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SECONDARY SOCIAL SCIENCE TEACHER TRAINING
IN PAPUA NEW GUINEA AND SECONDARY SOCIAL STUDIES
TEACHER TRAINING IN NEW ZEALAND:

A Comparative Survey

A thesis presented in partial
fulfilment of the requirements
for the degree of Masters
in Education at
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By

Zenzeng Bofirie Tore Mari

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ABSTRACT

This thesis is presented in a form of a report on a comparative documentary survey of secondary social science teacher training in Papua New Guinea and secondary social studies teacher training in New Zealand. But because of the complexity of the field, the study has encompassed a number of related areas.

The thesis is organized into five chapters. Chapter one introduces the nature of study. Chapter two presents the descriptive information on education and the secondary social science teacher training in Papua New Guinea. Chapter three follows a similar pattern to chapter one but focuses on New Zealand and on secondary social studies teacher training at Auckland in particular.

Taken together, these chapters investigate such issues as, firstly, who goes to school and for how long. Secondly, they investigate the background information of the staff and students of the teachers college. Thirdly, these chapters examine the college curricula, how and why they are organized in that manner. In general, these two chapters set the scene and provide the background information as the basis for discussion in chapter four. In chapter four there is an analysis and comparison of education and social science teacher training in Papua New Guinea, and education and social studies teacher training in New Zealand. In doing so, the chapter reveals some of the significant weaknesses of secondary social science teacher training in Papua New Guinea.

The final chapter is devoted to making general conclusions and some suggestions for further studies for Papua New Guinea on the basis of the weaknesses identified in chapter four.

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CHAPTER ONE

INTRODUCTION

1.1 Origins and Reasons for Study.

Teacher training has a vital role in the education system of Papua New Guinea. There are ten teachers' colleges in Papua New Guinea at present. Eight of these colleges are the Community (Primary) Teachers' Colleges, and In-service Course College for community (primary) teachers but one (Goroka) is a secondary teachers' college.

Goroka Teachers' College is located in the town of Goroka in the Eastern Highlands of Papua New Guinea. Its history as a secondary teachers' college has been relatively short as it only began in 1967. This makes secondary teacher education in Papua New Guinea a new business. From 1967 to 1975, the year in which the University of Papua New Guinea absorbed the college, the Department of Education was the controlling authority. The college, now the constituent part of the university, still specialize in the training of provincial high school (grade 7-10) teachers. Geographically, Goroka Teachers' College is 450 kilometers (by air) from the university's main campus at Waigani in Port Moresby.

At present, the Education Faculty at the main campus offers B.Ed. courses while Goroka Teachers' College offers courses to diploma levels.

Back in 1979, the Social Science Department at Goroka Teachers' College conducted research organized by Jim Murphy, the chairman of the department. That research aimed to evaluate the department's Social Science Teacher Education programme. Murphy posed a number of pertinent questions, such as "Who would be interested in trying to help evaluate the Social Science Departments' curriculum? Who would be interested in proposing changes? Who would have the knowledge?"¹ Questionnaires were sent to five categories of people. These were the Secondary Inspectors, High School Principals, Social Science subject Masters and Class Teachers and the Student Teachers. This was to be the first evaluative work of its kind specifically done by, and for, the Social Science Department since Goroka Teachers' College became part

of the university. It is vital that more research of a similar type be carried out because firstly, as a comparatively new innovation for Papua New Guinea, secondary teacher education requires constant review before clear directions become established. Secondly, education and the future quality of life will not be the same as it is today, thus research and evaluative work on the college programmes are required to prepare teachers to adapt to the inevitable changes that will enable them to educate the country's young people appropriately for the future.

In 1979, I was employed by the University of Papua New Guinea to teach social science at Goroka Teachers' College. My position then was that of supernumerary tutor. This meant that I was a trainee tutor employed over and above the Social Science Department's staff establishment at the College. As such, I was encouraged to familiarize myself with the nature of work involved at Goroka Teachers' College, and within the Social Science Department in particular. I was also asked to undertake further studies aimed at gaining the required knowledge and skills to enable me to become a full member of the Social Science Department's staff establishment. The study eventually decided upon was to be related to the ongoing evaluative study by Murphy (mentioned earlier). Thereafter, through intensive discussions, especially with the chairman of the Social Science Department, the idea of a comparative study was arrived at. It was thought that through comparative study, the Social Science Departments' Teacher Education programme would be examined from a rather different perspective, utilizing the experiences gained overseas.

The reasons for doing a comparative study in New Zealand are two fold. Firstly, New Zealand is a multi-cultural society, made up of Europeans, Maoris and other Pacific Island groups. Papua New Guinea is also a multi-cultural society which is made up of many different ethnic groups. Although the nature of both societies is obviously different, New Zealand's experiences in training teachers to cater for the considerable diversity of cultures can be valuable for Papua New Guinea. Not everything done in New Zealand can be appropriate for Papua New Guinea but some of what New Zealand

does in the method of teacher training can be adopted and modified to suit the conditions of the country. Papua New Guinea can learn how New Zealand trains her secondary teachers and why that country opts for some models rather than others. Comparative study is one of the ways in which ones own education system can be re-examined in terms of its successes and failures so that further changes can be done accordingly.

Secondly, the discussion of a comparative study to be done in New Zealand was due to the availability of the sponsorship. That is, the External Aid Division of the Ministry of Foreign Affairs in New Zealand had agreed to aid me financially to do my studies in New Zealand.

1.2 Methodology.

This thesis is presented in the form of a report on a comparative documentary survey of social science teacher education at Goroka and secondary social studies teacher education at Auckland and Christchurch. Because of the political complexity of the study, this research is limited to a comparative survey of the college curricula and pre-service teacher training in these three institutions, with the major emphasis on Goroka and Auckland.

Research data has been collected, both in New Zealand and Papua New Guinea from a variety of sources. These sources include Massey and Palmerston North Teachers' College libraries for the published materials, notes based on personal visits to the curriculum branch in Wellington, Palmerston North Teachers' College, and Auckland Secondary Teachers' College. When in Auckland, I had the opportunity to attend some of the social studies lectures, talk to students and carry out worthwhile firsthand observations. In addition, I have, on several occasions, corresponded with Christchurch Secondary Teachers' College and Goroka Teachers' College receiving valuable data from these institutions.

This thesis is organized into five chapters. This chapter is devoted to introducing the nature of study. Chapter two presents the descriptive information on education in Papua New Guinea. It includes such things as the school system in Papua New Guinea, the secondary teacher training at

Goroka, the Goroka curricula and the social science teacher education at Goroka. Chapter three follows a similar pattern to chapter two and deals with much the same kind of issues, but focuses on New Zealand and on secondary social studies teacher education at Auckland in particular.

Taken together, these two chapters investigate such issues as, firstly, who goes to school and for how long. Secondly, they investigate the background information of the social science staff and students at Goroka and social studies staff and students at Auckland. These chapters deal with students who attend teachers' college, indicating who goes to the college, with what qualifications and for how long. As far as the teacher educators are concerned, the chapters explore their educational backgrounds and experiences. Thirdly, the chapters examine the college curricula, how they are organized and why they are organized in that manner. Finally, chapters two and three examine the social science programme at Goroka and social studies programme at Auckland. In doing so, they reveal what constitutes social science at Goroka and social studies at Auckland, including how each programme is organized, what is taught, to whom and for how long.

In general, chapters two and three set the scene and provide the background information used as the basis for discussion in chapter four. In chapter four, there is an analysis and comparison of social science teacher training at Goroka and social studies teacher training at Auckland. The same issues introduced in chapters two and three are used as the basis for discussion and as a starting point from which to identify similarities and differences. In doing so, the chapter reveals some significant strengths and weaknesses of the secondary social science teacher education programme of Goroka.

The final chapter is devoted to making general conclusions and some suggestions for further studies. These are done on the basis of the issues identified in chapter four.

1. Murphy, Jim. Curriculum Development in Teacher Education: Review and Design of Social Science Teacher Education Curriculum for Papua New Guinea. (Thesis) 1980, p.36.

CHAPTER TWO

SECONDARY SOCIAL SCIENCE TEACHER EDUCATION AT GOROKA
TEACHERS' COLLEGEIntroduction

Papua New Guinea now operates what might be regarded as a sophisticated and expensive education system. As a system, it has experienced rapid growth and is still expanding very rapidly. It must be emphasized that the expansion in both primary and secondary enrolments has occurred even though the country has not yet been able to provide free, compulsory and universal education. However, the passing of an Act in Parliament in 1981 which called for free and compulsory education coupled with the present national birthrate of about three percent will probably result in further dramatic change.

The Act states that "education be made free for all the children of Papua New Guinea origin who reach the age of six years at the commencement of 1982 primary or community school year and continue studies up to Grade 10...."¹ This Act does not cover those who are already in school. It only covers those children who enter the school system for the first time as from the beginning of 1982 school year onward. This cannot be regarded as universal education, but education is certainly going to be free and compulsory for these children. These children will not pay school fees (as is the case at present) and will have to stay in school until they complete Grade 10. The policy decision itself, can also be seen as the beginning of free, compulsory and universal education, which will undoubtedly expand faster than what is expected. This view is based on the fact that at present, the paying of school fees and the highly examination-orientated school system taken together, tend to control expansion. For example, the existing examination-orientated education system allows two-thirds of the students to leave school at the end of Grade 6 and two-fifths of the students to leave school at the end of Grade 8. More detailed observations and discussions are made later in the chapter.

The first part of this chapter is therefore intended as a survey of Papua New Guinea's school system. This will then permit the examination of three additional topics; secondary teacher education at Goroka, the Goroka curricula, and the secondary social science pre-service teacher training programme. It is the school system which provides the candidates that enter the college, it is the school system which influences the development and organisation of the teachers' training programme, and it is the school system which ultimately consumes the college output.

2.1 The School System.

It is important, at this early stage to point out that Papua New Guinea has two types of schools. One of the types follows the Papua New Guinea curriculum and the other follows the New South Wales (Australia) curriculum. The schools which follow the New South Wales curriculum are called the International Schools. The Papua New Guinea and New South Wales curriculum schools are both under the Ministry of Education but in different divisions administratively. Papua New Guinea curriculum schools (Grades 1-10) are under the Division of Provincial Operations. International schools are under the National Institutions (see Appendix 1 to see where each fits into in the departmental organisational structure).

The International schools are, theoretically, for the children of expatriates living in the country. However, many indigenous people, especially the rich and the educated elite send their children to the International schools. The teachers of the International schools are not trained in Papua New Guinea but are recruited from outside the country. Because of this, the teaching conditions and the school facilities of the International schools are different from those of Papua New Guinea curriculum schools. It is pointed out that this study is only aimed at Papua New Guinea curriculum schools and therefore whatever issues surveyed and discussed throughout this study are strictly limited to Papua New Guinea curriculum schools.

It should also be pointed out that Papua New Guinea has

officially opted for English as a medium of instruction. It is now being used in every school and at every level within the national education system.

In the Papua New Guinea education system, primary education starts at the age of seven. (This is expected to be lowered to six). The schools at this level are called "community schools". A community school is simply a community based primary school. Some of the curriculum and syllabus content of community schools are common to all schools in the national education system. However, it also requires that in certain curriculum areas, the schools are free to develop their curriculum content in a variety of ways, directed towards the community concerned. Because the schools in this level are community based, the members of the community are encouraged to participate actively in the life of the schools on a regular basis.

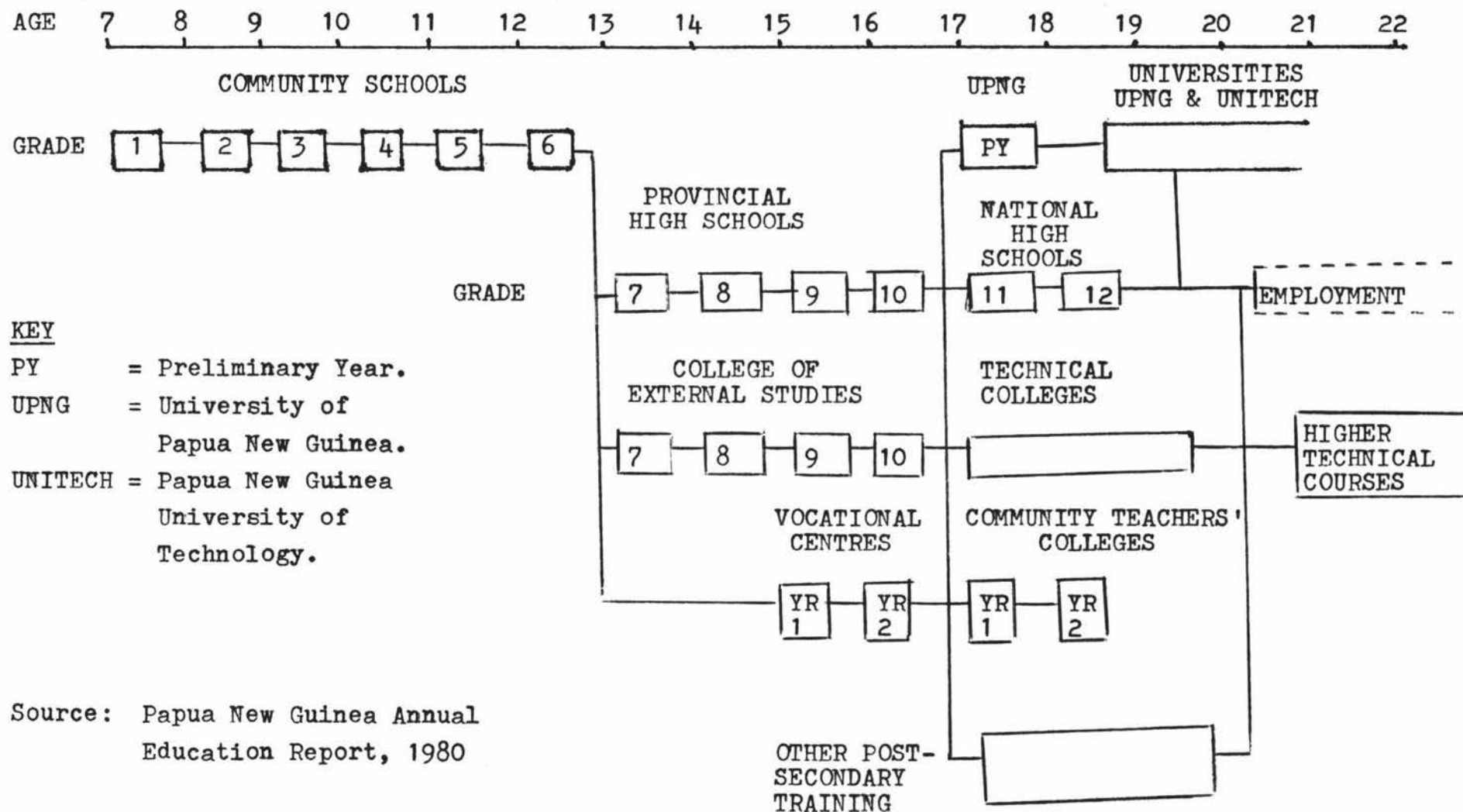
Table 2.1 (on following page) shows the overall structure of the education system at present. This will probably be subject to change when the government's recent decision is fully implemented.

Education in community (primary) school lasts for six years. It starts at the age of seven and ends at the age of thirteen. At the end of Grade 6 (formerly called Standard 6), every Grade 6 student sits the external examinations. These examinations are set by the Provincial Standard Division of the Department of Education (Appendix I). These examinations are very selective indeed. Only one-third of all the Grade 6 pupils who sit for the examinations proceed to Grade 7 (Form 1) in the second level of education. Of the other two-thirds, some go to the vocational centres to acquire some simple but practical skills such as furniture making, ice-block making, brick-making, poultry farming, and so on. Others go back to their villages where they may decide to pursue high school studies by correspondence through the College of External Studies (C.O.E.S.) or may end their formal education and join the workforce.

Those who do not proceed on to high schools are not failures. It is simply that there are not enough places in the high schools. The lack of places in the high schools

Table 2.1

STRUCTURE OF THE EDUCATION SYSTEM



Source: Papua New Guinea Annual Education Report, 1980

is caused by many different factors. These include the inability of the country's economy to absorb a large number of high school leavers, the lack of finance, the shortage of high school teachers and so on. Therefore, one of the aims of the community based education is to help the large number of children who do not go beyond Grade 6 to adapt themselves into the village lifestyles without feeling, or being, alienated by western education.

The second-level of education is that of the secondary or high school system. This level lasts for a further six years. It can correctly be interpreted as the three cycles of two, or 2-2-2, system. That is because the six years of secondary school is divided into three two-year cycles. There is either internal or external assessment every two years. Each of these assessments mark the end of secondary school life for a certain number of students.

