External Studies." He acknowledged the importance of the field of teacher-training but added "The Commonwealth is not prepared to enter it."

OHK SPATE
NEW GUINEA WILL HAVE A UNIVERSITY – BUT WHAT OF MONEY?
PACIFIC ISLAND MONTHLY VOL 36 NO 4
APRIL 1965

I think my reaction to the announcement by the Minister for Territories of the proposals for a university in New Guinea will be shared by most people interested in New Guinea affairs – better late than never. The need for a university cannot be overstressed. Now that we have a House of Assembly with an elected indigenous majority, political advancement is well ahead of economic and educational development, and this could be very dangerous.

There is no doubt that it is very wasteful to train New Guineans on Australian syllabuses, which contain much that is irrelevant or even sheer mental cruelty – the language of King Lear, for example.

This university could be our greatest gift to New Guinea – and very much of an investment in our own interests.

EDUCATION AND ECONOMIC DEVELOPMENT
SIXTH CAMILLA WEDGWOOD MEMORIAL LECTURE
5 APRIL 1965
RALPH PAPERS

A brochure giving the backgrounds of Dr Adiseshiah (Deputy Director-General of the United Nations Educational Scientific and Cultural Organisation) and C Wedgwood (Senior Lecturer in Native Education at ASOPA until her death in 1955).

MS ADISESHIAH
THE RELATIONSHIP OF EDUCATION TO ECONOMIC DEVELOPMENT
SIXTH CAMILLA WEDGWOOD MEMORIAL LECTURE 1965
5 APRIL 1965
RALPH PAPERS

A 20 page document of his lecture including a summary and bibliography. The lecture covered:

1. Measuring economic development

2. Causing economic development
3. The contribution of education to economic development
4. Some consequences for education as an agent of economic development.

LW JOHNSON
CAMILLA WEDGWOOD MEMORIAL LECTURE 1965
CIRCULAR MEMORANDUM NO 51 OF 1965
CIRCA 5 APRIL 1965
ED 34.1.2

Johnson advises that the lecture and seminar report will be printed in the next issue of the Papua and New Guinea Journal of Education. In the meantime he forwards three copies of the lecture to each District Inspector and one to each Mission Education Officer. Five hundred people attended the lecture and forty-five representatives from Administration and Mission schools, private enterprise and from government departments attended the two day seminar.

CE BARNES
UNITED NATIONS VISITING MISSION TO NEW GUINEA: PROGRESS REPORT NO 26
6 APRIL 1965
ACC 82 BOX 5507 FILE 45.1.1 PT2

Mr Barnes said today released a progress report from the Administrator on the visit of the United Nations Trusteeship Council's Visiting Mission to the Trust Territory of New Guinea:

Donald Barrett, MHA West Gazelle, asked the UN to view with approval action by the Australian Government in strengthening the defense of the Territory to ensure continues peaceful progress.

JL Chipper, Rabaul businessman, was concerned over West Irian.

Matthias Toliman, MHA Rabaul, asked the UN to press for economic and political advancement for the Territory – we still import canned fish, meat and rice. Must obtain overseas technicians and managers. In his visit to Kenya in 1964 he noticed work being done by the UN and international agencies. Wants the way opened for such assistance in the Territory. Not in favour of the immediate establishment of a University. Send students to Australia. Did not want self-government thrust upon the Territory before it was ready. The UN should respect the peoples right to choose the time for self-government. There should be a gradual shift of control of international affairs and destinies from Canberra to the House of Assembly. Need more industries to create work for people who had been subsistence farmers and for the younger generation. The New Britain District alone has 3,000 children leaving school annually and work must be found for them. The village elders are already concerned with the problem of youth unemployment causing trouble to village life.

Stanis Boramilat, Gazelle Peninsula Local Government Council and others stressed the need for secondary industries such as fish, pineapple, canning, paper, soap, fibre, tobacco, factories and more roads and bridges to open timber areas to increase timber exports.

CE BARNES
EDUCATION IN PAPUA AND NEW GUINEA
HOUSE OF REPRESENTATIVES HANSARD P751
6 APRIL 1965

In answer to a question from Bowen, Barnes said that the Government is subsidising the visit of Naga Raga, who has been brought to Australia by the Parramatta Rotary, at its own expense, for training and for teaching at a local high school.

CE BARNES
REPORT OF THE WORLD BANK MISSION ON ECONOMIC DEVELOPMENT OF PAPUA AND NEW GUINEA: CABINET SUBMISSION NO 724
8 APRIL 1965
AA1984/37 BOX 22

A 32 page submission, plus annexes mentioned in Submission No 561 of 12 November 1964. The submission covers:

TERMS OF REFERENCE

STRATEGY FOR ECONOMIC DEVELOPMENT: Funds; Expected Economic Progress; Implications of the Mission's Proposed Strategy.

TOTAL PROGRAMME: Package Programme; Confidence; Phasing.

INDIVIDUAL PROGRAMMES: Agriculture and Livestock; Forestry; Secondary Industry; Tourism; Mining; Power; Transport and Communications; Education; Health; General Government Services.

SOME KEY ISSUES

SKILLED MANPOWER

DEVELOPMENT CREDIT INSTITUTION

FINANCE: Expenditures; Receipts; Commonwealth Support.

TERRITORY HOUSE OF ASSEMBLY

PUBLIC STATEMENT

SUMMARY OF RECOMMENDATIONS

The Bank's recommendations concerning education were summarised in Annex 11. These, with Barnes's comments follow:

The Mission proposes that priority be given to the expansion of secondary, technical and higher education; primary education should concentrate on making the full primary course available in existing schools rather than broadening the base by establishing new schools.

1. Primary enrolment to increase from 150,000 in 1963 to 254,000 in 1969, 72% in Mission schools: no additional expatriate teachers to be recruited and no new teachers' colleges to be built; local communities to be responsible for building schools and teachers' houses.

Comment: Enrolments in Administration primary schools have increased more rapidly than was projected by the Bank Mission, and the projections show no increase in primary expatriate enrolments. The increased need for teachers resulting from these adjustments will require new teachers' colleges. It is not expected that Mission primary enrolment targets will be achieved. As a consequence, pressures on Administration schools, whose costs per pupil are much higher, are likely to be significantly greater than allowed for in the Bank Mission Report.

2. Secondary education: enrolment 20,000 by 1968/69, about half in Government schools, needing 1,000 new teachers; the Commonwealth to arrange for the States to provide these teachers.

Comment: The projected level of enrolments is considered capable of achievement; it will, however, be very difficult to obtain secondary teachers from the States as they have an acute shortage and numbers will have to be trained at Administration cost.

3. Higher education: the Mission endorses the attention being given to problems of higher education.

Comment: The Mission has made no financial provision for expansion of higher education over the five-year period 1964/65 - 1968/69.

Included in Barnes' recommendations to Cabinet were:

(1) Acceptance of Mission's Strategy

that we should accept the Mission's overall strategy of giving priority to those expenditures that will directly strengthen the productive potential of the Territory (and of advancing the indigene), subject only to the consideration that expansion of activities that are not directly economic should not be restricted to the extreme where our fundamental political objectives in the Territory would be prejudiced but that this qualification should not be stressed publicly.

(3) Individual Programmes

(c) that the recommendations of the Mission in relation to education, health and general government services should be applied to the greatest possible extent having regard to our fundamental political objective in the Territory.

(4) Skilled Manpower

that the necessity be accepted for measures directed towards increasing participation by expatriates in both private enterprise and the public service in Territory development, and for particular measures along the lines indicated above - especially the provision of housing - to achieve satisfactory additional recruitment to the public service and to reduce rates of wastage of existing staff.

