



1955

**TERRITORY OF
PAPUA**

**REPORT FOR
1954-1955**

- (2) For children continuing to live in organized village communities in a rural environment where the contact with a European economy and way of life is as yet of a marginal nature.

The first group is catered for by station schools covering a course of seven years (Preparatory to Standard 6 inclusive) with instruction in English throughout, following a graded syllabus drawn up by the Department of Education, with local adaptation in the various subjects taught.

Children living in the rural village environment are catered for by the four-year village schools, which are almost all provided by the missions, followed by the four-year village higher schools. On the completion of this course, pupils reach approximately the same level of literacy in English as pupils who complete the station school course. In the village schools English is gradually introduced and progressively developed, while English, at first used orally, is the language of instruction in village higher schools.

Papuan Secondary Schools.

Secondary education is in two stages—a post-primary course of three years at a central school, followed by a two-year secondary school course. On the successful completion of this five-year course, the Papua and New Guinea School Leaving Certificate is awarded. If any equation of standards is possible as between the two systems, this certificate is approximately equivalent to the Intermediate (or Junior Public) Certificate of the Australian States which represents three or four years of post-primary schooling.

The central school system is divided into two streams on the same basis as primary schools.

The urban groups pursue a three-year course which is biased in its subject-content and method towards the special interests and needs of boys and girls respectively. Because of the subject bias separate central schools are provided for girls and for boys.

The rural groups follow a three-year course in English with a definite bias in its teaching programme towards rural community interests, provision being made for locally-adapted domestic subjects for girls, and manual training and rural science (applied to agriculture and gardening) for boys.

Secondary education is available to all students who qualify through the central school course, the basic requirements being a sound knowledge of the English language and a facility in its use, since English is the sole language of instruction at this educational level. At present a relatively small number of students are receiving secondary training, but a rapid increase in the totals can be anticipated following from the expansion of primary school facilities. Equal opportunities in education are available for boys and girls.

Secondary Education of Papuans in Australia.

At the beginning of 1954 a scheme of Administration scholarships was introduced to enable promising students to receive secondary education in Australia. Fourteen students gained scholarships in January, 1954, and an additional twelve were awarded in January, 1955. All these students are progressing satisfactorily in their Australian schools. The scholarships provide all the costs of the maintenance and education of the students, including tuition, clothing and incidental expenses, together with return air passages to their homes each year.

Training of Papuan Teachers.

The syllabus provides for three types of teacher training. Course A is designed to equip teachers for service in village schools and is followed in mission training centres only. The pre-requisite for this course is completion of the primary school course at Standard 6. Course B is designed to qualify teachers to serve in village higher schools, the pre-requisite being completion of the central (post-primary) school course at Standard 9. Course C is designed to qualify teachers to serve in any Papuan schools where English is the language of instruction, including central schools. The pre-requisite for this course is completion of the two-year secondary school course.

At the Sogeri Education Centre which follows Course C the normal central school course of three years is followed by the two-year secondary course and one year of actual teacher training. A great deal of emphasis is placed on the responsibility of a teacher to his community, and the course trains students to serve not only as teachers but as community leaders. Seventeen teachers graduated from Sogeri at the end of 1954—the first students to complete the full six-year secondary and teacher training course. This is the highest scholastic standard yet attained by any student within the Administration school system.

At the beginning of 1955 an auxiliary teacher-training centre was established at Popondetta with an enrolment of 35 trainees taking Course B. A special feature of this course is the amount of time devoted to supervised teaching practice. Results are very encouraging and indicate that 35 very useful teachers will be added to the Papuan teaching staff at the end of 1955. The most gratifying feature is that this number will include twelve girls, the first to complete an organized teacher-training course in the Territory. Arrangements are already in hand to continue this auxiliary teacher-training scheme in 1956, with an increased enrolment.

Correspondence courses for teachers posted to schools have been continued, and a number of short refresher courses conducted on a district or area basis during school vacations.

A small group of trainee teachers at Sogeri is receiving special training in manual arts to qualify them for teaching this subject in village higher or central schools.

There is evidence of a desire on the part of the missions to conform to Departmental standards of teacher-training, and future development under the *Education Ordinance 1952* will be towards the attainment of the standards prescribed by the Administration in both the training and the official recognition of mission teachers.