The schools in the first four years of secondary education are called 'provincial high schools'. This part of the secondary education system has expanded very rapidly since 1965, bearing in mind that secondary schools in the country opened their doors only in 1962. Table 2.2 shows that 1965 marked the beginning of the massive surge forward in high school education.

Table 2.2 GROWTH OF GRADES 7-10, 1965-1978

	Total Enrolments Grades 7-10
1965	6,913
1969	15,551
1974	25,318
1975	28,916
1976	31,455
1977	31,553
1978	33,277

Source: Papua New Guinea National Education Strategies Monograph 9, 1979.

With the recent government decision (mentioned earlier), a huge expansion in the secondary division is inevitable. For example, in 1979, over thirty thousand grade six pupils sat for the external examinations, but only one-third of these proceeded onto high schools. If the government's decision is fully implemented, it will mean that the enrolment for the first four years of high school will expand by a factor of three within the next six years. This will create a need to increase the supply of secondary teachers also by three times. This situation reveals a fundamental problem of education. As a system, education is made up of many different components. If one component is consciously or unconsciously interfered with, others are bound to be affected. It is also easy to realize the strains and stresses the Department of Education and Goroka Teachers' College will have to bear to meet the inevitable supply demand.

The first four years of secondary education is divided into two parts. At the end of the second year (Grade 8) of the provincial high school, there is an international selective assessment. This assessment allows sixty percent of all those who complete Grade 8 proceed onto the next two years of provincial high school. At the end of Grade 10 all the Grade 10 students in the country sit the external examinations for the award of school certificate. Of those who pass at the appropriate level, some go on to the third of the two-year cycles, a higher secondary school called the "National High School", while others enter other post-secondary institutions, including Goroka or enter the job market. At the end of Grade 12 (Form 6), there is an internal assessment. Those who meet the appropriate requirements, gain matriculation. Many of these students are given scholarships either by the state, or private enterprises, or by various statutory bodies and organisations to enter higher learning institutions such as the universities (Goroka Teachers' College included). Others enter various other post-secondary training institutions or enter the workforce.

The above descriptive survey of the education system reveals a couple of interesting things. Firstly, that the

country has a highly examination orientated education system. The effects of this will be assessed in more detail in chapter four. Briefly this includes the extent of competition among students and among parents to secure the limited places available in the high schools, and the community attitude in general towards school leavers. Secondly, the survey also reveals that the education system in Papua New Guinea is still rapidly growing.

2.2 Teacher Education at Goroka.

Goroka Teacher's College is the constituent part of the University of Papua New Guinea as described in chapter one. As such, it fits into the University of Papua New Guinea in the Ministry of Education's general organisational structure. (See Appendix II). Because Goroka Teachers' College is part of the University of Papua New Guinea, it is organized and operated within the boundary of the university's policy and the administrative guidelines.

The bulk of the Goroka entrants have Grade 10 (Form 4) qualifications. Others have Grade 12 (Form 6) or other post-secondary training qualifications. There is nothing formally written down regarding the selection criterion. What happens at present is that the Board of Studies (the general academic staff meeting of the College) decide the entrance qualifications. The Board of Studies' recommendations go to the Academic Board (committee on academic matters appointed by the Board of Studies) for their considerations. The recommendations go back to the Board of Studies for approval.

The Board of Studies also appoint the selection committee whose job it is to compile the lists of the students who apply to enter the college. With the lists, the committee goes to Port Moresby, sits down at the Education Department and goes through the school records of all the applicants to Goroka Teachers' College on the Committee's lists.

At present, the entrance qualifications stand at four credit passes, or better, scored at the end of Grade 10 or Grade 12 examinations. Those students with four credit

passes or better go straight in. As for the others, the selection committee normally averages things out. For example, a student who scores two distinctions and two upper passes is averaged at credit level and is acceptable. This is done because there are not enough applicants with four credit passes or better. Experience in the past had shown that in very rare cases, some applicants who did not matriculate from Grade 12 are admitted into the College. This may be an indication that not many school leavers apply to enter Goroka Teachers' College.

The applicants with other recognized qualifications are selected differently. For example, the applicants for the one year conversion course for English and Social Science combination do special tests set by the English and Social Science Departments of the College. Those who meet the accepted requirements, enter the college for a year's Diploma course.

Some of the significant aspects of the teacher education at Goroka have so far been revealed through looking at who goes to the college, with what qualifications, for how long, and by examining the selection procedures. No information is available on how Goroka entrants rank Goroka in their choices, but from the forgoing discussion, one is tempted to assume that teacher training may be a second or even a third choice for a certain number of applicants. This assumption may not be wrong, as teaching is not seen as a prestigious profession by the most able and academically intelligent school leavers. There are lots of attractive jobs and sponsorships available which lead to a lot of competition for the most able and intelligent school leavers, and students are likely to put their first choice elsewhere.

The selection procedure has been one of the weak areas of the secondary teacher education at Goroka. The selection committee does not have any first-hand information when selecting students for Goroka. First-hand information on such things as the applicant's voice, the command of English language, confidence, dress, industry and so on. Yet so often, the practice teaching supervisors' reports or even the inspections' reports on the beginning teacher tend to

make comments like 'I could not hear you from the back of the class, try to raise your voice'. It is clear that academic results by the applicants play the most significant part in determining who is to be admitted into the College.

The length of training means two things; the length of training in terms of the number of years a student studies at the college and the length of the college year. Those who enter the College with Grade 10 qualifications train for three years. The first year of training is called the 'Preliminary Year', and this is followed by two years of studies for the Diploma in Secondary Teaching. Those with Grade 12 qualifications are termed the 'Direct Entry' students. These students go straight into two year Diploma programmes. Those with other post-secondary training qualifications enter the college for one year Diploma courses. Each of the Preliminary Year, Two year and One year courses are discussed in detail in section 2.3 of this chapter.

Table 2.3 (on following page) is provided to show the length of the 1982 college year as an example. The length of the college year has caused long debates in the Board of Studies meetings in the past. The debate in 1979 is one which is clearly remembered. Some academic staff members wanted the college year lengthened to coincide with the school year which starts at the end of January and ends in the beginning of December. The main argument in support for this point of view was that the Community (Primary) Teachers' Colleges follow the school year. The argument against the lengthening of the college year was that the Community Teachers' Colleges were part of the Department of Education and were controlled by it. Goroka Teachers' College in contrast, was part of the University of Papua New Guinea. Therefore, as such, the staff members of Goroka have the same privileges of work as their colleagues on the main campus of the university of Waigani in Port Moresby. Finally, the argument against the lengthening of the college year prevailed.

Table 2.3 THE LENGTH OF THE ACADEMIC YEAR, GOROKA TEACHERS' COLLEGE (1982)

<u>Semester I</u>		
February	8 - 12	Orientation week
	15	Term One classes begin
April	9 - 12	Good Friday and Easter long weekend
	16	Term One classes end
April 17 - May	2	Term One holiday
	3	Term Two classes begin
July	9	Term Two classes end
	10 - 18	Term Two holiday
<u>Semester II</u>		
July	19	Term Three classes begin for Preliminary year. Teaching Practice begins for Years One, Two, Conversion Course and Post-Vocational
August	16	Teaching Practice begins for Preliminary year
September	10	Teaching Practice ends
	11 - 19	Term Three holiday
	20	Term Four classes begin
November	12	Term Four classes end
	17	Graduation
	19	Academic year ends

Source: College Calender for 1982. University of Papua New Guinea, Goroka Teachers' College, 1981.

The College year at Goroka is organized into two semesters with two terms each. Term one is ten weeks including the orientation week, so has term two. Term three has eight weeks while term four has nine weeks of which only eight weeks are actually devoted to classroom contact. When all the weeks actually spent on classroom content, orientation week and the teaching practice are combined, they make the total of thirty-six weeks.

a. Social Science Students

Preliminary year, Direct Entry and the one year Diploma students choose their teaching subjects during Orientation week. Each Preliminary Year student chooses three teaching subjects and studies them during the first term. At the end of the term, he or she chooses two of the three teaching subjects taken during the term and continues to study them throughout the whole period of study at the college.

Direct Entry and One Year Diploma students each choose two specialist teaching subjects in which they wish to be trained to teach.

Table 2.4 below shows the teaching subjects offered at the college from which a student chooses his or her teaching subjects in which he or she will be trained to teach.

Table 2.4 THE TEACHING SUBJECTS OFFERED AT GOROKA

English
Social Science
Expressive Arts
Design and Technology
Physical Education
Mathematics
Science
Home Economics
Commerce

Source: University of Papua New Guinea - Goroka Teachers' College Draft Handbook, 1981.

The subjects shown in Table 2.4 are all optional. The students are left to choose the subjects they like. First-hand experience has shown that those who choose social science as their teaching subject do so firstly, because they studied it in their high schools and had come to like it, or secondly, that students choose social science because they scored good marks in Grade 10 or Grade 12 examinations.

It is difficult to provide a reasonable comparison of social science students with the student body as a whole.

But Table 2.5 below is provided to give a general impression of the social science course and the social science students at the college.

Table 2.5 THE COMPARISON OF STUDENTS AT THE COLLEGE IN 1982

	M	%	F	%	Total	%
Total number of students	321	69.3	142	30.7	463	100
Total Social Science students	110	23.8	34	7.3	144	31.1
% as of total S.S. Students	110	76.4	34	23.6	144	100
% of male S.S. students as of total M students	110	34.3				
% of female S.S. students as of total F students			34	23.9		

The above table exposes a couple of interesting things. Firstly, that the college is a male-dominated institution by more than two to one. This then tends to imply that secondary teaching in Papua New Guinea is a male-dominated profession. Secondly, that there are more male students taking social science at present than female students. Thirdly, the table tends to indicate that, in general, social science is one of the most popular teaching subjects offered at the college. Finally, that there is no evidence to suggest that the career opportunities and job markets influence the students' choices. However, the growth of education at present tends to suggest that there are more career opportunities and job opportunities available and that these will continue to be available, especially in secondary teaching. If there were any shortage of career opportunities, the students would have been directed to make their choices in selecting their teaching subjects. The only evidence in support of the above observation is that the students are free to choose any combinations they like.

b. Social Science Staff

One of the aspects of teacher education many people talk

about, especially in the world of education, are the educational qualifications and experience of teacher educators. This section is therefore devoted to investigating who trains the secondary social science teachers at Goroka.

The Social Science Department at present (1982) has five full-time lecturers and two 'Teaching Fellows'. The five full-time lecturers are made up of two Britons, one Canadian, one New Zealander and one Sri Lankan. The Teaching Fellows are both indigenous Papua New Guineans. They are the trainee tutors recruited over and above the social science staff establishment. They are being prepared to undertake further studies to qualify to take up positions at the college in the future.

Table 2.6 (on following page) is provided to illustrate the Lecturers and Teaching Fellows, together with their ages, qualifications and their job experience. The table shows that the five full-time lecturers of the Social Science Department are, firstly, mature and academically and professionally well qualified, and secondly, that they have had many years of teaching experience, particularly at the post-primary level. Perhaps, one of the interesting things is that only Lecturer D has had some experience in teacher education elsewhere before taking up the appointment at Goroka. Others gained experience in Papua New Guinea and only at Goroka. Three of the five lecturers have had some teaching experience in other tertiary institutions such as universities.

Teaching Fellows have just been recruited for the 1982 college year.

2.3 The Goroka Curricula.

The college is the part of the university but it is a separate faculty. It is organized into eight different subject departments. They include the Professional Studies, English, Mathematics, Science, Social Science, Expressive Arts (including Art, Music, Dance and Drama), Technical and Home Arts (Home Economics and Design and Technology), and Post-Vocational Training and Commercial Studies (including

Table 2.6

SOCIAL SCIENCE STAFF AT GOROKA

Staff Members	Age	Educational Qualifications	Teaching Experiences			
			Primary	Secondary	Tch.Ed	Other Tertiary Inst.
Lecturer A	35	B.A., M.A.(Hons), Dip.Ed. Admin Dip. Tchg, Cert. T.E.F.L.	2 yrs	4 yrs	4 yrs	-
Lecturer B	40	L.L.B., M.Ed., Cert. Ed., Cert. T.E.F.L.	-	6 yrs	4 yrs	2 yrs
Lecturer C	33	B.Sc(Hons), Cert. Ed.	-	6 yrs	3 yrs	-
Lecturer D	36	B.A.(Hons), Dip. Ed., Dip. Tchg.	-	9 yrs	4 yrs	2 yrs
Lecturer E	37	B.A., M.Ed.	-	5 yrs	1 yr	4 yrs
Teaching Fellow A	N.A.	Dip. Secondary Teaching	-	2 yrs	-	-
Teaching Fellow B	25	B.Ed.	-	4 yrs	-	-

Agriculture, Technical and Secretarial/Clerical training and Commerce) Departments.

The college curricula are organized into five different structures. They are the Preliminary year programme structure, the Two year Diploma programme structure, the One year Conversion Course programme structure, the One Year Post-Vocation programme structure for the teachers of agriculture and the One Year Post-Vocational programme structure for the post-secondary teachers. Each of these programme structures are discussed in more detail in the following pages under the appropriate headings.

a. Preliminary Year Programme

'Preliminary year' is a one year programme designed for those who enter the college with Grade 10 qualification. This programme is designed to provide general education for the students to bridge the gap between Grade 10 and the entry into the two year Diploma programme. In other words, this programme aims to provide one year of general education beyond Grade 10 level for those who enter the college with Grade 10 qualifications.

Table 2.7 (on following page) shows the overall structure of the Preliminary Year programme. Although the programme is designed to provide general education beyond Grade 10 level, the programme also illustrates some elements of a teacher training. The early emphasis on subject specialisation, teaching skills and aids courses, teaching practice and so on, are some of the elements which suggest that the programme is of a teacher training bias.

As mentioned earlier, the Preliminary Year students choose three teaching subjects during the orientation week. The Professional Studies and skills courses are compulsory. The students have the option to choose any combination of teaching subjects listed on Table 2.7. The time devoted to each teaching subject is of equal length in the first half of semester one. From the beginning of the second half of semester one, when the students have chosen two of the three teaching subjects studied in the first part of the semester, the time allocation is increased to eight hours per week per

teaching subject. In term three, the Preliminary year students have four weeks of teaching practice in the local community (primary) schools.

Table 2.7 PRELIMINARY YEAR PROGRAMME STRUCTURE

		Hours per week
Semester One first half	Professional Studies (81.011)	4
	Teaching Subjects: Three of	
	English (82.011)	5
	Mathematics (83.011)	5
	Social Science (84.011)	5
	Science (85.011)	5
	Expressive Arts (86.011)	5
	Home Economics (87.011)	5
	Design and Technology (88.011)	5
	Commerce (89.011)	5
	Physical Education (94.011)	
Skills courses:		
Language Skills (82.001)	4	
Arithmetical Skills (83.001)	3	
Library Skills (90.001)	1	
Semester One second half	Professional Studies (81.011 continued)	4
	Teaching Subjects: Two of the three courses taken in the first half of Semester One.	8 each
	Skills courses:	
Language Skills (82.001 continued)	4	
Arithmetical Skills (83.001)	3	
Semester Two first half	Teaching Practice (four weeks) (80.021)	
	For the remaining weeks, all courses continue as in the second half of Semester One	

Source: University of Papua New Guinea - Goroka Teachers' College draft Handbook, 1981.

The compulsory Professional studies course, the early selection of specialized teaching subjects and practice teaching at this early stage confirm the comments made earlier. That is, although the Preliminary Year course is designed to provide general education beyond Grade 10, some elements of the course suggest that the programme has a teacher-training bias.

b. Two Year Diploma Programme

The Two year Diploma programme is designed for the ex-Preliminary Year and the Direct Entry Students. These students enter the college and study for the full two years. Table 2.8 (on following page) shows the overall structure of the programme.

The two teaching subjects are chosen at the end of term one in the Preliminary Year (ex-Preliminary Year students) or during the orientation week (Direct Entry students). The Professional Studies and skills courses (for some) are compulsory. The two teaching subjects are studied extensively throughout the two year period. These specialist teaching subjects are of equal length and have the same amount of contact time. This means that the students in this programme devote twenty-two to twenty-five hours per week throughout the two year period and eight weeks of teaching practice each year.

One of the significant aspects of this two year programme is the amount of practical experience the students receive. Those who enter the college with Grade 12 qualifications have sixteen weeks of practical experience in the high schools of their own choice before the completion of their two year Diploma courses. Those who go through the Preliminary Year programme in comparison, have twenty weeks of practical experience before the end of their two year Diploma courses.

c. One-Year Conversion Course

This programme was designed and introduced in the middle of 1970's, especially for the Social Science and English combination with some Mathematics and Science

combination. Around this time the localisation fever was, perhaps at its highest peak. The notion of 'self-reliance' was beginning to be preached firmly by the government. Great pressure was put on the Department of Education and Goroka to train indigenous people to replace the expensive expatriate teachers. There were always differences in working conditions between the indigenous and the expatriate teachers. A good example was the difference in their salary range. For example, if an indigenous person was a headmaster in one primary school and an expatriate was also a headmaster in another primary school, the expatriate teacher would get three or four times more in salary than his indigenous counterpart. There was also the question of the country's ability to go on employing expensive expatriates after independence, especially when indigenous trained personnel could do the job with equal confidence and efficiency.