**SOUTH PACIFIC POST
EDUCATION - A PRODUCTION AGENT
9 APRIL 1965 P 8**

Education is a production agent - it produces high growth rates in the economy and rising levels of living, Dr M Adiseshiah said on Monday at the sixth Camilla Wedgwood Memorial Lecture in Port Moresby. Other points made include:

- Education is enshrined in the Universal Declaration of Human Rights.
- Education provides the labour force with new skills required by modern technology and provides the new knowledge and techniques that go into the production process.
- Education should be concentrated where the population and school-going age group is normally concentrated, while allowing some expansion in areas where there is no schooling.
- Reformation of existing teaching programmes and more use of the sciences in the curricula.
- Primary schools staffed by indigenous teachers.
- The adoption on modern teaching aids and methods including wider use of radio to reduce rural illiteracy.
- Education is the key agent in breaking the vicious circle of low income, low investment, low production and low income.

CE BARNES

STATEMENT BY THE MINISTER ON SELF-GOVERNMENT OR INDEPENDENCE IN PAPUA-NEW GUINEA

14 APRIL 1965

ADMINISTRATION PRESS STATEMENT NO 47

ACC 82 BOX 5507 FILE 45.1.1 PT2

The Australian Government had not changed its policy of self-determination of the Papua and New Guinea people, the Minister for Territories, Mr CE Barnes said yesterday. Mr Barnes was commenting on reports that the Deputy Leader of the Opposition Mr EG Whitlam, had advocated independence for Papua and New Guinea by 1970. Mr Barnes said that the Government was determined to ensure that the time for self-government or independence was in due course chosen by the people of the Territory and not by people outside it.

It was not part of the Government's thinking that the Territory must wait for self-government until it was economically viable nor until it had sufficient trained people to make the Territory administratively self-sufficient. But the present degree of economic dependence, with Australia contributing £20,000,000 out of a budget of £45,000,000 or 62% in the current financial year was extreme.

The Minister said he had a strong impression that the people of the Territory were becoming rather tired of being told constantly that they ought to be agitating for independence.

AL NUTT TO THE SECRETARY DEPARTMENT OF TERRITORIES

ADMISSION OF NON-EUROPEAN STUDENTS FROM THE TERRITORY OF PAPUA-NEW GUINEA AND OTHER AUSTRALIAN EXTERNAL TERRITORIES FOR STUDIES AT STATE PRIMARY SCHOOLS.

14 APRIL 1965

ED 1.14.24 F3

The Acting Secretary of the Department of Immigration advises that in general the policy of the State Education Departments is to restrict the entry of non-European students to those whose parents are already here. Special cases are considered on their merits.

SOUTH PACIFIC POST

TEACHERS FROM AUSTRALIA: PROBLEMS OF SECONDMENT

23 APRIL 1965 P 2

Bushido of Madang, in a letter to the editor, says that teachers seconded from Australia receive their state salaries plus a £250 Territory allowance. They are not paid allowances for special qualifications which they would normally be paid in Australia. They are not paid Territory basic wage adjustments. He argues that their buying power is less than if they were in Australia. "These conditions must be rectified if efficient and well qualified teachers are going to be attracted to this country."

CE BARNES

PAPUA AND NEW GUINEA

HOUSE OF REPRESENTATIVES HANSARD P915-916

27 APRIL 1965

In answer to questions from Mr I Allen, Barnes said:

1. The number of school aged children (between 6 and 14 years) is estimated at approximately 550,000
2. This could be approximately 900,000 by 1985.
3. Approximately 35% of children between 6 and 14 years receive regular tuition.
4. Radio is used in schools with regular daily schools broadcasts. Extensive use is also made of radio for informal adult education. Programmes of an instructional and informative nature are broadcast daily, and the Administration assists local communities in purchasing receivers.

Television, computers and techniques of programmed instruction have not yet been used in Papua and New Guinea.

**FIRST INDIGENOUS UNIVERSITY GRADUATE RETURNS TO TERRITORY
ADMINISTRATION PRESS STATEMENT NO 52
30 APRIL 1965**

ACC 82 BOX 5507 FILE 45.1.1 PT2

John Natera officially received a B Sc degree in Agriculture at the University of Sydney on April 13 after completing a normal study period of four years. Gives his history.

**LW JOHNSON
DIRECTOR'S NEWSLETTER FOR MAY 1965
MAY 1965**

Tertiary Education: The last sitting of the House of Assembly passed two important measures for the further development of education in the Territory – the Bills establishing the University of Papua and New Guinea and the Higher Technical Institute. Action is at present being taken to nominate Councils for both of the institutions and it is hoped that the Council for the University might be able to meet in July. I presume that its first business would be to set in motion the selection of the Vice Chancellor and to come to an agreement with the Administrative College concerning preliminary year courses in 1966.

Secondary Education: I am at present considering the possible shape of secondary education in view of admission standards to the University. We are now operating Territory courses which terminate at the end of Form 4 with the School Certificate examination and NSW Matriculation which, after this year, will be at Form 6 level. The NSW Leaving Certificate will be held for the last time in 1966 and then only for those who are repeating the year. The first Form 6 examination will be in 1967 for those who complete School Certificate in 1965.

Our problem is whether or not to continue courses in the Territory beyond Form 4. Entry to our University and to the Higher Technical Institute will be at Form 4 and it is only those who seek to study at Australian Universities who will need the higher qualification. I believe it may be possible to persuade Australian Universities to accept preliminary year studies as qualifying for Matriculation, at least in Arts, Education, Law and similar Faculties. It is perhaps unlikely that those wishing to study Science, Medicine and Engineering in Australian Universities would be accepted with preliminary year only but, as institutions preparing students in Agricultural Science, in Medicine and in Engineering, will be operating in the Territory, there would seem to be no need for such students to go to Australia at all. At present I am considering the termination of all courses at the end of Form 4 and not offering study in High Schools beyond this level. This may apply also to the multi-racial High Schools, which would mean that European children being educated in the territory would have to spend their final two years in Australia, or else attend the Territory University but this latter proposition requires a great deal more consideration yet. We are having such difficulty in getting well qualified senior staff that it would relieve us of very considerable strain if we could abandon courses beyond Form 4.

World Bank Report: The House of Assembly debated the World Bank Report during the last sitting and, as might be expected, most native members were very critical of the World Bank's proposition that primary education should be restricted and that undeveloped areas should be left without schools. During the debate, Mr George Warwick Smith – Secretary of the Department of Territories – was in attendance and, when I discussed the matter with him later, he seemed to have got the message.

Publications Division: The creation of a Publications and Broadcasts Section has been approved by the Public Service Commissioner.

Transport of School Children: For some time we have been considering ways and means of reducing the cost of transport of school children and removing its discriminatory application... we have come up with two or three schemes, none of them is very satisfactory.

Employment of Primary School Leavers: At the Administrator's direction, a small inter-departmental committee was set up to investigate and recommend on the useful employment of those young men and women who do not proceed to secondary or technical education or who drop out of school before completion of Standard VI. One of the particular difficulties is the lack of opportunity in villages where even agricultural pursuits are ruled out because of lack of land or ownership problems. As I see it, the problem is:

a) Creation of employment – agriculture, handicrafts, co-operative industry.

- b) Vocational direction to education of those not proceeding to further education; perhaps provided by a special year beyond primary.
- c) Improvements to village life – housing, recreation, etc.

I would be pleased to have any ideas or comments from you.