Technical Education.

An extensive building programme is under way at the Idubada Technical Training Centre. Instruction in carpentry and joinery, automotive mechanics, sheet metal work, plumbing, boat-building and cane-work continue, and new syllabuses in carpentry and automotive mechanics were introduced during the year.

With the coming into operation of the Native Apprenticeship Regulations a further stage in the development of technical education has been reached and opportunities are being provided for four and five-year training periods in a wide variety of trades.

Handicrafts.

Handicraft training has now been extended to the patients at the Mental Hospital at Bomana under the supervision of a trained Papuan medical orderly. A programme has also been drawn up for Junior Red Cross Centres.

A refresher course for teachers was held at the Handicraft Centre in Port Moresby and a ten-day training course was held at Kerema in July, 1954, for teachers and others interested. Training in handicrafts is included in the teacher-training syllabus at Sogeri and Popondetta, special provision being made for this in the case of women trainees at the latter centre.

During the period under review the Handicrafts Officer visited schools, teacher-training centres, hospitals and government stations to inspect and to introduce new and modified handicrafts.

A small museum has been established at Port Moresby where traditional items of indigenous craft-work and material culture are displayed.

Female Education (Papuan).

The number of girls attending schools increased considerably, reflecting the changing attitude of the Papuan people to the education of girls. A new boarding school opened at Kerema in the Gulf District with 27 pupils, providing the next stage in their education, including domestic science subjects, for girls who have completed the village primary school course. A new domestic science wing has been added to the Hanuabada Girls' School. Eight young women from different parts of the Territory are being trained

as teachers at the Popondetta Education Centre. This is a marked advance, as it is customary for girls to remain in their own areas, if not in their own villages. The only language common to all the teacher-trainees is English, and rapid progress has been made in their fluency in this language. In the final examination for teacher-trainees at Popondetta seven of the first ten places were gained by girls. Three girls have been awarded Administration scholarships and are now studying at secondary schools in Australia.

The number of women's clubs has increased, four new clubs opening this year in the Gulf District and another at the Hansenide and Tuberculosis Hospital at Gemo near Port Moresby. Clubs have also been formed by the wives of men living in police and labour quarters at Port Moresby. Club members take part in broadcasts for the women's sessions which form part of the regular broadcast session for Papuan people. Three central meetings of clubs in the Port Moresby area were held, each attended by over 100 women.

Religious Instruction in Schools.

The children in Administration schools receive instruction in ethics and morals from a syllabus which was issued by the Department in 1954. Visiting representatives of the missions are enabled and encouraged to give weekly religious instruction, attendance of the children being dependent upon the agreement of the parents.

In mission schools, religious instruction is arranged according to the principles and practice of the denomination concerned.

Youth Organizations.

A new addition to the youth organizations is the Junior Red Cross Movement which now has four circles established at Port Moresby and others at Samarai, Daru and Delena.

Boy Scout and Girl Guide numbers showed a considerable increase during the year. Training courses for Girl Guide leaders were held at Port Moresby and the Chief Guide Commissioner for Australia visited the Territory.

CHAPTER 4.

EDUCATIONAL DEVELOPMENT.

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 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 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 Papuan teachers, through the stepping-up of secondary education, the provision of additional training centres and enlargement of existing ones, the introduction of emergency teacher-training courses, the establishment of a full-scale teachers' college and the conduct of refresher and other courses for teachers. Complementary action is being taken to improve the status, remuneration and conditions of Papuan 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 Papuan 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) An 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 Papuan mission teachers.

The year has been marked by steady progress in almost all phases of education. Special reference is made to the following:—

- (1) Improvement of existing teacher training facilities; establishment of a special emergency training scheme; improvement in the status of Papuan teachers by a 25 per cent. wage increase.
- (2) Increased provision for secondary education in the Territory, and the awarding of a further twelve scholarships for secondary education in Australia.
- (3) Increased school enrolments.
- (4) Increased European staff.
- (5) Introduction of the Native Apprenticeship Regulations and provision of additional courses in technical training.
- (6) Rapid development of the Papuan Library Service.
- (7) Completion of additional readers in English and in vernacular languages.
- (8) Continued linguistic research.
- (9) Changed format and increased circulation of the "Papua and New Guinea Villager".
- (10) Continued breaking-down of the traditional apathy of the indigenous people towards the education of girls.