Persistent support for localisation by the government and the public has been directed towards minimizing costs as well as giving more responsibility to indigenous people as a means of implementing the concept of 'self-reliance' or 'self-supporting'. The result is that localisation of the teaching staff in the primary division is fully achieved. As for the secondary division, about seventy percent of localisation has been achieved.

Falling enrolments at Goroka Teachers' College and a high wastage rate also had a lot to do with the desperate move towards establishing the One-Year Conversion Course programme. For example, the 1979 statistics showed that the wastage rate then was 17%². This wastage rate, in anyones language, is fairly high.

The conversion course programme was designed as a one year course which would convert the more able and experienced community (primary) teachers to secondary teachers. The programme came into effect in 1976. However, the future of this programme is in doubt. In 1980, the Department of Education informed the college of practical problems experienced throughout the primary division. The draining of the primary division of its more able and experienced teachers by Goroka has been seen as the cause of the problems.

Table 2.9 shows the overall structure of the Conversion Course Programme for Social Science and English combination. This table shows the course components and the time devoted to each component of the course. Because the duration of the course is only a year, the students do only eight weeks of teaching practice in the provincial high schools compared with sixteen weeks by the two-year Diploma students.

Table 2.9 ONE-YEAR CONVERSION COURSE (ENGLISH/SOCIAL SCIENCE) PROGRAMME STRUCTURE

		Hours per week
Semester One	Professional Studies (81.611)	3
	Teaching subjects:	
	English (82.111)	9
	Social Science (84.611)	9
Semester Two first half	Skills course:	
	Arithmetical Skills (83.001)	3
	Library Skills (90.001, half semester only)	1
Semester Two second half	Teaching Practice (eight weeks) (80.221)	
Semester Two second half	Professional Studies (81.611, continued)	3
	Teaching subjects:	
	English (82.111, continued)	9
	Social Science (84.611)	9
	Skills course:	
	Arithmetical Skills (83.001)	

Source: University of Papua New Guinea - Goroka Teachers' College draft Handbook, 1981

d. One-Year Post-Vocational: Agriculture Structure

This is the one year full-time course for those who intend to teach agriculture at the Provincial High Schools and the Vocational Centres. The course aims to train those who possess either a Certificate in Tropical Agriculture gained from the Agriculture Colleges or a university Degree in Agriculture. But it must be pointed out that so far no one with a university degree has gone through this programme.

Table 2.10 below is provided to show the overall programme organisation for this course. Those who follow this programme take two specialist teaching subjects of which agriculture is compulsory. The other teaching subject is optional and is chosen from the subjects listed on the table.

Table 2.10 ONE-YEAR POST-VOCATIONAL PROGRAMME TO TRAIN TEACHERS OF AGRICULTURE STRUCTURE

		Hours per week
Semester One	Professional Studies (81.511)	4
	Teaching Subjects:	
	Agriculture (91.511)	10
	and one other teaching subject chosen from:	
	English (82.111)	9
	Mathematics (83.111)	9
	Social Science (84.111)	9
	Science (85.111)	9
	Expressive Arts (86.111)	9
	Home Economics (87.111)	9
	Design and Technology (88.111)	9
Commerce (89.111)	9	
Physical Education (94.111)	NA	
Skills Courses		
Language Skills for Agriculture Teachers (82.501)	10	
Arithmetical Skills (83.001)	3	
Semester Two first part	Teaching Practice (80.521) 11 weeks	
Semester Two second part	All courses continue as in Semester One	

Source: University of Papua New Guinea - Goroka Teachers' College draft Handbook, 1981.

Table 2.10 also shows the proportion of times devoted to each component of the course. But it should be pointed out that the time spent on the Language Skills course is subject to change as determined by the Language Department. The students following this programme have eleven weeks of teaching practice.

e. One-Year Post-Vocational: Post-Secondary Teachers' Structure

This is the last of the five different programme structures run at Goroka Teachers' College. This programme is designed to train those who have other post-secondary training qualifications. For example, the people with trade certificates gained from the Technical College. This one-year course leads to a diploma in Secondary Teaching. Students with this qualification become the post-secondary teachers for the technical, secretarial and the other post-secondary training colleges. Table 2.11 is provided to show what is taught, to whom and for how long.

Table 2.11 ONE-YEAR POST-VOCATIONAL PROGRAMME TO TRAIN POST-SECONDARY TEACHERS: STRUCTURE

		Hours per week
Semester One	Professional Studies (81.511)	4
	Teaching Subjects:	
	Technical Studies (92.511)	15
	Or: Secretarial Studies (93.511)	16
	Or: Clerical Studies (93.512)	NA
	Skills Courses:	
Semester One	<u>For Technical Studies students only:</u>	
	Language Skills for Technical Teachers (82.502)	4
	Arithmetical Skills (83.001)	3
	Library Skills (90.001, half semester only)	1
Semester Two first part (11 weeks)	Either: Teaching Practice in a Technical College (for Technical teachers) (92.521) Or: Teaching Practice in a Secretarial or Technical College (for Secretarial Teachers) (93.521)	
Semester Two second part	All courses continue as in Semester One, except 90.001 Library Skills	

Source: University of Papua New Guinea - Goroka Teachers' College draft Handbook, 1981.

Section 2.3 reveals many interesting features of the secondary teachers' college curricula of Goroka. Some of the features revealed include, firstly, that the curricula are designed in parallel with the minimum entry qualifications. For example, the Post-Vocational and Conversion Course are both one year courses but the Post-Vocational course students have eleven weeks of teaching practice. The Conversion Course students in contrast, have only eight weeks. This comparison tends to imply that the post-vocational programme emphasize learning to be a teacher. The Conversion Course programme in comparison, emphasizes learning to master the knowledge content of the syllabus. Those who follow the post-vocational programmes have had their mastery of knowledge courses in their post-secondary training institutions such as the agricultural, secretarial and technical colleges. What these students require is to learn to master the professional teaching skills, methods, knowledge and understanding needed for the art of effective teaching and learning. The Conversion Course students in contrast, have had two years of professional training in the community (primary) teachers' colleges and have been teaching for a number of years. It is therefore assumed that these students have had courses in the mastery of professional teaching skills, methods and the basic knowledge and understanding of the art of teaching and learning. What the Conversion course students need is to learn to master the knowledge content of the syllabus and the general social science education required for secondary teaching. These needs are met through the comprehensive coverage of the Secondary Social Science Syllabus content materials.

Secondly, the length of training depends on the minimum entry qualifications. Duration of training therefore varies from one to three year.

Thirdly, the amount of practical experience each student gains also differs from eight to twenty weeks. The general trend is that the lower the entry qualifications, the longer the length of training which means more practical experience or vice versa.

Finally, every student takes only two specialist teaching subjects which lead to the award of Diploma in

Secondary Teaching. In most cases, with the exception of the Post-Vocational programmes, the subjects offered are optional. Thus the students can choose any combination that works within the confines of the timetable.

2.4 Social Science at Goroka.

In the Papua New Guinea school system, social science is a core subject, along with English, Mathematics and Science. This means that social science is a compulsory subject that has to be taught in every school within the national education system. Only four of the teaching subjects listed above are core subjects. Others not on the list are called the 'non-core' subjects. Because they are not compulsory, whether or not they can be taught, depends on the available resources. These include teachers, teaching materials and teaching facilities available in the school or schools concerned. Moreover, if the non-core subjects are offered in a school, for example, Commerce and Expressive Arts, the students will have the option to choose whichever they wish to study.

In the schools, more time is devoted to teaching core subjects than to non-core subjects. This is in contrast with those of Goroka Teachers' College curricula which, in most cases, allows equal length and amount of contact time. This contrast is not considered important because Goroka's job is to train everybody on equal basis regardless of whether a student takes a core or a non-core subject. Whatever happens in the school does not influence the length of time devoted to teaching each teaching subject at Goroka.

There is a drawback to giving so much freedom to students to choose any combination they want. The danger is that one can easily end up taking two non-core subjects or vice versa. Perhaps the college could take a more directive role in guiding students to make choices. This would be in favour of the students' employability in the future. It would also be economical to maintain a balance between the core and non-core subjects teaching forces as well as between different individual teaching subjects. For example, there is a danger of producing more social science teachers than Mathematics or vice versa.

It is now appropriate to examine how the Social Science Department organizes its courses, and by doing so, to identify what constitutes the social science courses.

Like the seven other subject departments at the college, the Social Science Department organizes its courses into three different programmes. They are: its Preliminary Year, its Two Year Diploma and its One Year Conversion Course programmes. The following two tables are provided to help in explaining how each programme is organized, what is being taught, to whom and for how long.

Table 2.12 shows the overall programme structure for the Preliminary Year students. It shows that the programme heavily emphasizes the provision of the general social science education. This emphasis in turn implies the importance of the general social science education the department and its staff place on the secondary social science teacher education.

Table 2.12 CHART SHOWING THE PRELIMINARY YEAR PROGRAMME

Term	Course Components	Weeks	Time
1	Papua New Guinea Geography Papua New Guinea History Skills and Aids	9	2 hrs per week 2 hrs per week 1 hr per week
2	Governmental System, International Organisation International Affairs Skills and Aids	10	5 hrs per week 3 hrs per week
3	Basic Sociology Basic Economic Teaching Practice	4 4	
4	Man in Asia and the Pacific World Region Skills and Aids	8	5 hrs per week 3 hrs per week

Source: Social Science Teacher Education, 1982 Handbook
Goroka Teachers' College.

The Preliminary Year course has two course components, excluding the teaching practice. They include the general social science studies and the skills and aids courses. The skills and aids courses are in fact the professional courses.

For the years one and two and the Conversion Course students, the programmes are different in their structures. These are shown on Table 2.13 (on following page) which also shows the course components. These course components include the content studies, the method course and the skills and aids courses.

a. Syllabus Content Studies

This part of the course aims to prepare students become competent in mastering the knowledge content of the Secondary Social Science Syllabus which the students are required to teach in the Provincial High Schools. Therefore, extensive coverage of the Secondary Social Science Syllabus content (using both the Teachers' Guides and the Students' Books) is made to equip the trainees with the thorough knowledge of the syllabus materials. For example, in term one, the content study for 1A is 7.6 - 7.9. This means that in term one, year one Group A makes the comprehensive coverage of Grade 7 syllabus, units 6 to 9. At the same time, Group B does the same with Grade 8 syllabus, units 5 to 9. Similar sorts of things apply to year two and the Conversion Course students as shown on the chart.

The comprehensive coverage of the syllabus materials also aims to create the opportunities to do extra studies in general social science education beyond the syllabus content. These are done through extensive background readings and discussions. Again, the emphasis on the comprehensive coverage of the syllabus materials tend to indicate the importance of the general social science education the Social Science Department places on the secondary social science teacher education.

How much emphasis is put on the content studies is indicated by the proportion of time devoted to it in comparison with the other two components is shown on Table 2.14 (see page 34). The table shows the actual contact

Table 2.13 CHART SHOWING OVERALL PLAN OF YEARS ONE, TWO AND CONVERSION COURSE SECONDARY SOCIAL SCIENCE TEACHER EDUCATION AT GOROKA TEACHERS' COLLEGE

Term	Course Components	1A	1B	2A	2B	Time	Conversion	Time
1	Syllabus Content Studies	7.6-7.9	8.5-8.9	9.5-9.8	10.2-10.3	4 hours per week	8.7-8.12	3 hours per week
	Method Course	Both groups take it		Both groups take it		3 "		"
	Skills and Aids	"	"	"	"	2 "		"
2	Syllabus Content Studies	8.5-8.9	7.6-7.9	10.2-10.3	9.5-9.8	Same as Term One	7.7-7.12	Same as Term One
	Method Course	Same as Term One		Same as Term One		"		"
	Skills and Aids	"	"	"	"	"		"
3	Teaching Practice	Teaching		Practice		8 weeks	Teaching Practice	8 weeks
4	Syllabus Content Studies	7.10-7.12	8.10-8.12	9.1-9.4	10.1&10.4	Same as Term One	7.1-7.6 8.1-8.6 9.1-9.4	Same as Term One " "
	Method Course	Same as Term One		Same as Term One		"		
	Skills and Aids	"	"	"	"	"		

Source: Social Science Teacher Education 1982 Handbook. University of Papua New Guinea Goroka Teachers' College.

weeks, contact hours per week and the total contact hours for each component of the course in a year. The students in each of the years one and two spend a total of 108 hours a year in covering the syllabus content. This represents over 44.4% of the possible 243 hours a year. The Conversion Course students in comparison, spend 129 hours or over 53% of the possible 243 hours a year on the syllabus content studies.

b. Method Course

This part of the course is designed to familiarize students with the issues in teaching of the Secondary Social Science Syllabus. In year one, it aims to familiarize the trainees with the purposes of teaching social science. The method course investigates issues like; what is social science in Papua New Guinea? What are its aims? and why should it be taught in the Papua New Guinea education system? In addition, the course also aims to familiarize students with the different styles of teaching, methods of planning, test construction techniques, peer group teaching, and so forth.

In year two, the method course aims to give students some practical help³ on such professional and practical matters as the conducting of classroom inquiry, organisation of study trips, the organisation and management of the social science department and so on.

As for the Conversion Course students, the aims are the selective of the years one and two.⁴ This approach supports the generalisation made earlier. The students in this category are trained and experienced teachers. It is assumed that during the course of their training in the community teachers' colleges, or through the years of teaching experience, the Conversion Course students had studied and experienced some of the basic topics studied in this course. What these students require is not the general method course but the selective topics related specifically to the teaching of the Secondary Social Science Syllabus.

In this part of the course, the students in each of years one and two spend 81 hours a year out of possible 243 hours. Conversion Course students in comparison, spend 54

hours out of possible 243 hours. This indicates that each of the years one and two spend about 33.3% of the total contact hours, as against 23.4% by the Conversion Course students, in learning how to teach.

c. Skills and Aids

This part of the course aims to place the ideas of social science course into the use of practical work. That is, to develop social science teaching skills and aids related to the units in the syllabus. The skills course looks at such things as the use of over-head projectors, the development of chalk-board skills, worksheet design, and so on. As for aids, the course aims to help students develop teaching charts and resource kits as teaching aids. For example, to teach and explain the concepts of a nuclear and an extended family, the ideal approach is to produce a family tree by using photographs cut and labelled on the chart. By doing so, a teacher can meaningfully provide the environment where the students can utilize some or all of their senses in the process of teaching and learning. In this particular example, the sense of hearing and seeing will be involved. To hear the concept of the nuclear and extended family and associate them by seeing the chart. This will then enable the students to identify the individuals involved, their relationship to each other, their roles and their status within the family tree.

In skills and aids courses, each of the year one and two students spend 54 hours while the Conversion Course students spend 57 hours of a possible 243 hours a year. This represents over 22.2% for each of the year one and two and 23.5% for the Conversion Course students.

From the above comparisons and analyses, one can identify a couple of interesting things. A summary of what has been discussed is shown on Table 2.14 (on following page.) Firstly, in general the year one and two and the Conversion Course students spend relatively more time on content studies than on method and skills and aids courses. Secondly, the Conversion Course students spend a larger proportion of their time on content studies than on the other two components.

Thirdly, because the Conversion Course students have a one year course, they spend more time on content studies than the year one and two. Fourthly, year one and two spend more time on a method course than the Conversion Course students. Finally, both the year one, two, and the Conversion Course students spend about the same amount of time a year on skills and aids courses.

Table 2.14 TIME SPENT ON EACH COMPONENT OF SOCIAL SCIENCE
TEACHER EDUCATION COURSE AT GOROKA

Term	Weeks	Course Component	Years 1 and 2 (each)	Conversion
1	9	Content Studies Method Course Skills and Aids	36 hours 27 hours 18 hours	27 hours 27 hours 27 hours
2	10	Content Studies Method Course Skills and Aids	40 hours 30 hours 20 hours	30 hours 30 hours 30 hours
3	8	Teaching Practice		
4	8	Content Studies Method Course Skills and Aids	32 hours 24 hours 16 hours	72 hours
Total for a year		Content Studies Method Course Skills and Aids	108 hours 81 hours 54 hours	129 hours 57 hours 57 hours
			243 hours	243 hours

The above analysis gives added support to the general observations made earlier. The Conversion Course students are trained teachers and have been teaching for sometime. They are therefore experienced in many of the basic aspects of method and skills and aids courses. These result in their courses being orientated more towards the syllabus content studies. This approach is taken to make them competent in

mastering the Secondary Social Science course which is more abstract and advanced in context and is taught at a higher level compared with where and what they used to teach. The year one and two in contrast, train to become teachers. They have a longer period of training and therefore the time devoted to each component of the course is more balanced throughout the two year period.

d. Evaluation

Assessment of the social science students at the college is continuous and cumulative. The assessments are by assignments and tests given at regular intervals.⁵ This means that the students are required to cope with a set number of major and minor assignments and tests in a term as decided by the lecturers concerned. Because the assessment is cumulative throughout the term, the results recorded are compiled to decide the final recommended grade for a term.