LW JOHNSON

**FINANCIAL ASSISTANCE FOR EDUCATION: FARES FOR TERTIARY STUDENTS
CIRCULAR MEMORANDUM NO 45 OF 1965**

5 MAY 1965

Three pages outlining the conditions and procedures. Equivalent to return air fares to Sydney.

CE BARNES

**PAPUA AND NEW GUINEA: MINISTERIAL STATEMENT
HOUSE OF REPRESENTATIVES HANSARD P1142-1145**

5 MAY 1965

Barnes presents the IBRD Report on Economic Development in Papua and New Guinea to the House. Some quotes:

“The mission has recommended a five year development programme which places 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. The Government endorses these objectives...”

“In the field of education the Government endorses the Mission’s view that expansion at the secondary, technical and higher levels deserves high priority so that increasing numbers of the native people can participate effectively in the economic advancement of the Territory.”

“The Mission’s report expresses the view that the goal of economic self dependence cannot be reached for at least several decades even with the substantial economic growth which its production programmes envisage.”

“It is estimated that in addition to the present local and overseas strength of the Territory Public Service... about 2,000 more officers will be needed from outside the Territory, including 500 teachers for Administration secondary schools.”

**HOUSE OF ASSEMBLY DEBATES
FIFTH MEETING OF THE FIRST SESSION
17 TO 24 MAY 1965
VOL 1 NO 5**

Supervision of Pre-schools: In answer to a question from P Chatterton, Dr Scragg said that there would not be any benefit to the pre-school section or the children in a transfer from the Department of Health to the Department of Education. (Question No 516 17 May 1965 p610).

Criticism of Education System: Pita Simogen, “My people feel that the education system is not functioning properly. The schools are teaching out children to adopt new customs but they are not teaching them to retain the good customs of our ancestors... After having attended school and learning various things the young people are contemptuous of work in the garden, These newly educated people scorn the old ways of ding things and only want to adopt the ways of the Europeans. This will be a source of trouble... In the schools more emphasis must be placed on agriculture... If people receive too much education, hard work in the gardens will be beneath their dignity.” (17 May 1965 p620).

Criticism of Department of Territories and Minister: Mr Ashton, “Whilst in Australia I took the opportunity to learn a little of the activities of the Department of Territories. The conclusion arrived at is that the Department is unwieldy, unnecessary and out of touch with Papua and New Guinea. The Department seems to be composed... (Mr Barrett: You are wrong – decomposed!)... mainly of academics who seem more intent on searching for vacancies appearing in the Commonwealth Gazette whereby they can improve their position. There appears to be little dedication to their jobs or concern on their part with the welfare of this Territory. The general outlook in most cases seems to be a certain amount of contempt for the Territory Public Service and this House of Assembly. This attitude is accentuated by the Minister himself who could not remain for the current meeting of this House and has never sat in this House whilst in session. (17 May 1965 p621).

International Bank for Reconstruction and Development: Dr Gunther, "I lay on the table the report of an economic survey mission to the Territory of Papua and New Guinea." Debate was adjourned. (18 May 1965 p625).

University of Papua and New Guinea Bill 1965: Bill presented by LW Johnson and read a first and second time. LW Johnson reported that in August 1961 the committee set up by Hasluck recommended the establishment of a university college not later than 1966 and the Currie Commission recommended that a university should be in operation in 1965 with staff and students. "It is now the responsibility of this House to say the final word on the establishment or otherwise of a university in this Territory..."

"The first question is, "Is it now time to establish a University?" My answer is "Yes." The sooner we have a substantial number of graduates in education, in administration, in engineering, in medicine, in law and so on, the better."

"Are there enough students? Sydney University started in 1852 with 24 students; Canberra started in 1930 with 32 students; New England in New South Wales started in 1938 with 24 students and quite certainly we will have many more than those numbers here in Papua New Guinea."

"The second question is "Can these students manage university courses – are they good enough?" Let me say immediately without any qualification that the answer is most certainly: "Yes". (18 May 1965 p625).

"The third question is "Why not send them to Australia?" Australian universities have space only for a small proportion of students... do not make any provision for the special needs of our students, nor do they make provision for the special sorts of studies that are most useful to this country." (18 May 1965 p627).

Johnson then outlines the reason the Commission and the Australian Government favoured siting the University at Port Moresby – climate, availability of land, staff.

Institute of Higher Technical Education Bill 1965: Bill presented by LW Johnson and read a first and second time. Johnson recounts the history of technical education and states that next year Lae will have the first Territory technical college providing for diplomas in building construction and in automotive and diesel engineering. Rabaul will also have a technical college and later others will be established in some or all of Madang, Wewak, Goroka and Mount Hagen. "The very much smaller numbers needed at a higher level still, roughly equivalent to university engineering degrees, will be catered for at the Institute of Higher Education and it is intended that the central institute will be established in Port Moresby." (18 May 1965 p635).

The Bill was read a third time. (18 May 1965 p636).

International Bank for Reconstruction and Development: A number of members stressed the need for more primary schools and Percy Chatterton felt that the 'E' Course had been closed down prematurely. (24 May 1965 p745).

Les Johnson said, "The report does not say that there will be no new primary schools and no expansion of primary education. I quote from the report: "Enrolment targets... will allow for the addition of some schools in areas where, as yet, no schools exist." (p750).

"There also appears to be some misconception about the cessation of the "E" course... This scheme has been most successful and I have been very pleased indeed with the work of these teachers in different parts of the Territory. The "E" course was not terminated because of the Report of the World Bank. It was terminated because of the growing need for overseas teachers to staff our technical and secondary schools. There is a limit to the number of overseas officers who can be recruited for the Department of Education in any one year." (p751).

LW JOHNSON
USE OF "SELF DETERMINATION", SELF GOVERNMENT" AND "INDEPENDENT"
CIRCULAR MEMORANDUM NO 56 OF 1965
19 MAY 1965
ED1.14.1

Johnson distributes a communication from the Assistant Administrator (Services) that distinguishes between the above terms.

SOUTH PACIFIC POST
JOHNSON GETS UNI SITE IN MORESBY
24 MAY 1965 P 1

The House of Assembly last Friday passed legislation to set up the University on the Port Moresby site. This will be at June Valley adjacent to where the Administrative College is being built. During the debate on the legislation the House defeated on the voices a last ditch move sponsored by WJ Bloomfield for the University to be located at Lae. However, the Administration accepted another elected members' amendment, sponsored by D Barrett, for Goroka Teachers' College, Bulolo Forestry College and Vudal Agricultural College to become constituent colleges of the University as soon as possible after its establishment. The Administration also accepted two other amendments moved by elected members to increase the size of the University Council. (Membership of the Council is printed in Downs 1980 p408/9.)

SOUTH PACIFIC POST
PARENTS WELCOME NATIVES
24 MAY 1965 P 5

Rabaul, Monday: Education Department officials were prepared for a protest when they told Court Street Parents and Citizens Association of the intention to integrate an entire class of 30 native children into the Primary "A" school. Instead they were presented with a resolution endorsing the Department's move. This is the first time and "enrichment class" experiment has been tried in New Guinea. Last year a similar experiment was carried out at Port Moresby's Coronation School and has proved to be successful. It will be for children of exceptional aptitude who might have their potential submerged if they remained in the "T" schools.

CE BARNES
SPEECH IN OPENING THE SEMINAR OF THE AUSTRALIAN ASSOCIATION FOR CULTURAL FREEDOM, CANBERRA
27 MAY 1965
AA/1984/37 BOX 5

"If we succeed... we can hope for a self-governing neighbour, politically stable, anxious to continue close ties of mutual respect and friendship with us."