CHAPTER 5.

ADULT EDUCATION.

Literacy and Languages.

Of about 165 languages in the Territory fewer than 20 are used for education purposes. In the coastal areas linguistic groups of over 5,000 are not usual, though larger groups are found in the inland. It is the policy of the Administration ultimately to establish English as the *lingua franca*, but in the short term this is not practicable. Some missions have extended local languages for regional educational purposes and Police Motu serves as a *lingua franca* in certain areas, particularly along the coast.

A general index and map of languages has been prepared by the Linguistics Section of the Department of Education and progress continues to be made in reducing vernacular languages to writing and in the preparation of primers and readers.

Three school primers have been completed in the vernacular languages of Kiwai, Gogodala and Toaripi respectively, together with first readers to follow the primers in Gogodala and Toaripi. There are five school primers and readers in other vernacular languages at various stages of production.

A technical paper on the media of instruction in Papua and New Guinea has been prepared and distributed and a further paper on the standardization of orthographies is in the course of preparation.

The inaugural meeting of the Advisory Committee on Languages was held on 14th February, 1955. This committee, under the chairmanship of the Director of Education, consists of five members with special training in linguistics, practical experience of education in the Territory, and a detailed appreciation of the language problem.

An expert from the South Pacific Commission has conducted research in the Territory into methods of teaching reading and writing to adults.

Publications.

A monthly publication, the *Papua and New Guinea Villager*, published by the Administration, has increased its circulation from 3,000 to nearly 5,000 copies each issue. The format of the paper has been changed and it is now published in larger type with greater emphasis on simple English.

Two publications in suitable English dealing respectively with the traditional Papuan coastal trading voyage (*The Iiri*) and with early exploration in Papua (*Across New Guinea*) have recently been published.

A monthly paper in the Toaripi language is issued for the Kerema Area School and another monthly paper *Hari Dina* has resumed publication.

A series of black and white drawings of birds indigenous to the Territory has been published. These are accompanied by simple descriptive material and are designed as an aid to the teaching of oral English. Further series of drawings dealing with the flora of the country are now in preparation.

The final books in two new series of English readers have now been completed and there are now three series of English reading texts available for use in schools. There has been a notable increase in the demand for English readers and in the numbers learning English.

Libraries.

There are public libraries at Port Moresby and Samarai. A country lending service provides free lending facilities to all parts of the Territory. The special Papuan Library Service organized and conducted by the Department of Education has proved

outstandingly popular and 80 specially selected libraries are now established throughout the Territory, at schools, mission stations and Administration posts. Research has been carried out into the reading habits and preferences of the people using these libraries.

Visual Education.

The screening service of the 16 mm. film service has been extended. Projectors under the supervision of district or area education officers are located at Port Moresby, Samarai, Sogeri, Misima, Kerema and Popondetta. Programmes from the library of approximately 500 films maintained by the Department of Education, supplemented by films loaned from the National Library, Canberra, are also made available to missions and other organizations.

The Administration encourages the use of films by missions, planters, oil companies and 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.

Broadcasting.

A broadcast programme for the indigenous inhabitants, the Native People's Session, is transmitted through the Australian Broadcasting Commission stations 9PA, and VLT6, Port Moresby, on medium and shortwave bands respectively. Programmes, which total 7½ hours weekly, include news and information services and feature items in both English and vernacular languages. Broadcasts on such subjects as blood transfusions, mosquito control, co-operatives, and local government have highlighted special campaigns undertaken during the year by various departments of the Administration.

A new programme designed for the women of the Territory has been well-received. This programme deals with infant and maternal welfare, women's clubs and women's interests generally.

School broadcasts are transmitted to schools through the Australian Broadcasting Commission's Station in Port Moresby. In this connexion participation by the Administration involves provision and distribution of booklets and time-tables, provision and servicing of receiving sets, and a fortnightly feature programme entitled "Know Your Territory".

Radio receivers are made available by the Administration on loan, and without charge, for use in schools and at other approved listening points.