The continuous assessment throughout the term counts for 75%. But because of the importance of the quality of English used, 20% of that 75% of the assessment mark for major written assignments is given to English usage.⁶ The remaining 25% is the term tests. In term three, the students are assessed on their practice teaching performances. The supervising lecturers are often asked to make recommendations on the students they supervise.

One of the important issues revealed here is the 20% that is for the usage of English language. The concern here is that English is not a compulsory subject at the college. It is a bit unrealistic to give 20% for English usage. English learned and used throughout the school system may not be good enough for the work involved at the college level. In addition, English usage does not play any significant part in the selection of student to enter the college. In fact, there is no evidence to suggest it does.

Moreover, those who do not take Social Science and English combination are handicapped by the policy. For example, those who take Social Science and English combination, study in their English courses, such course components as "... Intensive reading and Extended writing.

These will be integrated as far as practicable around a sequence of thinking skills, each with an associated set of grammatical structures".⁷ It is obvious that those with English and Social Science combination would be in an advantageous position to meet the assessment requirements.

The above observation is convincing enough and supports the comment made earlier. That is, that perhaps the college could take more directive role in providing some guidelines for a certain teaching-subject combination. For example, that English be made pre-requisite for those who opt for Social Science because the teaching of secondary Social Science revolves around concepts. A mastery and good command of written and spoken English language is essential for a teacher to teach and explain the more complex and so often abstract social science concepts. Above all, English is the officially declared medium of instruction in all levels of the national education system, therefore it should be made a pre-requisite for those who opt for social science.

There have been on several occasions, some practical problems experienced by the Social Science Department. For example, in 1979, the social science staff made English a pre-requisite for the social science students. This decision had a negative result. Because of the Social Science Department's stance on English and Social Science combination, its intake dropped by 45%. As the result, the department dropped that policy because it needed the numbers to retain the staff for the following year.

The present (1982) figure shows that 32 of the 49 first year students in 1981 took English and Social Science combination.⁸ This figure shows over 65% of this year's (1982) second year students have English and Social Science combination. This is encouraging indeed. The students themselves are aware of the value of English in the teaching of Secondary Social Science in Papua New Guinea.

1. Ministry of Education. Papua New Guinea Education Gazette (Government Printer Port Moresby, June 1980) p.118.

2. Ministry of Education, Papua New Guinea Annual Education Report. (Government Printer, Port Moresby 1980) p.17.
3. Social Science Department, Goroka Teachers' College. Social Science Teacher Education: Students Handbook. (Goroka Teachers' College Press 1980) p.27.
4. loc. cit.
5. *ibid.* p.6.
6. Social Science Department, Goroka Teachers' College. Social Science Teacher Education: Students Handbook. (Goroka Teachers' College Press 1980) *op. cit.* p.41.
7. University of Papua New Guinea Goroka Teachers' College. Goroka Teachers' College Draft Handbook. (Goroka Teachers' College Press, 1981) p.17.
8. Information obtained in correspondence with Mr. Murphy.

CHAPTER THREE

SOCIAL STUDIES TEACHER EDUCATION AT AUCKLAND SECONDARY
TEACHERS COLLEGEIntroduction

An overseas observer has to be very cautious when writing about education in New Zealand. A relatively short period of residence does not permit a perceptive account of the way New Zealand society and thus, its education system operates. It should be re-emphasized therefore that this paper is not intended to criticize or judge New Zealand education in anyway. Rather it is to survey the official publications and the college brochures and calenders relating to education in New Zealand and the secondary teacher education at Auckland. In particular, the Social Studies teacher education is examined in order to assess the Secondary Social Science Teacher education in Papua New Guinea. To do this, it is necessary to render a descriptive account of relevant aspects of New Zealand education and the teacher education programmes of Auckland Secondary Teachers College. This will then be used as a measuring instrument against that of Papua New Guinea's.

This chapter opens with a brief outline of the school system in New Zealand at present. This will give a general guide for looking at the entrance qualifications of those who enter Auckland Secondary Teachers College and the social studies students and staff. This chapter also examines the curricula at Auckland Secondary Teachers College as a whole, before proceeding to a more detailed analysis of social studies at Auckland. Finally, it surveys the assessment procedures for the social studies students, and concludes by making some general observations of interest to policy-makers and educationalists in Papua New Guinea.

3.1 The School System.

Probably the best way for an observer to explain the education system of New Zealand is with reference to the actual structure of the education system. Table 3.1 (on following page) is therefore provided to serve that purpose.

Table 3.1

THE NEW ZEALAND EDUCATION SYSTEM

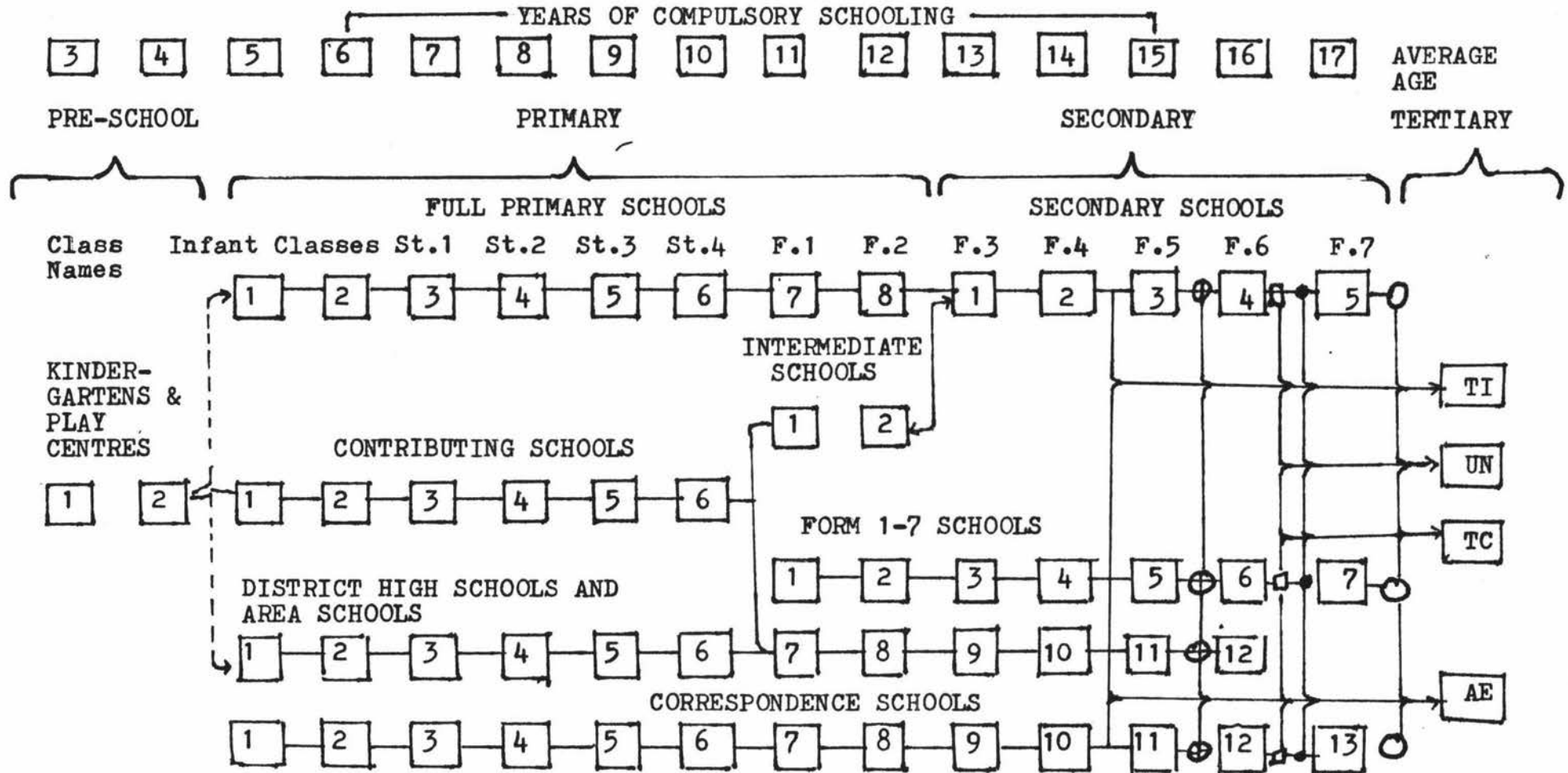


Table 3.1 cont'd

KEY

TI Technical Institutes
 UN University Institutions
 TC Teachers Colleges
 AE Adult Education Courses

⊕ School Certificate
 □ Sixth Form Certificate
 ● University Entrance
 ○ Higher School Certificate and/or
 University Bursary or Scholarship

Form 1 - 7 school: A school in a rural centre providing an integrated course from Form 1 to Form 7.

District High School: A primary school, with a secondary department attached, in a small rural centre.

Area School: A school in a small rural centre providing an integrated course from infant classes to Form 6 for children from its immediate neighbourhood and from F.1 to F.6 for pupils from a wider area.

Source: Public Education in 1972. Department of Education, Wellington, 1972.

The table is self-explanatory and illustrates the different kinds and levels of school. It also indicates who goes to school, for how long and with what qualifications. Although the table shows the structure of education as in 1972, it is assumed that there have been no major innovations in general structure since that time.

The table shows that schooling in New Zealand today is compulsory between the ages of six and fifteen. "Children may however, enter the state school at the age of five, and education is entirely free and available to all...".¹ This statement implies that education in New Zealand is free, compulsory, secular and universal regardless of race, colour, creed and abilities.

a. Pre-school

Although the Table 3.1 shows that school begins at the age of five for most New Zealand children, many children attend free kindergartens and playcentres at the ages of three and four. This is envisaged as the beginning of formal education for children of different social and economic backgrounds, race, colour and creed to learn to live, play and do things together. In 1980, there were 511 free kindergartens and 694 playcentres in operation.² This tends to indicate that the educational authorities have concern for pre-school education as much as other levels of education.

b. Primary and Intermediate Education

Entry into primary schooling is compulsory at the age of five. Table 3.1 shows that the primary education in New Zealand is an eight-year institution. This eight-year period of primary education is divided into three parts. The first part is the two years of infant class at the ages of five and six. The second part is the next four years of primary schooling. The final part is the last two years of primary school, Forms 1 and 2. However, over half the Form 1 and 2 pupils are now educated in two-year intermediate schools.³

Intermediate schools have their own history dating from 1922 and were influenced mainly by the American junior high

schools.⁴ In 1981, there were 144 intermediates and the intermediate department had a total of 73,127 pupils.⁵ However, the idea of intermediate school and the purposes it serves are an area of controversy. The chief functions of the intermediate school today, among many others, are firstly, "to provide a broad, expansive and common curriculum that will encourage the growth of talents and interests. Secondly, they serve to ease the transition from primary to secondary schooling".⁶ Generally, the above functions tend to imply that intermediate school is intended to provide children with an expansive general education rather than getting them to specialize at this early stage, and also to reduce the excessive movement of children from primary to secondary schools. The extra two years may also mean that the students also become more mature before they enter secondary schools. In addition, its said to encourage children to stay in the school system longer. However, because of its size, the intermediate school is able to classify its pupils according to ability, organize a variety of courses and provide specialist teaching such as foreign languages, mathematics, book-keeping, typing and preparing pupils specifically for jobs in industry and commerce.⁷ This specialisation has tended to erode the original concept of the intermediate school.

c. Secondary Education

In New Zealand, secondary education lasts for a minimum of three years for the students between the ages of thirteen and seventeen. Table 3.1 on the New Zealand school system shows that the State Secondary schools are of two main types. The first type is the Forms 1 to 7 secondary school. The second type is the district primary and area school with secondary "tops".

Table 3.1 also shows that secondary school is classified into three stages. The first stage is the first three years (Forms 3-5). At the end of the third year, there is a School Certificate Examination. The examinations are set by the Education Department which include English, History or Geography or a foreign language and Mathematics or Science.

However, the important feature of this examination is that each candidate is credited with passes in the individual subject in which he or she is successful.⁸ It should be pointed out that the School Certificate requiring group pass was abolished in 1968.⁹ This part of secondary education may be seen as the first and major stage because the School Certificate examinations mark the end of secondary schooling for a certain number of students. Many of these students opt to enter some kind of training institution such as the technical training institutes. Theoretically, some students do leave secondary education at the end of the second year of the secondary education to enter the technical institutes or adult education courses as shown in Table 3.1.

The second stage of secondary education is the one year of the advanced course beyond the level of the School Certificate. At the end of this one year of advanced course, the students are awarded with the Sixth Form Certificate on a single subject basis to the minimum of six subjects. Also, at the end of the Sixth Form, the students of certain schools sit for the University Entrance Examinations prepared and conducted by the University Entrance Board.¹⁰

The final stage is the further one-year of advanced course beyond sixth form. At the completion of this one year course, the students are awarded with the Higher School Certificate. Pupils at this level also sit for University Bursary examinations and University Entrance Scholarships Examinations which are also prepared and conducted by the University Entrance Board.

At the end of Sixth and Seventh Forms, there is an ongoing internal school based assessment besides the University Entrance, University Bursaries and the University Entrance Scholarships Examinations. It is maintained that the University examinations acts as a double check for those who wish to enter New Zealand Universities because the University Entrance Board has the power of responsibility to maintain the national standard for admission to the universities throughout the country.

3.2 Teacher Education (Auckland) Secondary Teacher Training in New Zealand.

In New Zealand at present, there are seven teachers colleges. They include Auckland, Auckland Secondary, Hamilton, Palmerston North, Wellington, Dunedin and Christchurch (both primary and secondary). Five of these train primary teachers, one trains secondary teachers and one trains both primary and secondary teachers.

The recruitment and training of teachers are categorized into two broad divisions: Division A and Division B.

Division A is for the training of primary teachers while Division B is for the training of secondary teachers. Because the purpose of this paper is to look at the secondary social studies teacher education, it is only aimed to survey the secondary teacher training, especially that of Auckland. Although the paper will concentrate on Auckland Secondary, it will however, make some reference to Christchurch Secondary Teachers College as it becomes relevant. This part of the study is therefore aimed to make a survey of such things as who goes to the secondary teachers colleges, with what qualifications and for how long.

It is perhaps easier to begin by looking at the length of training. The 1981 Auckland College year is used as an example to explain the length of the college year and how it is like generally. Table 3.2 (on following page) is provided to serve this purpose.

The table exposes some important organisational and structural features. Firstly, the college academic year begins at the end of January and ends in the first week of December. Secondly, the college year at Auckland is divided into three terms; first term with thirteen weeks, the second with twelve weeks and the last term with fourteen weeks. Thirdly, the college year is further divided into an enrolment and orientation week, nine blocks of four weeks each and a final block of two weeks. The college year, overall is a thirty-nine week period. Finally, the table indicates the general arrangements of when the students are required to be in the college and when they will be in the schools putting

Table 3.2

COLLEGE YEAR - AUCKLAND (SECONDARY)

	TERM I			TERM II			TERM III			
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10
Feb 2-6	9 Feb- 6 Mar	9 Mar- 3 Apr	6 Apr- 1 May	25 May- 19 June	22 June- 17 July	20 July- 14 Aug	7 Sept- 2 Oct	5 Oct- 30 Oct	2 Nov- 27 Nov	30 Nov- 11 Dec
Enrolment and Orientation	In College	Teaching Practice	In College	In College	Teaching Practice	In College	In College	Teaching Practice	In College	In College for those students who have not completed requirements

Source: Secondary Teachers College Calender 1981, Auckland.

theory into practical experience. More detailed observations are made in part 3.3 in discussing the Auckland curricula.

The second aspect of the length of the training in terms of years is provided by Table 3.3. This table shows the two main divisions of the college. They are Division B and Division C. However, there are four other divisions which are more specific. They include the Commercial, Home Economics, Technical and Music. These four divisions may fall into one or other of the above main divisions. For example, Technical Division is designed for those candidates who hold the suitable and approved technical qualifications, so the duration for this course is one year of professional training.¹¹ Therefore, the Technical Division may very well fall into Division C. In contrast, the Commercial Division is a three-year course and is designed for the students from school, work or technical institutions undertaking concurrent course of academic and professional studies.¹² Therefore, the Commercial Division falls into Division B category.