"Only 80,000 out of an estimated population of 2 million are in regular paid employment."

"73,000 in schools of recognised standard in 1959. Now about 185,000. But still only about 35% of eligible children in schools. Sufficient numbers completing the primary curriculum to enable a rapid build-up at the secondary, and – prospectively – the tertiary levels. But for some time, because of the inescapable time lags, a unbalance in the educational structure. Now about 7,500 secondary students. Still only 12 undergraduates."

SOUTH PACIFIC POST
THE STUDENT VOICE: MEETING FOR UNITY SEEN AS 'SUCCESS'
16 JUNE 1965 P 5

Students in Papua and New Guinea should follow the example of African and Asian students and become a force and voice in their own country. President of the tertiary Students Federation, Mr Ebia Olewale, said this yesterday. The mass meeting of students at Ela Beach Oval on Friday night had been an "unqualified success", Mr Olewale said. The meeting was attended by Lady Cleland and many Administration representatives and officials. Six speakers addressed the meeting.

Ebia Olewale spoke on the need for unity and the education of people by students to understand political happenings around them.

President of the Administrative College students representative council, Mr Albert Maori Kiki, told the meeting that students should play a more active role in helping their own people understand current situations.

Peter Pangkatana from the Medical College said students should work towards freedom. He advocated freedom in five years with complete independence later when the people are ready for it.

Joseph Urengi of the Posts and Telegraph Training College, told the assembly the type of articles he wanted written by students for publication in their own paper. (Political and social).

Michael Somare from the administrative College said everyone in Papua New Guinea should think of themselves as one nation and not as a district or tribal group.

LW JOHNSON
PRIMARY FINAL EXAMINATION, 1965
CIRCULAR MEMORANDUM NO 70 OF 1965
28 JUNE 1965
ED 23.3.1

A five page document explaining the organization of the exam, dates, preparation of results, grading of candidates, and explanatory notes for the English and General Knowledge papers.

SOUTH PACIFIC POST
SDA SCHOOLS TO UPGRADE
14 JULY 1965 P 10

Seventh Day Adventist schools were to be up-grads and the secondary schools are to include another grade in their syllabus by next year. A special survey of all SDA schools is being carried out in the next three weeks by Dr EE Cossentine, the secretary of the Department of Education for the Adventists world organisation. His previous visit was fifteen years ago. "In Papua and New Guinea and surrounding Islands we maintain more than 220 schools and instruct more than 10,000 pupils."

SOUTH PACIFIC POST
NEW LOCAL TEACHERS ASSOCIATION FORMED
14 JULY 1965 P 4

A Local Teachers' Association has been formed and has applied for registration as an industrial organisation. The move to form the Association was initiated by a group of senior local teachers now doing a course of advanced training at the Port Moresby Teachers' College. The president, Mr Vincent Eri, said the Association would be open to all teachers of the Administration. There was deep dissatisfaction particularly over new salary scales, low standards of housing and high rentals and holidays, leave fares and allowances. The secretary, Mr Madi Roua, said that there had been an enthusiastic response from teachers contacted so far and a drive was under way to obtain the views of all local teachers.

LW JOHNSON
LOCAL GOVERNMENT COUNCIL FUNDS FOR MISSION EDUCATION
CIRCULAR MEMORANDUM NO 73 OF 1965
15 JULY 1965
ED 17.1.16

Section 40 of the Local Government Ordinance of 1963 gives Local Government Councils the right to allocate funds for social purposes and Section 43 gives the Director of Education control over the use of such funds for educational purposes. This circular sets out the conditions necessary before authorisation may be given by the Department.

SOUTH PACIFIC POST
LEAVE WORRIES FOR NEW TEACHERS' ASSOCIATION
23 JULY 1965 P 5

Six hundred native teachers have applied to join the newly-formed Local Teachers' Association. A series of meetings over the next few weeks will explain the proposed policy of the association to potential members. President is Vincent Eri, Senior Vice-President is Mr Waterhouse Waiwai, Vice-President is Kila Ono, Secretary is Madi Roua and Treasurer is Nelson Giraure. They would press for holiday conditions as those enjoyed by teachers in Australia. There is a photo of the group.

SOUTH PACIFIC POST
STUDY AWARD
23 JULY 1965 P 3

The Director of Education LW Johnson has been awarded a Carnegie Travel Grant to enable him to study educational planning abroad. He will study in Malaysia, the West Indies, Puerto Rico and the United States.

LW JOHNSON TO THE PUBLIC SERVICE COMMISSIONER
CREATION OF DIVISION OF EDUCATIONAL RESEARCH AND DEVELOPMENT
26 JULY 1965
ACC 82 BOX 9267 FILE 1.2.7

On 26 July 1965 the PSC advised Johnson that he was deferring consideration of the proposal. Johnson replied that there was an immediate need for a Division to control the activities of Special Projects, Guidance, Publications and Broadcasts, Adult Education, Curriculum, as well as include a new Research Section. "You will appreciate that the Department of Education, though the largest

Administration Department, had no Deputy Director and no Assistant Directors and that I have a number of time-consuming extra Departmental duties. I am urgently in need of some top level professional assistance and I believe that this can best be provided by another Chief of Division who can control the variety of activities listed above."

"At the same time, I think that the creation of a Research Section is also a matter of urgency... activities directed towards improving methods of instruction and classroom performance and this research is carried on in schools and classrooms... I trust that you will reconsider your attitude."

SOUTH PACIFIC POST
PARENTS CONFUSED OVER NEW COURSE
2 AUGUST 1965 P 1

A meeting will be called Port Moresby in a fortnight to determine how many secondary students will require fifth and sixth form studies. Australian university entrance requires sixth form studies, PNG requires fourth form and a preliminary year. "I there are enough to warrant it, we will devise a way for them to continue their studies here."

LW JOHNSON TO THE TREASURER
AIR FARES FOR CHILDREN ATTENDING SECONDARY SCHOOLS IN AUSTRALIA
5 AUGUST 1965
ED 1.15.2 F 22-23

Recommends that parents be paid the cash equivalent of first class travel warrants for children attending secondary schools in Australia.

SOUTH PACIFIC POST
LET US VISIT AND STUDY IN AUSTRALIA
6 AUGUST 1965 P 2

James Aum of Port Moresby Teachers' College wants Papuans and New Guineans to be able to travel freely to Australia, not to be prejudiced, to share knowledge and education, and "not say 'yes' 'yes' all the time to what the European people tell you."

SOUTH PACIFIC POST
EXPERTS FOR UNI, TECH COUNCILS
11 AUGUST 1965 P 1

Barnes announced Professor PH Karmel as chairman of the interim council of UPNG and Sir Hubert Watkin and chairman of the council of the Institute of Higher Technical Education. Lists members of the IHTE council, which includes Les Johnson, Percy Chatterton and Don Barrett.

DEPARTMENT OF DISTRICT ADMINISTRATION TO THE CENTRAL POLICY AND PLANNING COMMITTEE
SUBSIDIES – LOCAL GOVERNMENT COUNCILS
12 AUGUST 1965
ED 1.15.2 F 34-35

Refers to CPPC 7/65 of 16 July 1965 and forwards a submission based on discussions between representatives of the Department of the Administrator, Treasury and District Administration, chaired by the Commissioner for Local Government. In December 1964 the Administrator requested a reappraisal of general policy relating to subsidisation of Territory Local Government. A submission was made to the CPPC in May 1965. This is the second submission and recommends, in relation to education that:

- 1 (a) Council participation in education be restricted to the construction and maintenance of Primary 'T' school buildings;
- (b) Councils may provide assistance to Primary 'A' schools only in relation to matters for which the central government does not provide assistance;
- (c) Councils will not be required to provide accommodation for European teachers;
- (d) Councils will not be required to provide accommodation for native teachers but may do so;
- (e) Councils will not be responsible for the salaries of teachers.

