



1954

TERRITORY OF
PAPUA

REPORT FOR
1953-1954

permanent-type buildings were not constructed. During the year, however, a secure title to the land was acquired by the Administration, and a re-building programme is now under way. Present accommodation at the Centre is fully taxed with 110 students.

Administration schools were supplied with equipment adequate for their needs, and the Department's central educational equipment store has been better stocked than at any previous period.

CHAPTER 4.

EDUCATIONAL DEVELOPMENT.

Basic Policy.

The Education Department seeks to assist the Papuans in becoming adjusted to the changes brought by the increasingly strong European impact on the Territory. At the same time it aims to preserve the best in indigenous culture and society and to avoid the disintegrating effects of over-rapid change. The implementation of this policy involves a recognition of the importance of adult education and vocational training, with a particular emphasis on gardening and agriculture.

Since the people are divided into a great number of cultural and linguistic groups, much adaptation has to be made to suit local needs and conditions.

The long-term plans of the Department of Education, are, in brief—

- (i) the attainment of universal literacy;
- (ii) the development of English as the *lingua franca*;
- (iii) the provision of a full range of educational facilities, including technical and adult education, for both sexes and for all groups in the Territory; and
- (iv) the strengthening of the people's understanding of their association with the Commonwealth and of the principles of democracy.

A short-term plan and programmes are in operation designed to meet the more pressing educational needs of the Territory. The major proposals for the immediate future are as follows:—

- (1) A large-scale increase in the number, and improvement of the standard of Native teachers, by stepping up secondary education, provision of additional training centres and enlargement of existing ones; introduction of emergency teacher-training courses, and the establishment of a full-scale teachers' college and the conducting of refresher and other courses for teachers. Complementary action is being taken to improve the status, remuneration and conditions of Native teachers.
- (2) The improvement of secondary education by raising the standard of schools and training centres, providing additional technical

training facilities, introducing manual arts into all schools as part of the general syllabus and widening the provision of girls' schools and educational activities for women.

- (3) Provision of more primary schools.
- (4) Recruitment of additional European staff to enable the establishment of new education areas.
- (5) Provision of a wider range of equipment for Native schools.
- (6) Development of vernaculars as teaching media for the earliest stage of schooling.
- (7) Extension of the teaching of English.
- (8) Increased educational use of such media as films, radio and publications.
- (9) Increasingly rural bias in general education throughout all stages of instruction.
- (10) Special literacy campaigns and the production of a wider range of literacy materials.
- (11) Extension of special classes and study groups.
- (12) Association of educational institutions with projects aimed at organized community living.
- (13) Provision of increased subsidies to missions, on a revised basis, and the provision of greater facilities for the benefit of Native mission teachers.

The year 1953-54 has been marked by a degree of progress in nearly all the fields covered by the short-term educational programme. Special reference is made to the following:—

- (1) Improvement in standards of Native teachers through extra and more intensive training, correspondence courses, refresher courses and increased European supervision in the field.
- (2) Improvement in secondary education through availability of accommodation and a better standard of applicant.
- (3) New accommodation, provision of additional class materials, machines and tools, and an increase in instructional staff in technical training.
- (4) The establishment of Native clerical classes to assist towards promotion and advancement.
- (5) Introduction of the scholarship scheme for Native students to attend Australian secondary schools.
- (6) Increased school enrolments and some extension into new areas.
- (7) Appointment of additional European staff.
- (8) Effective work by the Linguistics Officer in association with mission staffs.
- (9) More intensive teaching of English in schools.

- (10) Introduction of regular broadcasts to schools by the Australian Broadcasting Commission in association with the Department of Education.
- (11) The extension of the rural bias of education.
- (12) Financial aid and issues of equipment to mission schools.

CHAPTER 5.

ADULT EDUCATION AND CULTURAL INSTITUTIONS.

Literacy and Linguistics.

The Education Department has one European Officer specializing in the field of languages and literacy. Research is carried out in the fields of general literacy methods, teaching in the vernacular, teaching English as a foreign language (differing approaches being necessary with each vernacular) and language investigation and analysis from the point of view of checking and preparing material in Native languages.

Literature and Libraries.

