



1956

TERRITORY OF
PAPUA

REPORT FOR
1955-1956

(2) Village and Village Higher Schools. Village Schools, usually conducted by missions, provide a four-year course (Classes 1 and 2 and Standards 1 and 2), in which English is gradually introduced and progressively developed. On the completion of Standard 2, pupils proceed to Village Higher Schools providing a further four years' course (Standards 3 to 6), at the end of which they reach the same level of literacy in English as pupils completing the Station School course.

The syllabus for Papuan primary schools is planned on the assumption that students will commence instruction at approximately seven years of age and the primary school course will be completed by the age of fifteen years. Owing to local circumstances, however, the age of commencing school varies considerably in different areas.

In general, attendance at schools is good.

The fact that many children do not proceed beyond the primary school level can be attributed to such factors as the diversity of standards of social advancement, the limited contact with Europeans in many areas, the demands of village customs, and the domestic circumstances of the family group.

Secondary Schools.

The references to secondary education in the Territory in previous years described a standard of education more widely known as "post-primary" education and this term has now been adopted. There is no provision yet for secondary education *per se* in Papua and secondary education is provided by attendance at schools in Australia. Details of the educational allowances and scholarships are given later in this chapter.

In the report for 1954-55, Central Schools were classified as post-primary schools with Standard 7, 8 and 9, these studies being taken after completion of primary schooling at Village, Village Higher and Station Schools. Central Schools are now re-named Intermediate Schools to bring them into line with general usage of a term indicating a stage between primary and secondary schooling.

Secondary and higher education is to be made available to all students who qualify to progress to higher standards but advantage of this can be taken only by those students who have satisfactorily completed their primary education and possess a good knowledge of the English language. The secondary education objective is to be achieved by using the facilities available both in the Territory and in the Commonwealth of Australia. The number of students fitted to undertake secondary education is comparatively small for the time being, but a fairly rapid increase is anticipated. The principle of equal opportunity for girls and boys is applied.

English is the language of instruction in all post-primary schools. The Intermediate School, Standard 7, 8 and 9, broadens the students' outlook by introducing a

greater proportion of material relating to the world as a whole. On completion of Standard 9, a student has finished reading the Oxford English Course (Fawcett), Reading Book 4, and Language Book 4, and associated study in English at that level. In Arithmetic, practice has been given in writing numbers to a thousand million, decimal notation to millionths, in ratio and proportion, percentages, discount and commission, profit and loss. In Geometry students have been taught to construct regular figures, and in mensuration to measure areas. Some work has been done on the application of decimal fractions to problems in money and weights and measures.

Attendance at post-primary and intermediate schools is good. Students reaching this standard are a highly selected group and generally are so keen to complete their secondary schooling that wastage is negligible.

Secondary Education in Australia.

As secondary schooling has not yet been established in the Territory, the Administration assists parents to send their children to secondary schools in Australia.

For some years, an education allowance has been provided for European children at secondary schools in Australia, the present benefits being £145 per annum plus an annual return air fare.

As from the beginning of 1956, this allowance was extended to mixed race students and at the same time a bursary scheme was introduced under which selected mixed race students may receive up to £345 per annum plus air fares, the additional £200 being subject to a means test.

The scholarship system, introduced in 1954, by which all the expenses are provided for selected Papuan students to attend secondary schools in Australia has continued. One Papuan girl gained the Leaving Certificate in the Australian State of Victoria at the end of 1955, being the first scholarship student to reach this level. This girl is now undertaking nursing training in Australia.

The following are details of students at school in Australia under the above schemes:—

Education allowance—				
European .. .. .	..	..	..	156
Mixed Race .. .. .	..	..	..	14
Bursary: Mixed Race .. .. .	..	..	..	12
Scholarships: Papuan students .. .. .	..	..	..	40
Total .. .. .	..	..	..	222

Institutions of Higher Education.

There are no universities in the Territory and some years must elapse before their existence could be justified. Any qualified students would have access to universities in Australia.

Details are given in the appropriate sections of this report of the facilities provided by the Administration for the training of Papuan people.

The only barrier to undertaking higher study outside the Territory is the fact that the majority of Papuans have not yet reached the necessary educational standard. Twenty-one Papuan and mixed race students are attending courses under Administration sponsorship at the Central Medical School, Suva. They comprise—

Assistant Medical Practitioners	..	..	..	7
Assistant Dental Practitioners	..	..	..	1
Assistant Health Inspectors	..	..	..	4
Preliminary Year	..	..	..	8
Nurses	..	..	..	1

The language of instruction for all purposes of higher education is English.