G WARWICK SMITH TO HIS HONOUR THE ADMINISTRATOR
DEPARTMENT OF EDUCATION PROJECTIONS 1966-1973
16 AUGUST 1965
ED 1.14.13 PART 3

Refers to ED 1.14.13 of 15 May 1965 when projections were prepared for a physical budget after discussions in Port Moresby between the Secretary and the Director of Education. "While it is

appreciated that much effort has gone into the preparation of these tables, they do not constitute a physical budget. Enrolments are not brought out to show the building programme that will be needed or the costs estimated to be involved. The physical budget that is in mind is a programme that would be submitted to the Minister for his consideration as a basic planning document showing the capital works to be undertaken by the Administration for the education programme and details of the numbers of pupils and teachers in the Administration schools and teachers' training colleges for each of the financial years 1965/66 to 1969/70. Estimated costs would be shown against each item."

Warwick Smith then listed the information he required and stated that "the physical budget will, of course, be related to enrolment projections", and included a departmental paper analyzing Education's projections. Warwick Smith noted the Education Department "postulates a rapid increase in numbers of pupils in Administration primary schools, an increase that is much beyond the order of increase that was envisaged by the World Bank Mission. It is noted that under these proposals as many as 43% of the total secondary school leavers would have to be diverted into teacher training next year to meet the Department of Education projections and that more than half the school leavers would proceed to teacher training, medical training or University or Institute next year... inadequate numbers will be left for all the other very important fields of employment and training."

Warwick Smith wants a manpower survey undertaken as soon as possible "to equate the opportunities with the numbers becoming available and to see that the opportunities conformed with the proper priorities of requirements for all government employment and training."

LW JOHNSON
VACANCIES AT FORM I LEVEL, 1966
CIRCULAR MEMORANDUM NO 85 OF 1965
16 AUGUST 1965
ED 55.1.5

The Department asks each secondary school to complete a form indicating how many students can be accommodated at Form I. This information is to be fed into a computer to ensure that the pupils entering Form I are the best available in the Territory as a whole.

CE BARNES
PAPUA AND NEW GUINEA: LEAVE FOR TEACHERS
HOUSE OF REPRESENTATIVES HANSARD P144
17 AUGUST 1965

In answer to questions from Reynolds, Barnes said that entitlements for overseas officers include one day' recreation leave in respect of each week of service in the Territory and long leave of three months after six years Territory service. Teachers are required to take recreation leave each Christmas school vacation. Leave may be allowed to accumulate only in respect of service of up to 3½ years before the date on which leave is to commence.

LW JOHNSON
SECONDARY SCHOLARSHIPS
CIRCULAR MEMORANDUM NO 91 OF 1965
17 AUGUST 1965
ED 55.1.3

The Department of Territories has advised that 20 scholarships will be available to enable students undertake secondary education in Queensland and NSW. Johnson asks for applications to be forwarded immediately. Students will be selected based on primary and secondary records, a teacher's report, psychological tests, ability to adapt to Australian School conditions, and results on educational tests.

CE BARNES
PAPUA AND NEW GUINEA
HOUSE OF REPRESENTATIVES HANSARD P151
18 AUGUST 1965

In answer to a question from Stewart, Barnes said "We have accepted the report of the World Bank mission, which has given us guide lines for the future development of Papua and New Guinea... As far as the political concept is concerned, at all times we have stated that it is not for Australia or this Government to say when these people should have either self government or independence; it is a matter for the people themselves. I for one would never attempt to hurry this development."

CE BARNES

PAPUA AND NEW GUINEA

HOUSE OF REPRESENTATIVES HANSARD P151

18 AUGUST 1965

In answer to a question from Bryant, who expressed concern with the World Bank's recommended restriction on primary education, Barnes said "The mission pointed out the importance of balanced education – primary, secondary and tertiary... We are following the World Bank's recommendations."

DM FENBURY TO ALL HEADS OF DEPARTMENTS

THE CENSUS OF INDIGENOUS POPULATION

20 AUGUST 1965

52.1.7

A sample census will be undertaken to coincide with the Australian and Territories census at the end of June 1966. The Commonwealth Statistician will assist with the census.

HOUSE OF ASSEMBLY DEBATES

SIXTH MEETING OF THE FIRST SESSION

24 AUGUST TO 3 SEPTEMBER 1965

VOL 1 NO 6

Syllabus Primary 'A' and Primary 'T' Schools: In answer to a question from Edric Eupu, Johnson said that Papuan and New Guinean children in 'A' schools follow the same curriculum as European children but those in 'T' schools follow a different curriculum. The principal difference is in the way English is taught. 24 August 1965 p773.

Esa'ala Losuia – Visit by District Education Officer: In answer to a question from Lepani Watson, Johnson advised that the District Inspector had spent 43 days in the electorate in 1964-65 but had not attended any Parents and Citizen meetings. He did talk to councilors, School Committee members and parents. 24 August 1965 p773.

Esa'ala Losuia – Schools Supervisor: In answer to a question from Lepani Watson, Johnson said that it is unlikely that a supervisor will be appointed to Esa'ala in 1966. It will be considered in 1977. One of the problems was transport. 24 August 1965 p773.

Statement by Leave by the Minister for Territories the Honourable CE Barnes in the House of Representatives: Gives Barnes' reasons for withholding assent to the Public Service (Papua and New Guinea) Ordinance 1965. Barnes proposes that the subject should be examined by a committee consisting of two elected members of the Administrator's Council, and officer of the Department of Territories and an officer of the Administration to examine the present arrangements... "paying particular attention to ways and means of accelerating advancement of local officers to positions of responsibility in the service (and) to establish arrangements for the Territory Public Service which will best meet the various interests involved and which will maintain the high standards of loyalty and efficiency in the service." 25 August 1965 p803-3.

Budget: LW Johnson speaks on the Budget and its implications for Education:

1. Recruitment: "We are still not producing nearly enough young men and women of sufficient educational standard to fulfil the needs of the Administration or of the private employers or of the various governmental agencies. To stop an unseemly scramble for recruits, Administration recruitment is organized by the Public Service Commissioner's Office... and the numbers for the various government quotas. 196 is the quota of local officers for the Department of Education." 2 September 1965 p974.
2. Localisation: "A large number of Administration departments and private organizations have instituted developmental schemes for local officers to produce executives at an accelerated pace... while the Administrative College also processes these officers and trains them for executive positions." 2 September 1965 p974.
3. University Buildings: Johnson says that it is highly unlikely that the university will have buildings to take in students in 1966 and 1967 but these can be temporarily accommodated at the Administrative College and Goroka Teachers' College. 2 September 1965 p975.
4. Economy: "Each year the Administrator personally charges each head of department to use the utmost economy... I personally check the telephone accounts, stamp accounts, telephone bills and travel of every education office in this country. Large economies can be made through reducing the cost of classroom supplies and by haggling with publishers." 2 September 1965 p975.
5. Budget for Education: £5.6 million or 11.6 per cent of the total Budget. 2 September 1965 p975.
6. Enrolments: Administration primary enrolments will increase by 6,000 and mission primary enrolments by 8,000. Secondary, technical and junior technical enrolments of Administration and mission will increase from 10,000 to 13,000 in 1966. 2 September 1965 p975.