Table 3.3 COLLEGE DIVISIONS, ENTRANCE QUALIFICATIONS AND THE LENGTH OF TRAINING

	Division C	Division B
Qualifications	A university degree, certain polytechnic diplomas and certain New Zealand Certificates.	Sixth Form Certificate Form 7 Certificate, University Bursary or Scholarships.
Length of training	One year professional training	A concurrent course of academic and professional studies for one to three years.

- Sources:
1. Public Education in 1972. Department of Education Wellington.
 2. Secondary Teachers' College Calender 1981, Auckland.

The first observation to make here is that the college year has thirty-nine weeks, including the enrolment and orientation week and the last two weeks in block 10. The second observation that can be made from Table 3.3 is that the length of training is dependent upon the minimum entry qualifications of the candidates. Therefore, the duration of training at the Auckland Secondary Teachers College (as at Christchurch Secondary) extends from one to three years. Those with certain approved academic qualifications enter the college for only professional training courses while others do concurrent courses of academic and professional studies.

a. Social Studies Students

This section aims to investigate students' backgrounds of why and how they come to choose social studies as a teaching subject at Auckland. It attempts to ascertain whether or not there are any differences or similarities with the student body as a whole.

The above questions are difficult to answer. It is difficult initially, because social studies is not taught in Forms 5, 6 and 7. If social studies were taught in Forms 5, 6 and 7 then it would be easy to assume that students choose social studies because they study it for their Forms 5, 6 and 7 certificates and have come to like the subject. But the students in Forms 5, 6 and 7 study some specialized social science subjects such as History, Geography, Economics and so on. Therefore, the only possibility was to ask the social studies lecturers of Auckland Secondary Teachers College, for their views, based on their own first hand observations of students behaviour.

The response to my request was of some interest. A typical response came from one of the social studies lecturers who replied: "Students take Social Studies if they are qualified in History or Geography, and many take it if they are qualified in English, Music, Languages, or Economics and need a second or a third teaching subject".¹³ This reply tends to indicate just how and why students choose social studies. The academic qualifications in History, Geography

or even sociology may become pre-requisite for taking social studies, perhaps for many students. However, generally speaking, it may also appear to mean that there are no restrictions preventing students from being admitted to the Social Studies classes at the college if they opt for these classes, provided that class sizes are limited to manageable sizes.

The question of whether or not there are any differences or similarities with the student body is very difficult to gauge. This is so because there are two categories of social studies students involved; those with qualifications who choose to pursue to qualify in History, Geography and Sociology and those who have no qualifications. On one hand, it may be easy to assume that there ought not to be any significant differences between the social studies students who have requisite qualifications or who decide to qualify in such disciplines as History, Geography and Sociology with the student body as a whole. These social science disciplines are some of the main ingredients of Forms 1-4 social studies course. On the other hand, if one takes the students who have qualifications in music or language who are doing social studies as a second or third teaching-subject, then it is certainly difficult to estimate the extent of similarities and differences with the student body as a whole. There are no easy ways to make a concrete comparison. In fact, there are four different ways to compare social studies students which tend to create difficulties. Firstly, one can make comparisons between students who are qualified or choose to qualify in Geography, History and Sociology and those who are not qualified or do not choose to qualify in them. Secondly, one can make comparisons between social studies students who are qualified or pursue to qualify in Geography, History and Sociology with the student body as a whole. Thirdly, one can make comparisons between social studies students who are not qualified or do not pursue to qualify in Geography, History or sociology and the student body as a whole. Finally, one can make comparisons between the social studies students, regardless of being qualified or not being qualified in social science disciplines and the student body as a whole.

b. Social Studies Staff

This part of the paper aims to establish the backgrounds of those who train the social studies teachers. Table 3.4 is provided to serve this purpose. The table shows the number of teachers who train the social studies teachers with their academic qualifications. It can be confidently assumed by looking at the table that the staff members are highly qualified.

Table 3.4 SOCIAL STUDIES STAFF AT AUCKLAND

STAFF	QUALIFICATIONS
Lecturer A	M.A. Dip Tchg (Geography, Social Studies)
Lecturer B	M.A. Dip Ed Admin Dip Tchg (History, Social Studies)
Lecturer C	M.A. Dip Tchg (Geography, Social Studies)
Lecturer D	M.A. Dip Tchg (History, Social Studies)
Lecturer E	M.A. Dip Tchg (Geography, Social Studies)
Lecturer F	M.A. Dip Ed Admin Dip Tchg (History, Social Studies)
Lecturer G	M.A. Dip Tchg

- Sources:
1. Secondary Teachers College Calender 1981, Auckland.
 2. Divisions B. and C. Course Guide 1981, Secondary Teachers College Auckland.
 3. Personal contact.

However, some information which was considered important was difficult to obtain. Some of the information wanted was perhaps a bit delicate in the sense that the personal information was wanted on such things as the age, nationalities and the teaching experiences. Only one informant has provided such information. Information provided indicates that this particular person is a well matured person and has taught in the secondary schools for thirteen years and ten years in teaching social studies

teachers at the college. My personal contacts and first-hand observations would suggest that all the social studies staff at Auckland are New Zealanders. They have a considerable number of years of teaching experience. Many of them have had considerable experience in social studies teacher education. Because the lecturers are New Zealanders, they are likely to have held the job of teacher educator for many years, and to view it as a career in itself. Another assumption is that because the lecturers at Auckland stay longer at the college, they have time to be able to continue to review their programmes and to make qualitative changes and improvements.

3.3 The Auckland Curricula.

The Auckland Secondary Teachers' College curricula is designed in a very complex way. It is consequently difficult to give a precise breakdown of disciplinary boundaries, and of subject allocation in terms of times. One has to spend a lot of time studying the curricula in order to really understand and appreciate its structural organisations. The following descriptive information is the result of much time and energy spent in observing the Auckland curricula.

Because the Auckland curricula is complex in itself, Table 3.5 (on following page) is provided to serve as a starting point. The table shows that the college is divided into eight faculties, including the "Education Faculty which is responsible for all the Education courses, Multi-cultural and Audio-Visual courses form a compulsory part of each student's course, ..." ¹⁴ A wide range of subject areas are offered in each of the faculties of the college. Some subject areas are seen as very specialized areas of study while others deal with quite a broad area of study. For example, chemistry may be regarded as a specialized body of science as against general science course. In the Faculty of Social Studies, Geography may be regarded as a specific field of social science as against social studies which includes many fundamental ingredients of different social science disciplines.

Because of administrative purposes, each student at the

Table 3.5

THE COLLEGE FACULTIES AND THEIR DEPARTMENTS AND TEACHING-SUBJECT AREAS

Faculties	Departments and Subject Areas
Commerce and Commercial	Shorthand, Typing, Accounting, Economics, Economic Studies
English and Languages	English, Languages such as French, German, Japanese, Maori and Music
Home Economics	Clothing and Textiles, Foods and Nutrition, Home Management, Design
Mathematics and Science	Biology, Chemistry, Physics, Mathematics, Science, Environmental Studies, Home Science
Physical Education	Physical Education, Health, Recreation
Social Studies	Geography, History, Social Studies, Visual Arts, Liberal Studies
Technical	Engineering, Woodwork, Technical Drawings
Education	Education, Multi-cultural, Audio Visual, Teaching pupils with special needs and abilities, Aspects of Religious Studies

Source: Secondary Teachers College Calender, 1981 Auckland

college is attached to a particular Faculty. A Faculty that a student is attached to is determined by the subject he or she regards as his or her first teaching subject.¹⁵ The teaching-subject areas shown on Table 3.5 are arranged into first, second and third teaching-subjects and electives. This arrangement can be found on Table 3.6.

Table 3.6 TEACHING SUBJECT METHOD COURSES AND ELECTIVES
OFFERED

First Teaching Subject Method Courses	Accounting Mathematics Chemistry Science History Engineering	Language Biology English Geography Physics Woodwork	Art History Music Physical Educ Visual Arts Home Science
Second Teaching Subject Method Courses	Accounting Health Educ Chemistry Physics Economic Studies Social Studies Music	Physical Educ Biology Mathematics Economics Maori Language Technical Drawings	Art History General Science English Languages
Third Teaching Subject Method Courses	Aspects of Religious Studies Drama as a Learning Medium Teaching of Pupils with Special Abilities and Needs		
Electives	Physical Education - Recreation Personal Development Multi-cultural Other approved modules or courses		

Source: Secondary Teachers College Calender 1981, Auckland

A student for example, who has an academic qualification in Geography or is studying it in his or her university academic course, joins the Social Studies Faculty because Geography is his or her first teaching-subject. The students can take any subject combinations within the confinement of the college timetable but not over the limit of the required class sizes. For instance, during my visit to Auckland Secondary Teachers' College, I attended a social studies lecture whose students had physical education or languages as their first teaching-subject. These students had opted for Social Studies as their second or third teaching-subject.

Another aspect of the curricula organisation is that Social Studies appears only in the second teaching-subject category. Most other subjects in contrast, appear in both categories. A further noteworthy feature is that all teaching-subjects emphasize the importance of "method" courses. The importance placed on a method course implies that the Secondary Teacher Training in New Zealand is highly professionally orientated. This generalization is supported by the information obtained through lengthy consultation with S.F. Newman, the Principal Lecturer in Social Sciences, Christchurch Secondary Teachers' College. Newman concluded by stressing, "the clear emphasis in this Department's courses is on the Methodology of teaching skills ..."¹⁶

The courses at Auckland are organized, as mentioned earlier, into the first, second and third teaching-subject methods and the electives. Table 3.7 (on following page) summarizes why they are categorized in that manner. The reasons for organizing courses into different categories are two fold: Firstly, and perhaps easiest to understand is that the organizations of the teaching-subjects are made in accordance with the students' academic qualifications or the qualifications they seek. That is, the courses are principally designed for the graduates and post-graduates. These observations are supported, again by Newman who pointed out that "...the bulk of students we train are graduates or post-graduates in these (social sciences) disciplines".¹⁷ Secondly, the organisation of courses into first, second and third teaching-subject method courses and the electives are done in line with the future employment of

the trainees and some of the professional duties the trainees are expected to perform in the schools. The organization of the teaching-subjects into three different categories is therefore aimed to plan ahead for the students' employment in the future. For example, if a student does not have an opportunity to teach his or her first teaching-subject in a school because there are already enough people teaching that particular subject, he or she will then teach his or her second or third teaching-subject.

Table 3.7 CATEGORIES OF TEACHING SUBJECTS AND ELECTIVES

First Teaching Subject Method Courses	For those who have or will have advanced qualifications in the subjects and who intend to offer it as their main teaching subject.
Second and Third Teaching Subject Method Courses	For those who wish to teach the subject but not as main subject.
Electives	Aim to introduce students to aspects of some of the extra curricula activities found in schools.

Source: Secondary Teachers College Calender 1981, Auckland

As mentioned earlier, the length of training at Auckland (and also Christchurch) varies from one to three years depending on the entry qualifications. The Division C students for instance already have gained their university degrees and therefore they do the 'end-on' one year professional courses. Division B students in contrast, do one to three years of concurrent courses at the university and technical institute studies and the professional courses of the college. The programmes for each of the two divisions are designed to take a slightly different approach. The following few pages will therefore attempt to explore these

approaches through examining the course structures and the course requirements for both divisions.

Table 3.8 shows the minimum course requirements for Division C students to qualify as secondary teachers. The Division C course structure does not show the time devoted to each component of the course, but it does show the total amount of time a student spends in a week during his or her year of professional training.

Table 3.8 DIVISION C COURSE STRUCTURE

Course Requirements	Time
a) First teaching subject method course b) Professional Studies course c) Education course d) Second teaching subject method course e) Three four-week teaching practice In addition to the above: f) An Audio-visual course AND EITHER g) Electives option i Physical Education-Recreation ii Personal Development iii Multi-cultural iv Other approved modules OR h) i An approved third teaching subject or equivalent modules AND ii Multi-cultural	Total of 20 hours per week (Excluding Teaching Practice)

Source: Secondary Teachers' College Calender 1981, Auckland

However the Table 3.9 (on following page) is provided to show the daily time allocations. That table shows that the weekly college timetable is divided into forty fifty-

Table 3.9

THE COLLEGE TIMETABLE

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 8.30 - 9.25	1	X	1	A	1
2 9.30 - 10.20	A	X	1	A	A
3 10.40 - 11.30	B	B	2	Y	B
4 11.35 - 12.30	2	B	2	Y	2
5 1.30 - 2.25	3	M	C	3	3
6 2.30 - 3.25	C	Z	C	3	C
7 3.40 - 4.35	Z	4	D	4	M
8 4.35 - 5.30	D	4	D	4	M

Source: Secondary Teachers' College Calender, 1981, Auckland

Timetable Slots:

- A, B, C General first Teaching Subject, Professional Studies, Audio-visual, Maori Studies and Education for Division C.
- X, Y, Z Technical, Maori Language and some other groups.
- 1,2,3,4 Second Teaching Subjects, Electives and Modules for Division C, Audio-Visual, Maori Studies and subject studies for groups other than Division C.
- M Meeting Times
- D Discretionary Times

five minute periods which forms the essential frame-work for all the college courses. This suggests that most of the courses are run within the confinement of these time allocations. Thus the times devoted to each component of the course are of equal amount and length. The courses taken in the timetable slot A for example will have four fifty-five minute periods per week and so as the subjects taken in the timetable slot B, and so on. The time spent each week on each component of the course is worked out to be 3.7 hours per week. Theoretically, if a student takes the method courses in the first, second and third teaching-subjects, an Education course, Professional Studies and an elective in any one block, he or she will spend about twenty-one hours per week. More specific examples are demonstrated and discussed in part 3.4 in looking at Social Studies Faculty programme at Auckland.

Division B course structure is rather different. It is broken down into five different categories according to the academic qualifications the students pursue. For example, those who take history as their major academic subject for the B.A. degree are put into Division B Arts and Science. These major Division B categories are further sub-divided into three different categories in relation to the amount of work each student has to do in order to complete a degree he or she pursues. Thus the new entrants to Division B are put into either Division B1, Division B2U or Division B3U in relation to the number of university papers students have to complete for a degree. The summary of these divisions and sub-divisions is provided by Table 3.10 (on following page).

The other important feature of the Division B is the course requirements to complete the teacher training programmes. As it stands at present, the general requirements are similar to those of Division C, discussed earlier, though, instead of a year long course, students go for one to three years in duration. In addition to meeting their professional course requirements at the college, the Division B students must also make reasonable progress in their university and the technical institute academic courses. (See Appendix III for the summary of the minimum academic progress and requirements).

Table 3.10

DIVISION B COURSE STRUCTURE

Division B	Designed For
Arts and Science	Students wishing to study for B.A. and B.Sc degrees.
Technical	Those who are selected to train as teachers of technical subjects.
Physical Education	Those who take Massey and Auckland degree papers.
Music	Those who take Massey and Auckland degree papers.
Commerce	Those who study B Com degree units at the Auckland University and A.C.A. units at the Auckland Technical Institute.
B1	Students who have fewer than four papers to complete a degree.
B2U	Those with four or more papers but have to pass at least three advanced papers (or equivalent combination of papers) to complete a degree.
B2U	Those who have to pass no more than four 100 level papers or three advanced level papers (or equivalent combination of papers) to complete a degree.

Source: Secondary Teachers College Calendar, 1981 Auckland.

3.4 Social Studies at Auckland.

Social Studies courses at Auckland Secondary Teachers' College are taken in the Social Studies Faculty, along with Geography, History and Visual-Arts. As revealed in part 3.3, Geography, History and Visual-Arts are all in the first teaching-subject method course category. The Social Studies

method course in contrast, is only found in the second teaching-subject category. However, this grouping does not mean that Social Studies is only taken as a second or a third teaching-subject method course. It is assumed that the grouping of the subjects is done only for the administrative purposes because Social Studies can also be taken as a first teaching-subject method course. This assumption is supported by the following quotation; "Normally students will take as a first teaching-subject the major subject of their degree".¹⁸ There have been some instances when some students were advised to take subjects other than the ones they have qualifications for as the first teaching-subject. Very often, this sort of arrangement is deemed necessary, firstly, because there may be too many students qualified in a certain teaching-subject area which makes the training facilities inadequate. The tutorial and lecture rooms for example may be too small to accommodate a large class. Or there may not be enough lecturers. Secondly, such arrangement is essential for the benefit of the students in terms of their future employment opportunities. In these kinds of situations, the students with Geography or History as their major academic subjects, can be advised to take Social Studies as their first teaching-subject method course at the college. All this involves planning ahead for the future job opportunities for the trainees.