The Public Service Institute with headquarters at Port Moresby is responsible for all in-service training and tutorial assistance for members of the Public Service studying by correspondence. Its correspondence services are supplemented by visits of the staff of the Institute to the main centres of the Territory. The Public Service Institute will also undertake the in-service training of members of the Auxiliary Division of the Public Service.

Special Schools.

Special schools for training Papuans as medical assistants are operated by the Department of Health. The Co-operatives Branch of the Department of Native Affairs conducts training courses at Port Moresby.

There are no special schools in the Territory for physically and mentally handicapped children or for juvenile delinquents. Australian facilities are made available for such cases, and financial assistance is provided for physically handicapped children.

Training of Papuan Teachers.

The training of the Papuan teacher is undertaken in the Territory and the task for which he is being prepared is an onerous one. Not only must he equip his pupils with the intellectual tools of reading and writing but he must translate to them the essential themes of culture and tradition of contemporary civilization. At the same time he must endeavour to preserve those features of indigenous culture which are socially desirable. His function is far wider than that of merely training youth. He has to be prepared to be a leader in the community and an example to his people. This is the background against which the syllabus of teacher training has been designed.

The syllabus provides for three types of teacher training—Course A, Course B and Course C.

Course A is designed to equip teachers for service in village schools and is followed only in mission training centres. The pre-requisite for Course A is completion of Standard 6.

Course B is designed to qualify teachers to teach in village higher schools. This course was instituted in 1955 as an "emergency measure" to meet the pressing need for indigenous teachers. At present the majority of teachers in training for service in Papuan primary schools take Course B. The preferred pre-requisite for training is completion of Standard 9. The course is of one year's duration and gives special emphasis to supervised teaching practice. Teachers holding a Course B certificate who have rendered satisfactory service for a number of years, may be permitted to return to the Teachers' College for an advanced course to qualify them for a further certificate.

Course C, at present, is the highest standard of teacher training in the Territory. Students, on completion, qualify as teachers in intermediate schools.

Technical Education.

Facilities for technical training are established at Idubada, Port Moresby, where the following basic courses are available:—carpentry and joinery; automotive mechanics; sheet-metal work; plumbing; boat building, cane work; and fitting and turning. With the expansion of the apprenticeship scheme it is proposed to provide a much wider range of theory courses for the initial years of apprenticeship in the various trades.

Handicrafts.

Intensive courses of instruction in handicrafts were given in two main centres this year. One two-week course conducted in the Kerema area was attended by 33 men and 7 women. At the same course 160 boys were given instruction in blind-making. Another course of a fortnight's duration was given to 56 trainees at the Popondetta Teachers' Training Centre.

Other courses were conducted for girls in Port Moresby schools and with the Junior Red Cross organization.

Twenty-four Women's Clubs are also organized by the Handicrafts Section and members are given instruction in manual arts.

The Handicrafts office provides courses in occupational therapy for hospital patients and prisoners. Illustrated correspondence lessons in seventeen crafts were organized for people seeking assistance.

Female Education.

There has been in the past a reluctance on the part of the Papuan people to have their daughters educated particularly beyond the village school level. However, at 30th June, 1956, the total female pupil enrolment reached 21,282, an increase of 759 on the figures of the preceding year.

At the Administration school at Hanuabada, near Port Moresby, 70 girls are undergoing a course midway between Village Higher and Intermediate standard, in which they receive training in mothercraft, cookery and sewing.

Women's Clubs play a valuable part in the education of women and girls in Papua. These clubs have the following aims:—

- (1) To raise the village living standards through instruction in infant and maternal welfare, home nursing, hygiene, diet, nutrition, and cooking and sewing.
- (2) To provide pleasurable leisure time activities through the introduction of new crafts, sports and social activities.
- (3) To help the women to an awareness of their importance in village life, and to provide them with a formal channel for expression of opinions.

Club members take part in broadcasts for the Women's Session for Papuan people which form part of the Native People's Sessions broadcast over the A.B.C. Station 9PA.

Religious Instruction in Schools.

Religious instruction is given in both mission and Administration schools. In mission schools, such instruction is determined by the denomination of the mission concerned. Administration schools arrange for courses in religious instruction to be conducted by ministers of religion and authorized laymen. Attendance at these classes, however, is subject to the agreement of parents. Regular classes are also given in ethics and morals, based on the departmental syllabus.

Youth Organizations.

There has been a very healthy growth in the Scout and Girl Guide Movement, in consolidation of activities already established and in expansion into new areas. At 30th June, 1956, there were approximately 1,700 Scouts and 1,500 Girl Guides.

In January, 1956, Lord Rowallan, Chief Scout of the British Empire and Commonwealth, visited Papua and saw the work of the Scout Movement at Port Moresby, Yule Island and Delena.