7. Overseas Recruitment: Next year we need 90 more overseas teachers for secondary, technical schools; in 1967 we will need 100 and in 1968 we will need a another 160. 2 September 1965 p976.

Rabaul School Children – Percentage of Failures: Johnson assured To Liman that there was no significant difference between the primary Final Examination results in the New Britain District and the Territory as a whole. 3 September 1965 p988.

SOUTH PACIFIC POST
MADANG FACILITIES IMPRESS EDUCATOR
1 SEPTEMBER 1965 P 18

Sir Hubert Watkin Chairman of the Council of the Institute of Higher Technical Education visited Madang and Mount Hagen during his initial tour of the educational establishments in PNG.

LW JOHNSON
HEADMASTERS' CONFERENCES, 1965
CIRCULAR MEMORANDUM NO 103 OF 1965
CIRCA SEPTEMBER 1965
ED 16.2.2

A seven page report of the three headmasters' conferences held this year: Rabaul 4th and 5th May, Port Moresby 11th and 12th May, and Goroka 20th and 21st May. The conferences were attended by the headmasters of Administration and Mission secondary schools. The recommendations, in the main, concern curricula, texts and materials, examinations, guidance, and programming.

SOUTH PACIFIC POST
TEACHERS WANT NEW CONTROL
8 SEPTEMBER 1965 P 8

The newly named Papua New Guinea Teachers Association is to seek the establishment of an Education Commission within the public service. Formerly the Teachers Occupational Group, the association was formed after a four day conference last week. It was claimed that the association had 1200 members – all of them members of the PSA. The association wants their claims put directly to the Minister as they no longer have confidence in the Public Service Commissioner.

LW JOHNSON
SUPERVISORY TEACHER'S JOURNAL
CIRCULAR LETTER TO ALL SUPERVISORY TEACHERS
8 SEPTEMBER 1965
ED 1.15.4

Diaries are to be completed daily and forwarded to headquarters fortnightly.

LW JOHNSON
CENSUS OF THE INDIGENOUS POPULATION
CIRCULAR MEMORANDUM NO 97 OF 1965
8 SEPTEMBER 1965
ED 59.1.5

The census is to take place in June 1966. The first pre tests and field tests are to take place in October 1965. Training will be held in Port Moresby from 5 to 8 October. District Inspectors are asked to release from duty the personnel selected to undertake the census.

PH KARMEL, RS SWIFT, BJ MEEK AND MAM CULLEN
SUMMARY OF DISCUSSIONS
13 SEPTEMBER 1965
HOWIE-WILLIS COLLECTION

First meeting of the Interim UPNG Council to be held at Port Moresby 5 and 6 October 1965. Aim to have 90 students in preliminary year in 1966. Perhaps 60 will pass. Half could be offered scholarships to Australian universities if PNG university is not ready.

UNIVERSITY OF PNG – MATTERS FOR CONSIDERATION OF PROFESSOR KARMEL
28 SEPTEMBER 1965
HOWIE-WILLIS COLLECTION

Administrative arrangements for the Interim UPNG Council Meeting.

CE BARNES
PAPUA AND NEW GUINEA
HOUSE OF REPRESENTATIVES HANSARD P1360
28 SEPTEMBER 1965

In answer to a question from Whitlam, Barnes provided statistics on education enrolments.

SOUTH PACIFIC POST
UNIVERSITY COUNCIL
6 OCTOBER 1965 P 3

The first meeting of the interim council of the University of Papua New Guinea was held yesterday. Gives membership.

SOUTH PACIFIC POST
STEP FORWARD IN EDUCATION
6 OCTOBER 1965 P 3

Meetings of the interim council of the University of Papua New Guinea and the council of the Institute of Higher Education were held in the past week. Graduates from the university will be recognised throughout Australia. The first course at the Institute will be Civil Engineering but it won't begin until 1967. "The proposed university courses, very properly, give priority to fitting students to take up administrative careers in the Public Service as this is where the most vital need will be as and when self rule is introduced."

LW JOHNSON
BUDGETARY CONTROL 1965/66
CIRCULAR MEMORANDUM NO 117 OF 1965
11 OCTOBER 1965
ED 25.9.2

The Department is faced with a serious finance shortage during the current financial year... This means that 'Other Travel' which includes duty, transfers, student movement, conferences, allowances etc., will have to be curtailed 35% as compared to last financial year. If immediate action is not taken to economise, then the 1965/66 Appropriation will be exhausted by the beginning of February."

EDUCATION ADVISORY BOARD
MINUTES OF THE TWENTY-FIFTH MEETING HELD AT PORT MORESBY
14 OCTOBER 1965

Mission Liaison Officer: Kwamala Kalo has been appointed.

Textbooks and Classroom Materials: P and C Associations are encouraged to strike a voluntary levy and spend the money on necessary items.

'E' Course: The Department may operate a Secondary 'E' Course for Mission candidates in 1966. The new Lutheran Teachers' College may operate a Primary 'E' Course for Mission candidates with some assistance from the Administration.

Indigenous Secondary Scholarships: The Minister has decided that these should continue and that proposals should be made for expansion. The Board considered expansion undesirable.

Adult Education: Concentrate on urban areas and particular groups of workers – police, hospital staff. A need for short vocational courses – vehicle maintenance.

Exempt Schools:

Distribution of Stores: The new system is substantially better but some weaknesses.

Mission/Administration Relation and Educational Development:

1. Exempt Schools: Should be freed from the present development restrictions and be regarded as religious or community education centres rather than schools.
2. Primary Staffing: An intense effort is to be made to train 'A' certificated teachers to teach above Standard II.
3. Secondary Expansion: Missions are hindered by staffing and building costs. Places are to be provided at ASOPA for Mission trainees and a Secondary 'E' Course to be provided in 1966 if there are sufficient suitable candidates. It was recommended that the Missions be assisted with air fares to bring secondary teachers from Australia. It was recommended that low interest loans and £ for £ subsidies be provided.

Functions of EAB: Proposed that an Executive Sub-Committee be formed to meet every two months. The EAB would meet annually. Four regional areas would each have a Mission representative.

Mission/Administration Conference: To be held in 1966.

Local Government Council Assistance to Mission Schools: Local Government officers and Missions to be made clear of the situation.

Volunteers: Untrained volunteers should not attract a grant.

School Broadcasts: Need to get the booklets to schools before the broadcasts.

LW JOHNSON

SCHOOL CHILDREN PROCEEDING TO SCHOOLS IN AUSTRALIA – EXAMINATION FOR HOOKWORM

CIRCULAR MEMORANDUM NO 123 OF 1965

19 OCTOBER 1965

ED 28.1.5

Queensland requires a certificate stating the child is free of hookworm before entry.

INTERIM REPORT OF THE WORKING BOUP TO THE COMMITTEE ON TH INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT REPORT

CIRCA 20 OCTOBER 1965

AA 1984/37 BOX 22

Is the Administration's reaction to the Report. Johnson was interviewed. The group met from 20 September to 20 October 1965. Page 34 of the Report states "The most urgent need is the expansion of Secondary, Technical and Higher Education." Johnson told the working group "the Department's policy, for some time, has been maximum development of Secondary and Technical education. At the same time there has been heavy political pressure for development of new primary schools. Each case should be considered on its merits."