During my visit to Auckland Secondary Teachers' College, I talked to Social Studies lecturers and attended some of their lectures to make invaluable first hand observations. It was interesting to learn that every social studies lecturer I talked to, referred to his or her qualification as being either in Geography, or History and that he or she was teaching a social studies method course. For example, one of the lecturers pointed out that her degree studies included History, English, Latin, Political Studies and Geography but History formed the main component of her degree studies. These kinds of references tend to convey several impressions. Firstly, there is no qualification in social studies as such. Secondly, the references to History, Geography and Political Studies would appear to suggest that

the content, concepts, methodology and skills of these disciplines represent some of the main ingredients of Social Studies teaching in New Zealand. The above implies that many different social science disciplines provide the disciplinary backgrounds of New Zealand social studies, rather than just one or two disciplines.

At Auckland, Geography and History modules are designed especially for Geography and History teaching at Forms 5, 6 and 7 levels. Because this paper is concerned with Secondary Social Studies (Forms 1 - 4) teacher training, Geography and History programmes will not be discussed in detail. Instead the Geography programme will be briefly examined in relation to the faculty timetabling. (Appendix IV summarizes the Geography module). The History programmes will be discussed more widely because History and Social Studies programmes are closely related. They are in fact, in the same department, History Department and their programmes are similar in structure. Some of their course components tend towards similar goals. As for example, courses 20.03 Evaluation in Social Studies and 24.03 Evaluation in History. Although the first is in Social Studies and the other is in History, and they are taught in the school at different levels, it is also apparent that some of their intended aims may well be similar. In fact, both are concerned with examination and assessment procedures. Table 3.11 (on following page) is provided to show the summary of the course components for History and Social Studies programmes.

The details of these programmes are included in Appendix V and VI. A closer comparison and analyses of Social Studies and History programmes can reveal a good deal of similarities in their aims and objectives, although they are designed for and aimed at different disciplines which are to be taught at different levels. For example, the Social Studies method course is designed to prepare teachers to teach social studies at the junior level in secondary schools. The History method course, in contrast, is a specialized area of social science that is designed and aimed at developing methods and skills in teachers for a higher conceptual level of teaching appropriate for Forms 5, 6 and 7.

Table 3.11 SUMMARY OF MODULES OFFERED BY THE HISTORY
DEPARTMENT

HISTORY MODULES	SOCIAL STUDIES MODULES
24.01 Form 5 History*	20.01 Introduction to Social Studies*
24.02 Form 6 History*	20.02 Inquiry Project in Social Studies*
24.03 Evaluation in History*	20.03 Evaluation in Social Studies*
24.04 Form 7 History	20.04 Contribution of Geography to Social Studies
24.05 History through Inquiry	20.05 Local History and Local Community Studies
24.06 Drama in History	20.06 Current Affairs*
24.07 History through Television and Tapes	20.07 Alternative strategies in Social Studies
24.08 History programme Preparation	20.08 Teaching thinking in Social Studies
24.09 Open Modules	20.09 Group work in Social Studies
	20.10 Teaching Values and Controversial Issues
	20.11 Creative Activities in Social Studies
	20.12 The Beginning Teacher of Social Studies
	20.13 Open Modules
	20.14 Global issues in Social Studies
* Compulsory Component of a first, second and third teaching-subject method course.	

Source: Division B and C Course Guide 1981. Secondary Teachers' College, Auckland

The Geography method course has a department of its own within the Social Studies Faculty. Its method course is offered in four different timetable slots. These are slots B, C, 2 and 3. Slot B is intended for those students who have full degree qualifications and wish to offer it as a first teaching-subject in the schools. Slots 2, 3 and C are intended for those who wish to offer Geography as a second teaching-subject in the schools.

History and Social Studies, as mentioned earlier, are in the same department. These courses are offered in three different timetable slots. They are slots 1, 2, and 3. (See Appendice VII and VIII). History and Social Studies can be taken as first, or second or even third teaching-subject method courses in the given timetable slots. Table 3.12 (on following page) is provided to show the Faculty timetable slots in which Geography, History and Social Studies are offered.

The table shows that each of the modules or courses have four periods of fifty-five minutes a week. If a student takes Social Studies as a first teaching-subject in slot 1, Geography as a second teaching-subject in slot C and History in slot 3, he or she will have about twelve hours a week. In addition, if that student spends the same amount of time on each of Education and Professional Studies courses, he or she ends up having about twenty hours a week in any one block. Whatever the teaching-subject method course and whether or not it is a first, or second or third teaching-subject method course, the time devoted to each is the same in length and number of hours each week throughout the year.

One of the fundamental considerations in preparing the prospective teacher for the classroom is the need to give them practical teaching experience in order to translate the theoretical work of the college into the realities of teaching. For this reason, Auckland Teachers' College arranges three four-weeks of teaching practice and observation a year. (See Appendix IX). The students taking teaching-subjects in Social Studies Faculty devote twelve weeks a year on teaching practice and observations. This

Table 3.12

FACULTY COURSES IN THE COLLEGE TIMETABLE

	Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	8.30- 9.25	1 History Social Studies	X	1 History Social Studies	A	1 History Social Studies
2	9.30-10.20	A	X	1 History Social Studies	A	A
3	10.40-11.30	B Geography	B Geography	2 History Geography Social Studies	Y	B Geography
4	11.35-12.30	2 History Geography Social Studies	B Geography	2 History Geography Social Studies	Y	2 History Geography Social Studies
5	1.30- 2.25	3 History Geography Social Studies	M	C Geography	3 History Geography Social Studies	3 History Geography Social Studies
6	2.30- 3.25	C Geography	Z	C Geography	3 History Geography Social Studies	C Geography
7	3.40- 4.35	2 History Geography Social Studies	4	D	4	M
8	4.35- 5.30	D	4	D	4	M

Source: Secondary Teachers' College Calender 1981, Auckland

means that by the time the three year course ends, a full three year course student will have had some thirty-six weeks of teaching practice and observations. Because the duration of training is from one to three years, the periods of teaching practice also range from twelve to thirty-six weeks.

One other feature that is of some interest, as far as this study is concerned, is the distinct division between the roles of the Education Faculty and the Professional Studies courses. The programme of the Education Faculty shows that the Faculty is responsible for all the Education courses. Conversely, Professional Studies is responsible for providing opportunities for professional development through the range of experiences which illustrates the responsibilities and realities of teaching.¹⁹ Moreover, the Professional Studies courses are taught by a team of tutors from within the Social Studies Faculty in the tutorial groups. Education courses in contrast, are taught by the lecturers of the Education Faculty. This distinct division of responsibilities makes it easier for each of these faculties to know what they are responsible for. Some of the issues which the Professional Studies course investigates, include such things as micro-teaching, various teaching styles, the roles of school administrators and many more.

The major aims of the Professional Studies programme can be seen as two-fold: "Firstly, to provide direct links between college courses and teaching practice. Secondly, to promote co-ordination of parts of the Professional Studies programme with aspects of Core Education and subject courses".²⁰

a. Evaluation

Assessing the values and the competency of the student teachers is one of the fundamental aspects of the teacher preparation. It has been written in the Secondary Teachers College Calender, 1981, giving general guidelines of what is required of the students. In principle, in all courses, students are required to complete a certain number of assignments and tests as decided by the lecturers concerned.

The general procedure is that all students are to be assessed three times a year. These assessments take place at the end of May, the beginning of September and in early November. During each of these assessment periods, each Faculty holds assessment meetings to award overall grades for a term. Those who do not meet the requirements, are required to make up for them in Block 10, the last two weeks of the college year. Besides this, there are some other arrangements made to meet the requirements. For example, a concerned student can make some sort of arrangement to meet the course requirements in the following year.

The regularity of giving assignments differ from course to course. For example, Economics and Economic Studies courses have weekly assignments. History and Social Studies courses each have one assignment for every unit of the course. The introduction to Social Studies unit has one assignment based on content analysis and worksheets. Form 5 History also has one assignment based on the subject matter analysis with teaching resources. These examples re-inforce the general observations made earlier, that is, although the units of courses are designed for different disciplines and are to be taught in different levels of secondary schools, the intended aims are similar.

My general observation is that secondary pre-service teacher training is highly professionally orientated. The two secondary teachers colleges put very high emphasis on the methodologies of teaching and the development of the professional skills and knowledge of teaching the chosen subject or subjects. Clearly teachers colleges in New Zealand are primarily professional training institutions. Consequently, their role is to emphasize on the processes of teaching and learning rather than a comprehensive coverage of syllabus contents and concepts. The only time Geography, History and Social Studies courses, especially at Auckland come to deal with the syllabus contents is when syllabus guidelines are surveyed. These surveys are made to identify what skills, methods and activities are needed in the teaching of chosen subjects so that the development of the methodologies and skills can be co-ordinated with the suggestions outlined in the Syllabus Guidelines.

The length of secondary teacher training varies from one to three years depending on the minimum entry qualifications. For most of the students, the college year is thirty-seven weeks. For those who do not complete or meet the year's requirements, it is thirty-nine weeks. Most students spend twenty-five weeks on actual classroom contact. Twelve weeks are spent on the school based experiences.

In Social Studies, students spend four hours a week for twenty-four weeks (excluding orientation weeks) on Social Studies method courses. This means that most Social Studies students spend ninety-six hours on actual classroom contact. Those who are required for the last two weeks in Block 10, spend theoretically, about one hundred and four hours for a year.

The method and Professional Studies courses are both concerned with the development of professional competencies in the trainee teachers in methodologies and skills of teaching. Again, one needs to stress that almost the entire efforts of the Secondary Teachers Colleges in New Zealand are devoted to the professional development of their student teachers.

1. National Commission for Unesco. Compulsory Education in New Zealand (2nd ed. Unesco Paris 1972) p.9.
2. Department of Statistics. New Zealand Official Yearbook 1981 (Government Printer Wellington 1981) p.180.
3. National Commission for Unesco. op. cit. p.37.
4. ibid. p.39.
5. Department of Statistics op. cit. p.186.
6. National Commission for Unesco. op. cit. p.39.
7. loc. cit.

8. Department of Statistics. op. cit. p.182.
9. National Commission for Unesco. op. cit. p.42.
10. Department of Statistics. op. cit. p.183.
11. Auckland Secondary Teachers' College. 1981 Calender.
(Auckland Secondary Teachers College 1981) p.26.
12. loc. cit.
13. Information obtained in correspondence with F. Townsend.
14. Auckland Secondary Teachers College. 1981 Calender.
op. cit. p.20.
15. loc. cit.
16. Information obtained in correspondence with Mr. Newman.
17. Information obtained in correspondence with Mr. Newman.
18. Auckland Secondary Teachers College. 1981 Calender.
op. cit. p.29.
19. Auckland Secondary Teachers' College. Professional
Studies. (Auckland Secondary Teachers' College 1981)
p.1.
20. loc. cit.

CHAPTER FOUR

AN ANALYSIS AND COMPARISON OF SOCIAL SCIENCE TEACHER TRAINING
AT GOROKA AND SOCIAL STUDIES TEACHER TRAINING AT AUCKLANDIntroduction

In the last two chapters, the statistical and documentary material dealing with some of the vital issues of education and social science teacher training in Papua New Guinea and social studies teacher training in New Zealand has been presented. This chapter is therefore intended to analyse, compare and contrast some of the important issues in the previous two chapters. To do so, the same four headings introduced in chapters two and three will be used as the basis for discussion. A special emphasis will be placed on making evaluative observations and analyses of Papua New Guinea Secondary Social Science teacher training as this is the main purpose of this paper.

It should be noted that at the centre of any plan, move or decision for a planned change, improvement and development of education, stands the teaching force. Numerically, the provision of places in the schools is dependent very much on there being places available for pupils, not only in terms of school buildings but also in terms of the availability of the "right kind"¹ of teachers in sufficient number. The "right kind" of teachers are those with recognized academic and professional qualifications and especially those who are innovative as it is the latter who possess the ability to cope with the inevitable changes. As for the adequacy and the suitability of the education provided, the attitudes and experiences an individual teacher brings to his or her class are of vital importance. Scott², one of the notable authorities in social studies teacher training in New Zealand writes; "Undeniably the quality of the education our children receive depends primarily on the personal quality and professional competence of the teachers who give it." Northover³, who shares Scott's views, claims; "We do not know what basic factors will determine the quality of life

in New Zealand in the year 2000 A.D., but this is not so in the case of education. Although the effectiveness of the future teaching will be partly determined by some new external factors, the key influence will not change. Effectiveness will mainly depend, as always, on the personal, social and professional qualities of the teachers."

It has now become obvious that within the organisation of any education system, school or curriculum, the quality, effectiveness and the satisfaction of teaching and learning are largely determined by the teacher's general educational experiences, professional skills, methodologies, personal qualities and energy devoted to the teaching profession. Therefore, any strategic planning for qualitative and quantitative innovations for the future has to be within the permissible extent set by the determinants discussed above. These determinants can be regarded as the vital aspects of education most closely associated with the teaching profession. Moreover, teaching is a vital profession. Those who wish to become teachers have to "think, train and qualify seriously"⁴ because the education of children in a multi-cultural society like Papua New Guinea, needs more input from teachers than just being in the classroom. The Education of children involves a series of planned activities such as acquiring information, developing skills and forming attitudes related to values and beliefs which both the individuals and the society they live in hold dear. To "think, train and qualify seriously" tends to convey the message that teaching profession is not for those who are failures in other professions or those who do not have a job elsewhere and wish to take teaching as a means of refuge. Teaching is a vital profession especially in Papua New Guinea where a teacher's role is to understand and appreciate the considerable diversity of the society, to be able to foster tolerance and understanding of the hundreds of sub-cultures. Above all, teaching is a primary profession and if it suffers, both in quality and quantity, the other professions and ultimately Papua New Guinea itself are bound to suffer as a result.

4.1 The School System in Papua New Guinea and New Zealand.

This part of the chapter attempts to establish, firstly, the origins of the two systems. This is done by briefly examining major innovations in educational legislations together with the preconditions which gave the initial impetus to innovate the national education systems in both countries. It is also intended to examine and compare the aims of education at present in both countries. These comparisons and analyses aim to set the scene in order to discuss some important nature of cultural and political differences between Papua New Guinea and New Zealand. Secondly, it is intended to compare the structure of the two systems. This will provide a basis to comment on some relevant structural features such as the use and frequency of examinations in both countries, to discuss the differences in community attitudes toward education and the function of the schools.

a. The Origin of the Two Systems

New Zealand has a long established system of education. The education Act of 1877 gave New Zealand the initial step in a national system of education that was to be free, secular, compulsory and universal. Although the Act initially aimed at primary education, it certainly laid down the basic foundation for what was to follow. Today, education in New Zealand is free, secular, compulsory and universal regardless of race, colour, creed and the learning abilities, from new entrants to age eighteen.

Papua New Guinea in comparison, has a very new education system. It only came into being in 1970 when the church schools (with the exception of the Seventh Day Adventist) and the state schools were incorporated into a single system. The country has not yet been able to provide free and compulsory education and universal education may not be available for a while yet.

The introduction of school fees in the middle of the 1960s certainly has not made education free, compulsory and universal, but the passing of the Act in the National Parliament in 1981 set the first step in the country for free

and compulsory education for those who will enter the formal school system as from this year (1982). The Act did not make any provision for universal education but this will certainly come because the present selective examinations between Grades 1 and 10 and the school fees will no longer exist. This will make it easy for the parents to send their children to school. A major obstacle will be to provide the places for the pupils and the trained personnel for the expected increase in enrolments. Free and compulsory education will also pave the way for the evolution of universal education, but the question of when universal education will be fully introduced is dependent upon the political will and the economic resources of the country.

The differences and similarities which can be drawn from the above comparisons and analyses are firstly, that each country does have a national system of education constitutionally provided. Secondly, that New Zealand has the long established system of education compared with the newly established system for Papua New Guinea. Finally, that education in New Zealand is free, secular, compulsory and universal as against education in Papua New Guinea which is an incorporated national multi-agency system and, to a large extent, neither free, compulsory nor universal.

The above differences and similarities tend to imply that the national education system in Papua New Guinea is a growing system. It continues to grow both in quality and quantity. This growth is indicated by building of new schools, providing the existing schools with better and improved facilities and also the government's intention to introduce free and compulsory education at this point in time. The introduction of free and compulsory education caused a mixed reaction. Some provincial authorities received the idea with enthusiasm while others were lukewarm. Those who hesitated to accept the decision were largely concerned at the cost of implementing such a decision. The major differences in opinion seem to be between the central government and the provincial authorities. However, the public generally accepted the government's decision. Provincial authorities are more vulnerable to public pressure

than the central government, and the indications are that public pressure on the provincial authorities to provide places for children is strong, and thus, supportive of Central Government policy. The concerns over the quality of education the children receive, on the other hand, may have been of secondary importance.

However, amidst these differences in opinions, one thing seems to be certain. When free, compulsory and universal education is fully implemented, an enormous growth both in the directions of quality and quantity is inevitable. This inevitable growth will certainly mean increased pressure to produce enough secondary teachers to cater for this growth. Hence, the increase supply demand will make it easy for the applicants to enter Goroka Teachers' College.