Good progress has been made in the construction of buildings for Scout and Guide headquarters in the various districts, and in acquisition of land for permanent camp sites. A public appeal initiated by the Administration for funds is receiving excellent public support.

The Junior Red Cross Movement is very active. Nine circles are now established—four at Port Moresby, and one each at Delena, Kerema, Gaile, Vailala and Ihu. Most of the circles are established at schools and carry out programmes similar to those in other parts of the world.

Text-books.

Text-books are supplied free of charge to all Administration schools, and mission schools receive certain text-books as part of the grants-in-aid system. A number of locally-adapted texts have been published by the Administration, mission organizations and the South Pacific Commission Literature Bureau. The Education Advisory Board has considered the special need for such

locally produced material and an attempt is to be made to co-ordinate all work on text-books. As an interim measure, the Department of Education acts as a clearing house to evaluate the material produced in the Territory and to advise on avenues of publication.

CHAPTER 4.

ADULT EDUCATION.

Literacy and Languages.

Of about 165 languages in the Territory, fewer than twenty are used for education purposes. In the coastal areas linguistic groups of over 5,000 are not usual, though larger groups are found inland.

The Administration aims at ultimately establishing English as the *lingua franca*, but in the short term this is not practicable.

The illiteracy rate in Papua is high, particularly in areas where European contact is slight and of recent date. Approximately 90 per cent. of the adult indigenous population is illiterate, although amongst children the rate is very much lower and of the order of 50 per cent.

Libraries and Literature.

Public libraries are established at Port Moresby and Samarai and these, besides serving local needs, operate country lending services.

In addition, the Department of Education maintains special libraries for Papuans with suitable books and publications. There are now 105 of these libraries located in schools, clubs, hospitals, police training depots, agricultural stations and other places, an increase of 25 in the past year. Nearly all book stocks which now total 25,000, are in English. Reader reaction shows the need for locally produced material of Territory interest.

Information was given in the annual report for 1954-55 on periodical publications in the Territory. Earlier in this report, information is given on local text-books.

Broadcasting.

The broadcast programme is becoming increasingly popular. This service, which operates through the Australian Broadcasting Commission's Stations 9PA and VLT6 provides an 85-minute week-day programme of news and information at an adult level, designed to interpret local affairs and Administration activities to the Papuan people. Supplementary programmes of an educational character cover such topics as health, agriculture and local government.

Programmes are given in eight vernaculars, but the emphasis is on simple English. The service maintains an extensive library of recordings of historical and cultural interest, such as indigenous ceremonies, music and legendary stories.

The Administration has distributed some 600 receivers, in addition to which nearly all Co-operative Centres and Local Government Councils provide radio reception facilities which form the nucleus of keen communal listening.

Visual Education.

The 16 mm. film service is made available to all main centres and at out-stations where electrical power is available. The programmes include documentary and educational films and Papuan audiences show particular interest in those films depicting developments in overseas countries where conditions are comparable with those existing in Papua.

Theatres and Cinemas.

There are no legitimate theatres in the Territory, but amateur dramatic societies frequently stage performances.

Commercial cinemas operate in the Territory and are attended by all sections of the public.

The Administration film service has been referred to previously. Privately-owned projectors are used by missions, company organizations and individuals for the education and entertainment of all sections of the local population.

Papuan Art and Culture.

The curricula of schools place a good deal of emphasis on the retention and promotion of the worthy elements of indigenous art. The annual presentation of the Cariappa Shield to the school producing the best art work, has given an impetus to students. The introduction of manual arts which makes use of local materials, represents an attempt to ally the innate artistic ability of the Papuan population with Western techniques.

A wide range of music, dances, legends and folk-lore, has been recorded for use in the local radio broadcast

sessions, and additions to this collection are being constantly made.

Antiquities.

The *Antiquities Ordinance* 1953 provides for the protection of antiquities, relics, curios and articles of ethnological and anthropological interest or scientific value.

The Ordinance provides that no person shall remove any antiquities without first offering them for sale at a reasonable price to the Administration.

The Ordinance also provides for the protection of rock carvings or paintings, pottery deposits, old ceremonial or initiation grounds, or any other ancient remains. The discovery or reputed existence of any such objects or places must be reported to the nearest district officer, and they may not be damaged, exposed, or otherwise interfered with without written permission from the Director of Native Affairs.

Museum, Parks, &c.

During the year, seven Trustees of the Museum were appointed for a five-year period, under the provisions of the Papua and New Guinea Public Museums and Art Galleries Ordinance. The trustees are at present giving consideration to the requirements of a permanent building to house ethnological, zoological, botanical, historical and other collections.

No special steps have been taken to preserve the flora of the Territory, but under the *Forestry Ordinance* 1936-1951 any tree or species or classes of trees can be declared to be reserved.