SOUTH PACIFIC POST

HUGE INCREASES IN TECHNICAL EDUCATION

20 OCTOBER 1965 P 4

The Chief of Technical Education told the Arbitration Court that Technical Education had expanded from 3 schools in 1957 to 64 centres of instruction in 1965. In eight years the number of pupils had increased from 216 to 4,100 pupils, 700 apprentices, in 23 grades. The syllabus changes required a complete overhaul every three years.

SOUTH PACIFIC POST

EDUCATION CHIEFS SALARY INCREASE

22 OCTOBER 1965 P 6

The four Chiefs of Division of the Department of Education were awarded a pay increase of £499 to £3,943 per annum, in an interim decision by the Public Service Arbitrator Mr LG Mathews, yesterday. Before the hearing started, the Advocate for the Administration Mr N Rolfe, made an offer of £3,600 for the secondary teacher training and technical chiefs and £3,700 for the chief of the primary division. This was rejected by the PSA.

SOUTH PACIFIC POST

TOO MANY PUPILS NOT ENOUGH TEACHERS

22 OCTOBER 1965 P 6

The Chief of Division Teacher Training, Mr D Owner told the Public Service Arbitrator that a new teachers' college would be opened at Goroka in 1967 and another at Kokopo in 1968. In the next eight years secondary enrolments would increase by 16,000. 84 new teachers a year would be required to keep up with the increase. Owner said "At the present rate of retraining teachers to lift them to higher teaching standards, it will take 100 years to train the necessary number."

LW JOHNSON

TEACHERS' DUTY DURING MAY AND AUGUST VACATIONS

CIRCULAR MEMORANDUM NO 126 OF 1965

25 OCTOBER 1965

ED 57.1.21

Unless specifically instructed to report for duty teachers will not be required at schools during the vacations.

SOUTH PACIFIC POST

NEW VACATION CONDITIONS

25 OCTOBER 1965

Barnes has agreed that teachers will not be required at schools during the May and August vacations.

WC GROVES TO K KALO

27 OCTOBER 1965

Groves recounts his association with PNG to Kalo who is in HQ Moresby and the editor of 'Teacher'. He mentions European and indigenous teachers and their postings.

RC RALPH

SOME ASPECTS OF SCHOOLS AND SCHOOLING IN THE TERRITORY OF PAPUA AND NEW GUINEA

'EDUCATION GAZETTE

NOVEMBER 1965

Was also printed in 'Forum of Education' Vol XXIV No 1 March 1965 pp 45-52. This is an excellent summary of education to 1964.

SOUTH PACIFIC POST

LAW STUDENTS

1 NOVEMBER 1965 P 5

Mr Nigel Bowen QC (Lib NSW) has suggested in the House of Representatives that students of Law at UPNG should finish their law courses in Australia. One advantage was that they could obtain Australian articles or apprenticeship. There were not enough legal practitioners in the Territory to train articled clerks. The Law Council of Australia had already shown interest in helping native students if they were brought to Australia.

SOUTH PACIFIC POST

THREE NEW DISTRICTS

1 NOVEMBER 1965 P 5

The Administrator has approved three new administrative districts – Chimbu, West Sepik and West New Britain. The districts would not be set up immediately but would depend on staff and funds.

LW JOHNSON

INSERVICE COURSES FOR SENIOR OFFICERS - 1966

CIRCULAR MEMORANDUM NO 129 OF 1965

1 NOVEMBER 1965

ED 6.3.15

It is expected that an in-service course of either one year for Supervisory Teachers or of six months for Headmasters will be held at the Port Moresby Teachers' College in 1966... It is realised that a number of teachers may also be qualified to apply for the Preliminary Year at the university. There is nothing to prevent a teacher from applying for both; if he is selected for both, he may then choose the one he wishes to attend.

LW JOHNSON

AGRICULTURAL, FORESTRY AND OTHER RURAL BIAS PROJECTS IN ADMINISTRATION SCHOOLS

CIRCULAR MEMORANDUM NO 130 OF 1965

3 NOVEMBER 1965

ED 42.1.1

Two pages of projects being carried out in the districts.

LW JOHNSON

CIRCULAR LETTER TO 'B' AND 'C' COURSE TRAINEE -1965 YEAR

12 NOVEMBER 1965

ED 57.1.27

Many trainees have been incorrectly paid. Those over paid will not have to refund the amount. Those under paid will receive back pay. Salary scales for male and female trainees in the Auxiliary and Third Divisions are provided for various ages.

LW JOHNSON

INFORMATION FOR TRAINEES

CIRCULAR MEMORANDUM NO 135 OF 1965

12 NOVEMBER 1965

ED 57.1.27

This circular provides trainees with background information on the Public Service including the Divisional structure, seniority, salaries, increments, promotion, leave and furlough entitlements.

SOUTH PACIFIC POST

NEW SCHEME READY FOR SCHOOL BOYS

15 NOVEMBER 1965 P 3

Mobil Oil PNG will select PNG students who have completed two years of secondary education to attend Australian schools up to matriculation level.

LW JOHNSON
STUDENTS ATTENDING SECONDARY SCHOOL - BURSARY ASSISTANCE
CIRCULAR MEMORANDUM NO 124 OF 1965
15 NOVEMBER 1965
ED 61.1.3

Explains the bursary system.

SOUTH PACIFIC POST
TEACHER ATTACKED
19 NOVEMBER 1965 P 3

A parent attacked the headmaster of Court St Primary School, Rabaul, in front of 100 children. The parent was upset that his son had to pick up papers as a disciplinary measure. The court fined him £30.

DM CLELAND
ADDRESS BY HIS HONOUR THE ADMINISTRATOR AT THE GRADUATION CEREMONY OF THE
PORT MORESBY TEACHERS' COLLEGE
ADMINISTRATION PRESS STATEMENT NO 180
18 NOVEMBER 1965

Cleland tells the graduates that the welfare of a country and its people depends on the quality of the people, the quality of the Government, the quality of its friends, and the quality and quantity of its economic products. He urges them to resolve to be good citizens and good teachers and to play a part in building a bright future for the country.

DM CLELAND
SPEECH BY HIS HONOUR THE ADMINISTRATOR AT THE OFFICIAL OPENING OF THE KASSAM
PASS
ADMINISTRATION PRESS STATEMENT NO 181
19 NOVEMBER 1965

Cleland tells the history to the opening of the pass and the people involved.

LW JOHNSON
POSTINGS AND TRANSFERS OF LOCAL SUPERVISORY TEACHERS
CIRCULAR MEMORANDUM NO 138 OF 1965
19 NOVEMBER 1965
ED 64.3.11

Provides the names file numbers and postings of eighteen officers by district and position. About one third are Head Teachers of medium sized schools and one third supervisory teachers. Of the others, Alkan To Lolo has been transferred from the Eastern Highlands to HQ Primary Division, as Acting Inspector, to work with Kwamala Kalo; Kila Onno has been transferred to the Adult Education Branch in HQ; Vincent Eri and Gaino Malolo have transferred to Re-training Section.

SOUTH PACIFIC POST
MOTHER QUERIES DECISION ON SCHOOL BUSES
22 NOVEMBER 1965 P 2

A parent wants the Director to guarantee her child's safety on the walk to and from school now that the free bus service for 'A' primary students has been discontinued "because this constitutes discrimination against Papuan and new Guinean school children.

HOUSE OF ASSEMBLY DEBATES
SEVENTH MEETING OF THE FIRST SESSION
23 TO 29 NOVEMBER 1965
VOL 1 NO 7

Sporting Equipment for Mission Schools – Milne Bay: Les Johnson advises John Guise that registered mission schools are provided sporting equipment on the same basis as Administration schools. 23 November 1965 p 1032.