New Zealand in contrast, has probably accomplished the phase of quantitative growth and therefore she is concerned more and more with qualitative aspects of education. There are many signs to support this claim. Firstly, one can always learn, particularly through the mass media, that the public of New Zealand more often argue about the kind of education their children receive rather than the lack of places and opportunities for their children. Secondly, a rather low birthrate means that the existing facilities in the system are sufficient to cater for all the children. The closing down of the North Shore Teachers College, the dropping in numbers of students entering the teachers colleges and many other similar signs tend to confirm this. All these signs may mean further cuts, and at the best, a rather strict control of future teachers college enrolments, making it that much harder to enter teachers colleges in New Zealand.

The development and the implementation of any education system is closely associated with the background nature of the society and certain preconditions must first exist to provide the grounds for a new innovation. It has been well documented as to why there was a need to create a national system of education in New Zealand. It is not intended to discuss them all here but a brief account in the following paragraph will reveal some of the vital considerations which made the central government step in.

The New Zealand education system came into existence after the education Act of 1877 had prepared the groundwork. Before 1877, the various provincial authorities and to a lesser extent, the denominational agencies financed and controlled their own educational institutions. The result, amongst many others, was that the richer and well-to-do provinces were able to spend more money on the education of their children than the poorer provinces were able to do.⁵ A larger proportion of the school age children of the richer provinces were able to receive education than those of the poorer provinces. This meant that there was an uneven distribution of educational opportunities. This was one of the many factors which made the central government prone to intervention. It was increasingly felt that only the central government would provide the education to everyone without discrimination.

In Papua New Guinea, educational problems also existed but they were of different kinds. Again, there were many issues which cannot be fully discussed here. The era before 1960 was historically and politically complex. For example, there was an uncertainty over the country's political future. The question of whether to become one of the states of Australia or to become an independent state is one of the examples that comes to mind. But by 1960 it was becoming clearer that the political future of the country lay in independence, and this fact has to have tremendous implications for education.

It was in the early 1960s that the elected representatives of the House of Assembly began to show their real concern about the state of education in the country and what it would be like after independence. There were two agencies involved in the business of education - the church and the administration. It was widely believed educational practice then was rather discriminatory. For example, there were unequal distributions of schools, differing degrees of aids to schools, as well as significant differences in teaching conditions for the teachers of church and administration agency schools. Coupled with these differences was the question of the church agency's ability to go on

financing the schools they had after the independence. This situation underlined the need for a national system of education.

There were some practical problems common to both New Zealand and Papua New Guinea. Firstly, once the decision was made to create a national education system, there was the question of how to go about doing it. It has been well documented that New Zealand inherited from Britain a long established tradition of local government. Following this tradition, separate settlements in the colony developed a vigorous independence.⁶ This was aimed at maintaining the autonomy and the self-identity of the individual provinces. In addition, there was also a continuous argument over the religious question. Like the provincial authorities, the denominational groups did not want to lose their identity. In fact, in the church schools, religious values and principles formed the fundamental aspects of the educational activities. Even now, partly as a result of the Integration Act (1975), these denominational schools which are not in the national education system receive State assistance for the purchase of basic equipment and for certain running expenses on the same scale as primary and secondary schools in the national system.⁷

Papua New Guinea encountered the similar sort of problems but they were even more complex. Firstly, the country under colonial administration, was moving very fast politically. It was approaching self-government and independence headlong. This rapid progress toward political self-government and independence meant that the country urgently needed a nationally evolved education system, both stable and permanent, which would be workable not only in the 1960s and 1970s, but in the decades after independence. Secondly, once it had been decided that the education system was to be nationalized, there was a question mark concerning the ability of the church agencies to continue to finance and run the schools, particularly as the schools were rapidly becoming very expensive to operate. There were some instances where some denominational schools were closed down because of the lack of finance and trained manpower.

In Papua New Guinea, it was again the question of autonomy and self-identity which dominated the scene. The denominational groups were wary of joining the national system. Most churches did not wish to lose the religious character of their educational programmes, this being the major reason for their involvement in education. However, the churches did recognize the expenses involved in running the schools. The major thing the churches wanted was, firm assurance from the state that they would not lose the religious aspects of their educational activities.

At the same time, in Parliament, Papua New Guinea representatives had shown a considerable concern for the future stability and efficiency of education in serving the country's population and society at large. Thus, at the request of the Papua New Guinea House of Assembly, the Minister of the External Territories in the Australian Federal Parliament, Mr C.E. Barnes appointed an Advisory Committee on Education in Papua New Guinea. It was a three-man committee under the chairmanship of Mr W.J. Weeden who was at the time, Senior Assistant Secretary, Students Assistance and International Education Division, Department of Education in Canberra. The other members of the committee included Dr C.E. Beeby and Mr G. Gris, a Papua New Guinean.

The primary task of the committee was to advise on the relationships between the church and the state educational systems in the country.⁸ It was to advise the planners on some of the possible means which could be devised whereby both the denominational and the administration agencies could work together harmoniously under a single system without the church agencies losing the religious character of their educational activities. After months of thorough deliberations, the recommendations of the committee were accepted by the government and the church groups. The report and its recommendations were then enacted by the House of Assembly and so the new system came into operation in the middle of 1970. Most of the denominational agencies joined the national education system as full members and the others gradually joined in as the time progressed. Today, all denominational groups, with the exception of the Seventh Day Adventists, are full members of the system.

In looking at the origins of the national education systems both in Papua New Guinea and New Zealand, some of the practical questions have already been partly answered. Some of those include, "who should plan the system? For whom? For what purpose? What time span may reasonably be contemplated?"⁹ It has become obvious that Papua New Guinea needed outside co-ordinators and consultants like Beeby to advise on what available options she (Papua New Guinea) had. It is the general trend, especially in the under-developed countries to seek the advise of the outside consultants. It happened, for example in Indonesia and Tanzania, to name a few, where outside consultants were required to assess the existing systems and make recommendations for future developmental directions and alternatives.

It has been well documented that Papua New Guinea's ambitious attempt to create a national education system had as a long term objective, the provision of equal educational opportunities, and the creation of an efficient and dedicated national teaching force. It is also clear that the concerns for the state of education and the related social, political, economic and professional issues were originally highlighted by a dissatisfied public as well as the teaching force and the agencies' education officials. The politicians then took over the challenge to press the Australian Colonial administration for the provision of workable guidelines. There had been numerous conferences held by individual church groups, the combined church groups and by the churches and administration to discuss the advantages and disadvantages of such a system. As mentioned earlier, what the church agencies wanted, above all, was the government's assurance that the religious character of their educational programmes would not be lost. This assurance had been granted. In fact, now the weekly religious instruction classes are also held in former administration schools by the church representatives.

The aims of education in modern day New Zealand are fairly different from what they were in the 1870s. Firstly, New Zealand is, politically and socially, a democratic and pluralistic society, a society that is made up of Europeans,

Maoris, other Pacific Island groups and more recently, South East Asian refugees who will eventually become New Zealand citizens. Within this multi-cultural society, one can find considerable diversity of life-styles, beliefs, attitudes and values.¹⁰ Secondly, New Zealand is a highly technological, urbanised and affluent society. Because New Zealand is a multi-cultural society, the national education system purports to protect, promote and encourage the growth of these living cultures, beliefs, attitudes, values and life-styles. The education claims to provide a favourable environment for an individual to live the life-style he wishes, to attitudes he wishes to develop and the beliefs and values he wishes to maintain. In addition, because New Zealand is a technological and urbanized society and a member of the international community, education also provides intellectual training, skills and experience to an individual to function effectively in this relatively sophisticated environment.

The aims of education in Papua New Guinea are different from those of New Zealand. Firstly, Papua New Guinea is a multi-tribal society. The country has a population of about three and a half million people who speak more than seven hundred identifiable languages. If one assumes that because there are more than seven hundred identifiable languages therefore there ought to be more than seven hundred tribes, he may not be far from the truth. Thus, culturally, Papua New Guinea is a very diversified society, much more than New Zealand or perhaps anywhere in the world for that matter. Education in Papua New Guinea therefore purports to preserve some of the cultural traditions and to modify others to adapt to the inevitable social, economic and political changes.

Secondly, the country is a newly independent state. Therefore, educational planning had some political implications. Australia, the administering power, had been under a lot of pressure from such organisations as the United Nations to make rapid progress toward political independence. Certain sectors of education therefore had to be speeded up to provide the manpower resources. For

example, there was particularly rapid growth in the secondary sector. The documentary records available suggest that the first secondary schools opened in the country were in 1962. Between 1962 and 1975, the year of independence, secondary enrolments grew from zero to 28,916 students.

Thirdly, Papua New Guinea is basically a rural society, (as are most third world countries) and will remain so for a considerable time. A large proportion of the population lives on the land in rural areas in a more relaxed and independent way of life. It cannot be denied that there has been growing urbanisation. It is certainly taking place, perhaps much faster than one could wish for. Because of the growth of towns, people move there in their thousands seeking paid employment. However, people living in towns and cities have very strong socio-economic ties with their tribes, clans, relatives and with their land in their villages. People in town so often maintain that their home is not in the town but the village in the rural areas and they will be back there one day. This view perhaps summarizes the individual's philosophy of life in Papua New Guinea, and the education system needs to adapt to this. Thus the following few paragraphs are intended to reveal the general and some of the more specific goals of the national education system in relation to social, economic and political implications.

The general aim of education in Papua New Guinea is to prepare young people of tomorrow, whether in rural or urban areas of the country. In other words, to prepare young people of tomorrow socially and intellectually to be able to adapt to the ever changing society and to be able to live as individuals. This general aim may tend to suggest that the aims of education in Papua New Guinea and New Zealand are similar. Of course, most other countries view the general aims of their education with the similar perspectives. But it must be emphasized that it is not the general aims which make the aims of education different from one country to another but rather the specific goals and objectives which are designed to serve the specific needs of each country. These are where the aims of education for New Zealand and Papua New Guinea are completely different from each other.

As far as Papua New Guinea is concerned, there are many specific aims implicit in the national education system. There are too many specific aims to discuss and therefore it is intended to reveal only three specific goals which have both cultural, political and economic connotations. They include relevant education, quantitative and qualitative expansions, and education for nation-building.

It is desirable that education in Papua New Guinea be relevant to the country and its needs.¹¹ However, it is open to question what exactly 'relevant education' is and what indeed are the country's real needs. To answer this, one should study the education policy in detail to be really able to grasp the purposes of education in Papua New Guinea. Firstly, one of the important aspects the education Act emphasizes is the maintenance, promotion, encouragement and the modification of the great many diversities of cultures and traditions. The people of Papua New Guinea are culturally proud and value conscious people who wish to retain the societal values and traditions and pass them on to their children. The community (primary) schools are established where the members of the community concerned wish to encourage the promotion of societal customs, traditions, values and beliefs. It is believed with good evidence that the members of the community are in a better position to promote and encourage the growth and the continuity of the cultures and tradition. The schools and the trained personnel in contrast, are responsible for the growth of the pupils beyond the responsibilities of the village communities.

Secondly, because Papua New Guinea is a member of the international community and the country has opted for the technological world of today with its competitive cash economy concepts, it is relevant to stress the development of human intellectual potentials and manpower resources. It is essential to provide skills and intellectual training to an individual to function effectively in the community he lives in, for the community he serves and to cope with the inevitable changes. In addition, providing skills and intellectual training are also relevant to provide the social sphere for understanding of others.

Thirdly, the quantitative and qualitative changes and developments of education in Papua New Guinea are important. The terms "quantity" and "quality" have become more honoured and perhaps to a larger degree, more feared and sensitive in Papua New Guinea. The country has become a full member of Unesco and accepts the United Nations Declaration of Human Rights. This acceptance tends to suggest that education in Papua New Guinea no longer belongs to a privileged few but is the right of every child regardless of sex, capabilities and/or socio-economic backgrounds. It has now become a national obligation to make this available for every individual. It has been mentioned that the country has not yet been able to provide free, compulsory and universal education, but the long term target was set to achieve this during the 1980s. Some of the signs are beginning to appear. One of the outstanding examples in the history of the country's education system mentioned throughout this paper is the passing of the Act by the government. It made provision for those children who enter the school system as from the year 1982 to stay in school until they complete Grade 10. In addition, they will not pay school fees. Politically, this is a very ambitious and a costly move. It is open to question whether the country can support such an enterprise with the national economic growth rate only about three percent.

The quality of education has had a low priority in the past. The last decade has generally been the phase of quantitative expansion. However, there have been some specific changes in recent years. Through consistent curriculum reforms such as the Secondary Social Science Syllabus to replace History, Geography and Social Studies based on the New South Wales (Australia) Syllabi, the Three Phase Primary Science Projects,¹² the Indigenous Mathematics Project and the continuous use of the selective examinations. Consequently, the qualitative concerns really amount to two main issues; firstly, the curriculum reforms relevant to the needs of the society and secondly, the persistent use of the selective examinations. It has been suggested that if education systems become less selective and include more pupils at any given level, the centre of gravity of

achievement shifts downward.¹³ However, it is equally important to question the quality of those who enter the college and what the educators of these students do to or do with them. It is possible that these people could hold the key to the constant maintenance and improvement of the education standard at a respectable level. No matter how vigorous curriculum reform is and how relevant it is made to look, it is useless unless equal emphasis is put on selecting who goes to the college. Only then will the teacher educators be able to prepare them to be highly competent in handling the curriculum. It is equally true that the better educated and better trained the teacher, the better the output.

Finally, education as a tool for nation-building. As has been mentioned earlier, Papua New Guinea is a very diverse society. Traditionally, each tribal group used to have political and socio-economic organisations based on traditional value systems. Hence, bringing people together from these great diversity of cultures to understand and appreciate the workings of the modern political and socio-economic systems has been placed under the responsibility of the education system. Firstly, the institutions like the universities, the teachers' colleges, the National High Schools and other such post-secondary institutions have been given the task of forging national unity. It is part of the hidden curriculum of the institutions to provide the environment for students from many different regions, tribes and clans to learn to live and appreciate the co-operative working atmosphere. Secondly, the education system has persistently placed teachers in other regions other than their own as a means of promoting national unity.

Thirdly, the emphasis is put on the adopted language, English, as the official language and the medium of instruction. Because there are many languages and dialects, it has become necessary to adopt English as the official language for instruction and communication. It is also a "neutral" language and as such, it plays a vital role in building national unity.

The major differences and similarities both in New

Zealand and Papua New Guinea have been established. Firstly, both New Zealand and Papua New Guinea are multi-cultural societies but are vastly different in nature. Both countries do have interest in promoting and encouraging the different living cultures. Secondly, education in New Zealand is geared toward preparing people for a fairly highly industrialized and urbanized society. Papua New Guinea in contrast, aims to prepare people for both urban and rural living. Thirdly, New Zealand has accomplished quantitative expansion, therefore is concerned more about the qualitative improvement. Papua New Guinea in contrast, is obliged to make both quantitative and qualitative improvements. Finally, education in Papua New Guinea has been used as a political agent for fostering national unity and the concept of "self-reliance". A community (primary) school for example, is a self-reliant project. Its functioning depends largely on the co-operative effort of the groups of communities involved and their local authorities such as the local government council.

b. Structures of Two Systems

There have been some outstanding characteristics of the two systems revealed when they were explored in the last two chapters. Firstly, the ages of the children at the commencement of their first level of education. In New Zealand, five years is the age of commencing school as against seven years in Papua New Guinea. There has been a lot of debate in Papua New Guinea about whether or not to lower the entry age to six, but the consensus has been to keep seven years as the age of entry.

Table 4.1 AGE OF ENTRY, COMPULSORY AND TOTAL YEARS OF SCHOOLING

	N.Z.	PNG
Age of Entry	5	7
Compulsory Education	6-15	None
Total Years of Schooling	5-17	7-19

There are many reasons for keeping seven years as the age of entry. In New Zealand, a child at the age of five or even seven do not have to travel a long way to get to school because a school is so often available at his doorstep. However, if he has to travel, there are arranged transport facilities available for him. In Papua New Guinea, by contrast, a seven year old child, particularly in a rural area, has to travel a long distance to get to school.

From the psychological point of view, some studies done so far tend to suggest that the levels of cognitive development of Papua New Guinea children is much slower than the children of Europeans of the same age. For example, when Prince¹⁴ put the same amount of water into different sizes of measuring glasses, he found that the performances of Papua New Guinea children on the conservation of the amount of water at grade three level was 28% as against 88% for the European children at the same grade level. Therefore, because of the geographical conditions and because the country has opted for a western model of education using English as a medium of instruction, it is probably justified in maintaining seven years as the age of entry into the formal educational processes.