A preliminary survey of the Territory's literature requirements has been made by the Organizer for Island Literature, who is in charge of the South Pacific Commission's Literature Bureau. With the assistance of the Bureau an experimental bookshop has been established and it is possible that a move will be made towards the establishment of a Territorial Literature Bureau.

There is a system of public libraries in the Territory. The Central Library, which is located at Port Moresby, acts as a distribution centre for the whole Territory, and all technical processing takes place there. There is a branch library at Samarai. Besides serving local needs, each library is responsible for supplying its own outlying areas. There is no charge for this service and books are carried free through official channels. The public library service is directed by a principal librarian located at the Central Library. There are 14,380 books held at Port Moresby and about 3,000 at Samarai.

A steady flow of suitable English books is maintained to 65 centres in Papua as part of the special Native library service conducted by the Social Welfare Branch.

Societies.

The Historical Society of Papua and New Guinea was formed on 2nd November, 1953, with the aims of using its influence to preserve places of historical interest and of acquiring and preserving material bearing on the history of the Territory. The Scientific Society, Photographic Society and the Papua and New Guinea Division of the Arts Council continue to function.

Visual Education.

The Department of Education has 16-mm. sound projectors in regular use. All of these projectors, under the supervision of District or Area Education Officers,

are mobile within their respective zones, and film screenings are regularly given at schools, mission stations, villages, labour compounds and gaols. To ensure a regular supply of suitable films, the Department maintains a 16-mm. film library of educational and documentary subjects for circulation. This library is continually being augmented, and for the year ended 30th June, 1954, 49 new titles were purchased. Also films on long-term loan are made available from the National Library, Canberra, as required.

The Administration encourages the use of these films by missions, traders, planters, oil companies and Native co-operative societies. No charge is made for this service, and the main condition governing the use of the films supplied is that there must be no admission fee for attendance at the screenings.

There were 357 screenings during the year which were seen by a total of 153,174 people.

Broadcasting.

The Native Peoples' Session has continued in active operation throughout the year. It has provided a news and information service at adult level and has proved increasingly popular. The outstanding feature for the year has been the introduction of a women's session embracing infant welfare and other subjects of interest to women.

Transmission of the Papuan section of the programme (as distinct from the Melanesian Pidgin and New Guinea vernacular programmes) has been made on both broadcast and shortwave bands through Stations 9PA (1250 Kilocycles) and VLT6 (6130 Kilocycles). The time of transmission for the Papuan programme has been 4.15 p.m. to 5.05 p.m. daily, except week-ends and public holidays.

The programmes have provided—

(a) Two news services daily—One in English and one in Police Motu (a Papuan *lingua franca*).

(b) A feature programme daily. Whilst no rigid programme is laid down for these features, each day has its definite bias. The coverage is as under—

Monday—World around us.

Tuesday—Health and hygiene.

Wednesday—Civics and Native affairs.

Thursday—Agriculture.

Friday—Women's interests and infant welfare.

(c) A special (25 minutes) English programme for those desiring practice in English comprehension.

(d) A series of brief vernacular programmes designed to carry basic news items to areas where Police Motu is not a *lingua franca*. Papuan vernaculars used during the year have been Wedau, Suau, Sinaungoro, Roro, Mekeo, Toaripi, Orokaiva.

Music used throughout the session has included much of Native origin and a considerable library of local recordings has been built up. Legends and folk-lore have also been recorded, and this has proved an effective medium of perpetuating part of the culture of some of the Papuan peoples.

CHAPTER 6.

YOUTH ORGANIZATIONS.

With the exception of one or two small movements associated with mission bodies, youth work in the Territory is centred in the Boy Scout and Girl Guide Movements which together now have a membership of 1,500. The leaders of the Scout and Girl Guide movements are trained in three ways; locally, by means

of correspondence courses through Australian Scout and Guide training branches, and by attendance at special training courses in Australia. Training Commissioners have visited the Territory and to date four Scouts and Guides have attended courses in Australia. A group of Native Scouts from the Port Moresby District visited Australia in connexion with the visit of Her Majesty Queen Elizabeth the Second.

Girl Guide groups have been formed at Samarai, Fife Bay, Kula, Barakau, Tupuseleia, Daru, Orokavo, and in six villages adjacent to Port Moresby.

There are Junior Red Cross Circles at Daru, Kerema and Port Moresby. These circles usually have a close association with an Administration school.