Statistics – Secondary and University: Les Johnson advises Gaudi Mirau that there are 290 students receiving secondary education in Australia, 90 sponsored by the Administration and 140 privately sponsored. Next year we expect to have a total of 22 Papuan and New Guinean students at Australian universities and a maximum of 80 at the Territory university. 23 November 1965 p 1035.

Future of Children Unable to Attend Primary 'T' Schools: Les Johnson advises Gaudi Mirau that where the Department cannot enrol all the children, we enrol the younger children as a first priority. 23 November 1965 p 1036.

Social Studies - Primary and Secondary Schools: Barrett laments that Territory students know little about their own country. 24 November 1965 p 1082.

Educational Films for Schools: Johnson advises Ehava Karava that such films are available from the Department of Information and Extension Services. 25 November 1965 p 1088.

Teachers - Secondary Schools: In answer to questions from Holloway, Johnson stated that he did not anticipate a shortage of secondary teachers in 1966 but possibly in some specialist positions. 30 teachers had been recruited from the United Kingdom. 25 November 1965 p 1089.

School Leavers - Employment: To Liman said "If we educate our people to the civilized way of life and fail to provide it, I can see nothing but trouble for all of us." 25 November 1965 p 1119.

Schools - Eastern Highlands: Johnson informs Pople that it is planned to open three new schools in the Eastern Highlands in 1966. 26 November 1965 p 1122.

School Age Limit: Johnson informs Handabe Tiaba the older students may be asked to leave school when it is considered that they can no longer get any benefit from the instruction. 26 November 1965 p 1123.

Statistics - School Leavers: Johnson provides To Liman with a table detailing the number of students leaving education from Administration and Mission schools from Standards VI and VII and Forms I to V. 26 November 1965 p 1124.

CE BARNES

INTERNATIONAL AID FOR EDUCATION IN PAPUA AND NEW GUINEA

HOUSE OF REPRESENTATIVES HANSARD P1307

24 NOVEMBER 1965

Two missions from the United Nations will shortly visit Australia and Papua and New Guinea to discuss four projects that might be appropriate for assistance - staff and equipment for the IHTE, the development of facilities for higher level teacher training and research, consultant services for science teaching in Territory schools, and staff and equipment for the development of science teaching in primary and secondary schools.

LW JOHNSON

MODE OF ADDRESS OF TEACHERS IN PAPUA-NEW GUINEA

DEPARTMENTAL CIRCULAR MEMORANDUM

29 NOVEMBER 1965

ED 1.14.1

Unnecessary distinctions are made between teaching staff in many of our schools... Local staff are expected to use a title when addressing overseas staff, but the reverse courtesy is not extended to local staff... As from now, I require all staff in schools to be listed with appropriate title - Mr, Mrs or Miss. In daily communication between members of the staff these titles are to be used.

SOUTH PACIFIC POST

SCHOOL BUSES - PLEDGE TO HELP

8 DECEMBER 1965 P 1

The Department of Education would continue to organise school buses on behalf of paying parents the Director told a meeting of delegates from P and C associations in Port Moresby this week... More than 2,300 children are using the Primary 'A' buses.

SOUTH PACIFIC POST

TERRITORY SCHOOLS "NEGLECT POLITICS"

8 DECEMBER 1965 P 15

The Leader of the House of Assembly, Mr Niall said at the Bugandi High School speech night that not enough attention is being given in the PNG syllabus to politics and citizenship. He urged students to give their views on the constitution to the select committee when it visited Lae.

SOUTH PACIFIC POST

OUR TEACHERS FOR VARSITY?

15 DECEMBER 1965 P 11

The Department of Education was prepared to release up to 20 native teachers to undertake preliminary year studies at the PNG University.

LW JOHNSON

AGE OF STARTING SCHOOL -PRIMARY 'A' SCHOOLS

CIRCULAR MEMORANDUM NO 143 OF 1965

16 DECEMBER 1965

ED 1.1.4

Three pages of instructions but basically not less than 5 years and 9 months for Grade I on the first day of the calendar year or a year earlier for Preparatory Class if approved.

**SOUTH PACIFIC POST
TEACHERS NEED INCENTIVES – SAYS DIRECTOR
17 DECEMBER 1965 P 2**

More adequate incentive payments were needed to improve the quality of the teaching service in the Territory, the Director of Education, Mr LW Johnson told the Public Service Arbitrator Mr L Matthews in the local officers case. He told the Arbitrator, "The Territory situation is unique in that overseas officers occupy base grade positions with local officers so that the contrasting salary scales are immediately obvious." Mr Johnson said that the new salary rates had created some dissatisfaction among students at the Teachers' College in Port Moresby and the Administration had agreed to pay two-thirds of the difference to students in training at the time of the change,

**SOUTH PACIFIC POST
LATER START FOR SOME SCHOOLS
20 DECEMBER 1965 P 1**

Some Port Moresby primary 'A' schools will start at 8.45 am next school year to fit into a revised bus schedule for paying school children.

**KR MCKINNON
SCHOLARSHIPS FOR MISSION TRAINEES AT THE AUSTRALIAN SCHOOL OF PACIFIC
ADMINISTRATION
CIRCULAR MEMORANDUM NO 142 OF DECEMBER
22 DECEMBER 1965
ED 38.2.1**

The Minister has directed that selection be made by a Committee composing Administration and Mission representatives. Nomination to be received at HQ by 17 January 1966 where they will be collated and forwarded to the appropriate Mission nominee for arrangement in order of preference. Gives allowances. Scholarship holders will be bonded for a period of three years.

**KR MCKINNON TO THE CENTRAL POLICY AND PLANNING COMMITTEE
SUBSIDIES TO LOCAL GOVERNMENT COUNCILS
29 DECEMBER 1965
ED 1.15.2 P 44-47**

McKinnon, acting Director of Education, wants Councils to become more involved with primary 'T' schools and land, buildings and facilities used for schools and owned by the Government to be handed over progressively to the Councils. He says that there is no evidence, as yet, that village people regard the schools as "our schools". They appear to regard the schools as arms of the Government.

**KR MCKINNON TO THE ASSISTANT ADMINISTRATOR (SERVICES)
POLICY APPROVAL – NEW BUDGETARY PROVISIONS
LATE DECEMBER 1965
ED 1.15.2 P 44-47**

McKinnon asks for the establishment and appropriation funds for two new special divisions of the Education Department's budget. The first is for a Development Vote with funds of up to £10,000 to allow more flexibility in the purchase of educational materials and equipment to develop new teaching methods and new presentation devices. The second was for a Research Vote. Both the Currie Commission and the World Bank recommended the establishment of a Research Section within the Department and a submission is currently with the Public Service Commissioner. If a Research Section is approved a figure of £20,000 will be required annually for the next three years. If it is not approved funds will be required for fares, research and living grants for co-operative research with Australian universities. Gunther supported the proposals saying, "Research is essential. I would support the submission." Treasury had no objection but said that the Department of Education should provide the usual Departmental estimates and justification.

**SOUTH PACIFIC POST
PARENTS CRITICISE BUS DECISION
31 DECEMBER 1965 P 3**

Wewak Primary 'A' Parents and Citizens' Association points out that half of the children using their buses are indigenous.

FACULTY BOARD OF THE PAPUAN MEDICAL COLLEGE
RELATIONSHIP OF THE COLLEGE TO THE UNIVERSITY
LATE 1965

The report gives the College's history and describes how it is governed.