Secondly, New Zealand has had free, secular and compulsory education system for over a century. In Papua New Guinea by contrast, the national education system was introduced only in the middle of 1970, but it is neither free, compulsory and universal. Since the middle of the 1960s the cost of receiving education has become very expensive for families. In some areas the school fees can go up as high as \$NZ 400 a year per child for a high school education. This is very expensive for a family which has more than one child in the school. All too often therefore, families are faced with the choice of sending one child and pulling out the rest. In many areas, high school education has become something that belongs to those who can afford to pay for it. There have been many cases where some students have to leave school because they could not afford to pay fees. The poorer parents and their children are the most disadvantaged. It is important to stress that each school

decides its own school fees. They vary from year to year and therefore there is no uniformity throughout the country.

At the beginning of this year (1982), free and compulsory education was introduced. The results have been very alarming. Firstly, there have been mixed reactions from the provincial authorities and the public in accepting national government's decision. Secondly, the school and the provincial authorities reported that the grade one enrolments have increased by two or even three fold. The increase in enrolments spells out a stern warning to the secondary teacher institutions and their teacher educators. The next few years will be very crucial for the teacher educators, the training institutions and the education system as a whole to sustain for the rapid increase in the school enrolments. This is especially true in the secondary division where the expected increase will be three times more than that at present, because until this year (1982), only one-third of all those who completed grade six have been allowed to proceed to the secondary level. It is therefore very easy to imagine the stresses and strains Goroka Teachers' College will have to endure.

One can honestly question the time span between making decisions to introduce compulsory education and implementing it. In Papua New Guinea, it is like making decisions today and implementing them tomorrow. This kind of approach in planning changes is very difficult for a client system to adapt to, especially when a client system is unable to facilitate the change. If the time span between an innovation and implementation is not long enough or the envisaged change is forced upon the client system, they will certainly cause a lot of undue social, psychological and financial costs. What does this sudden change mean for secondary education in Papua New Guinea? Will there be enough places, trained personnel and finance to facilitate this change? It was projected that 610 students would undergo training at Goroka in 1980. The actual figure was probably much less. For example, the actual student figure for Goroka this year (1982) is only 463. This is almost 150 less than the 1980 projected figure, but it should have been more in 1982. This drop in enrolment at Goroka tends to suggest that the next few years

are going to be a very challenging period for all those who are associated with the secondary teacher training in Papua New Guinea.

One aspect of the two systems that is considered to be significant is the use and frequency of the examinations. It has been revealed that education in Papua New Guinea is a highly examination-orientated system. One of the reasons for the frequent use of examinations has been mentioned earlier, that is that examinations are used to assess and ease the flow of those who proceed onto higher grade levels.

In Papua New Guinea, the first selective examination takes place at the end of Grade 6 and is the external examinations. The system uses a quota system and therefore only one-third of all the Grade 6 who sit for the examinations proceed onto Grade 7. The second selective examination is the internal one which takes place at the end of Grade 8. Again, the quota system is used which allows forty percent of students to leave school at this level.

The selective examination and particularly the quota system has caused many parents, students and the public at large to show a grave concern and dissatisfaction. It is not difficult to understand. Firstly, it is the wish of every parent to see their children go to secondary school and to go as far as Grade 10 and then proceed onto post-secondary training to be able to obtain a good job. These parental ambitions are easy to understand because traditionally the mobilisation of a society and a political and socio-economic prestige of a person, family, tribe or a clan has been based around wealth. In a rapidly changing society which is rapidly becoming cash economy orientated, the education system has become the means to mobilize the socio-economic prestige. In New Zealand or Australia or in any other developed country, for that matter, it may not be education alone, but also the socio-economic background of a person which contributes to the building of ones socio-economic prestige.

Secondly, it is easy to understand the attitudes of Papua New Guinea parents. They invest a lot of money in the form of school fees only to see their child being pushed

out by the system. The parent may blame a child for not studying hard, but it is not the fault of the child, rather it is the system that forces a certain number of pupils to leave school after Grades 6 and 8. Moreover, the parents regard paying school fees as an investment. They want to get a reward for their investment in a form of cash returns, when the young person gets suitable employment.

Thirdly, the competitiveness amongst the pupils especially at Grades 6 and 8 levels and the parental attitudes towards sending their children to school needs to be assessed critically. The critics who believe in examinations can very well say with some conviction that through strong competition at Grade 6, we are able to select the nation's brightest students to go on to Grade 7. However, the opposite can also be said, that is that there is already a quota system and every Grade 6 pupil knows that only about one out of every ten students will have a place in Grade 7. This must certainly reduce the degree of competitiveness.

Finally, there has been a tendency in some communities not to send their children to school at all. But, it will be interesting to compare the attitudes of the parents and the competitiveness of the students in the future now that free and compulsory education has been introduced for children between the age of six and sixteen.

New Zealand, in contrast has far less examinations than those of Papua New Guinea. The nationally recognized examinations are at the end of Forms 5, 6 and 7. Perhaps equally important is that the students are largely assessed internally with the exception of Form 5. There are also University Entrance and University Bursary Examinations for the students of certain schools who wish to enter universities. The differences in the frequency of examinations, the purposes the examinations serve and the early selective procedures in Papua New Guinea tend to suggest that education in New Zealand is more liberal when compared with the more rigid and tightly controlled system in Papua New Guinea. It is also apparent that it is more difficult to get a place in a high school in Papua New Guinea

than it is in New Zealand. Thus the concerns of the public in New Zealand are about the quality of education the children receive as against the concerns for quantity, in Papua New Guinea.

What has been discussed in this section is very significant. Some of the differences in the education system discussed, make for different problems and different emphases in secondary teacher training. We now turn to the secondary teacher training systems in New Zealand and Papua New Guinea.

4.2 Teacher Education: Goroka and Auckland Secondary.

Some of the fundamental issues have been raised in the previous two chapters. These include who goes to the college, with what qualifications and for how long. Such issues are significant in the pre-service teacher training because the successes and failures at the college and the performances of the college output can be directly associated with these issues. Because of the lack of research and study in Papua New Guinea, it is difficult to assess the correlations between the entrance qualifications, the college performances and the successes and efficiency in the actual art of teaching.

The question of qualifications implies several things. The most obvious one is the qualification in terms of the highest level of education reached and the level of academic attainment. In this respect, it has been revealed that the bulk of the students who enter Goroka Teachers' College have Grade 10 qualifications with four credit passes or better. Others have Grade 12 or other recognised post-secondary training qualifications. To get into Auckland Secondary and Christchurch Secondary Teachers' Colleges in contrast, accept candidates who have gained Form 6 and 7 Certificates or University Entrance, and actually prefer graduates and post-graduates and those with other recognized post-secondary training qualifications. Newman (mentioned in chapter three) claims that the bulk of the students trained at Christchurch Teachers' College are graduates or post-graduates, supports the above findings.

The above comparisons on academic qualifications reveal a couple of interesting aspects of the state of education as well as the secondary teacher training in both countries. Firstly, that the teaching profession in New Zealand is progressing fast toward becoming a graduate profession. This conclusion supports the earlier claim that the education system and the people of New Zealand are now putting increasing emphases on qualitative aspects rather than quantitative expansion. Secondly, at the time of completing the college courses, the prospective teachers will have reached a higher level of general education than those they intend to teach. However, it is assumed that the tendency to qualify or to gain the highest possible qualifications may also be due to educational politics. For example, job security. The falling birthrate will mean greater scarcity of career opportunities. If and when this happens, the competition for a limited number of teaching positions will be very intense. This will further encourage highly qualified and experienced people to secure teaching positions. In addition, it will also make it that much harder to get into Auckland and Christchurch Secondary Teachers' College.

In Papua New Guinea in contrast, the state of education reveals a somewhat different picture. Firstly, there are not enough secondary teachers, therefore, the urgent need is to produce enough teachers to meet the rising demands. This makes it easy to enter Goroka Teachers' College and therefore the entry requirements are not strictly controlled. Secondly, the bulk of the students who enter Goroka have Grade 10 qualifications. These prospective teachers will have had no more than Grade 10 in their general education. It is often maintained by those involved in teacher education that an intending teacher must continue his general education beyond school in addition to acquiring a mastery of knowledge of the subject or subjects he wishes to teach, a mastery of knowledge of education and the society, and the professional skills and methods required in the art of teaching. Teacher training in Papua New Guinea therefore deserves special attention if the government and the education authorities are honestly and genuinely concerned about the low standard in education.

The second aspect on the question of qualifications is the personal qualities of the applicants, both overt and covert. These are included as the selection criterion for those who wish to enter the primary Teachers' college in New Zealand. The school children do not only learn from talk and chalkboard or book but also through the teacher's personal characteristics and behaviour. These will perhaps have more direct influence on the pupils' behaviour than a book will have. Through his or her actions in the classroom, both the teacher and the pupils will be able to establish warm, friendly and mutual understanding and respect for each other - a favourable environment for teaching and learning to take place. Moreover, these personal qualities are essential in order to teach in a multi-cultural society because a teacher has to respect other cultures and value systems and not to destroy them or impose his own. There are no evidences to suggest how these qualities are developed, but it is assumed that they are done through education and professional studies courses.

Thirdly, the teaching profession is one of the most demanding professions. It is not as easy or simple as one perceives it to be. It demands so much time and energy from the teacher both inside and outside the classroom and both during the day and at night. It becomes frustrating and intolerable at times, especially for the beginning teacher. The early set backs can destroy the beginning teacher's morale and interest. In view of these consequences, the intending teacher should be a well matured and healthy person, both mentally and physically.

The ages of the candidates at the time of entry to the teachers' colleges and at the time of completion of college courses in both Papua New Guinea and New Zealand revealed not very big differences. It has been revealed that the students enter Goroka Teachers' College at the age of seventeen after completing Grade 10 and nineteen after completing Grade 12. They age twenty and twenty-one respectively, at the time of completing the college courses. In contrast, the students enter Auckland at the age of seventeen after completing Form 6 and eighteen after completing Form 7. They are aged twenty and twenty-one respectively, at the end of three years

of college courses. It is assumed that those with other qualifications who wish to train as teachers are older than those straight from the schools, perhaps in the twenty-two plus age range.

Some of the vital aspects of qualifications have now been revealed. It is important for a person who wishes to become a teacher to ask himself questions on some of the issues raised. A candidate has to ask himself whether or not he is academically qualified and is capable of coping with the pressure of college studies, and whether he is mature enough mentally and physically and has the pleasant personality required for the job. The teacher educators and those who are directly or indirectly associated with the processes of teacher training should also make sure of these questions in selecting students to enter the teachers' college.

Finally, the length of training both in terms of the length of each academic year and the period of training in terms of number of years needs examination. Some significant differences have been discovered. The college year in New Zealand is a thirty-nine week period in comparison with thirty-six week period for Goroka. This is significant for Goroka in view of entry qualifications and the length of the training period. For example, at Goroka, those with Grade 12 qualifications have thirty-six weeks a year for two years. At Auckland, those with Forms 6 and 7 qualifications have thirty-nine weeks a year for three years. These differences suggest that Goroka students spend much less time training than those in New Zealand. But it is also debatable whether or not a longer college year and longer teaching periods at Goroka would result in a better product. The longer college year may not be workable especially when the past experiences have shown that the trainees tend to become fairly exhausted by early November.

It is difficult to compare the intensity of the work and the workload of the students at Goroka and Auckland. It is assumed that those who do concurrent courses at Auckland do more work than those at Goroka because the Auckland students do college courses as well as their university

paper. However, both courses are equally demanding given the backgrounds of the respective students.

4.3 Staff and Students of Social Science at Goroka and Social Studies at Auckland.

The most important components of a teacher training institution are undoubtedly its staff and students. The students enter the teachers' college eager to acquire the basics of the arts of teaching and learning. The staff in comparison, have the professional skills necessary at their disposal, to share with the prospective educators of tomorrow. Thus the staff will have power to influence, shape, develop and direct the behaviours and attitudes of the trainees toward what is expected to be a life-long career for most of them. The successes or failures of trainees depend, firstly, on what educational qualifications, experiences and personal qualities they bring to the colleges and their abilities to handle the study pressures of intensive professional training. Secondly, success or failure of the trainees depend on the knowledge, skills and experiences of those who train them.

a. Social Science Students at Goroka and Social Studies Students at Auckland.

The questions of why and how the students of each college come to choose their teaching-subjects have been discussed in some detail in the last two chapters. It is easy to talk about social science students at Goroka with some degree of confidence because social science is the core subject and therefore it is a compulsory subject in both the primary and secondary school curriculum. For the social studies students at Auckland, it is somewhat different, because in New Zealand, social studies is a discipline of its own and is only taught up to Form 4 at present. Beyond Form 4, the more specialized social science subjects, history and geography are taught. It is easy to assume that students at Goroka choose social science because as a core subject, they have studied it and have come to like it, have scored good marks in the examinations, or the subject is relatively easy to study for. Past experiences have tended

to support most of the above observations.

Many social studies students at Auckland in contrast, choose social studies as a teaching-subject because they have the academic qualifications in any of the different social science disciplines. Others choose it as a second or a third teaching subject as a means of securing a future job. For example, if there was an over supply of history teachers in a given school, one can easily switch over to teach social studies or vice versa. It is also easy to imagine why those students with social science disciplines opt to train as social studies teachers. When Form 1 to 4 Social Studies Guidelines are closely examined, one would find that Geography, History, Anthropology and Sociology make up the main ingredients of the syllabus. Thus, to study a former colony like Indonesia, Form 2 would undoubtedly include its geographical location, its climate, the vegetation, its people and their social, political and economic organisations and its colonial past. Further more, people like Smalley¹⁵ claim that because more and more emphasis is put on the scientific approach in developing concrete and practical skills, social studies in New Zealand is becoming more social science than social studies. It is assumed on the basis of Smalley's analysis that perhaps what is happening to social studies in the actual process of teaching and learning tend to reflect the approaches taken by the social studies teacher educators. In addition, Smalley's analysis could also summarize what appears to be the general trend in the preparation of the teachers for social studies teaching in New Zealand. This then tends to suggest that social studies is certainly moving away from what is traditionally defined as the study of people and the societies they live in, to the scientific approach to study people and the societies they live in.

b. Social Science Staff at Goroka and Social Studies Staff at Auckland.

The question of who should educate the educators is asked time and time again, especially in the world of teacher education. Theoretically, teacher education is supposed to be a co-operative enterprise involving people who are

associated directly or indirectly with it and/or its products. Those who are directly involved and responsible for teacher training are, without doubt, the academic staff. Thus, the professional skills, competence and efficiency of those they train depend on what the college lecturers do to, with and/or for the trainees. It is therefore the academic backgrounds, education experiences and the professional qualifications which come into play a major role in developing and shaping the future competency and effectiveness of the trainees.

It was difficult to obtain the necessary information needed, especially from Auckland to be able to make a realistic comparison of the social science staff of Goroka and social studies staff of Auckland Secondary Teachers' College. It is understandable because some of the information required has been personal and confidential which the concerned staff did not feel obliged to reveal. However, educationally and professionally, the lecturers of Auckland and Goroka are highly qualified. At Goroka at present, the experiences of the lecturers range from one to four years. At Auckland however, there tends to be a wider range. For instance, one informant indicated that she possessed ten years of experience in teaching social studies trainees at Auckland. It has also been established through personal conversations that a number of lecturers have had a considerable number of years teaching social studies at Auckland Secondary Teachers' College. Most of the lecturers at Auckland are New Zealanders. This again would appear to suggest that they are likely to hold the lectureship position at Auckland for a considerable period of time. In contrast, the social science lecturers at Goroka are of different nationalities. Generally, they are on the three year contract basis. They can renew their contract if they wish to. The significance of these comparisons are discussed below.

Through the above comparisons, the importance of course continuity has been revealed. At Auckland, each staff member has been teaching his or her chosen course for a considerable number of years. Therefore, firstly, there is a programme continuity from year to year. Secondly, because

the staff members stay longer at the college, they will have ample time and opportunity to review their courses and modify them on the basis of past experiences and criticisms. In addition, the staff at Auckland are mostly New Zealanders. They are familiar with the problems and needs of education in New Zealand therefore they plan their programmes accordingly.

The staff at Goroka in contrast, are normally on a three year contract basis. This tends to suggest that there is a lack of course continuity. A very good example has been revealed by Murphy.¹⁶ Firstly, he talks about his inexperience in the country as well as his inexperience in teacher education. The other lecturers he was to work with also lacked experience in the country and in teacher education. Secondly, Murphy also admits that their predecessors had left no records to suggest the teacher education programmes. In addition, there had never been any college calendar or handbook to suggest the general guidelines of courses (the college handbook is currently being drafted). As a result, Murphy and his group had to start from scratch, designing their social science programmes which were based not on study, research and/or previous evidence and experiences, but on opinions. It is fairly difficult, particularly with the lack of guidelines and information to show what has been done previously to be able to make a qualitative review and modification if required. Because the lecturers mostly have three year contracts, they will not have sufficient time to review the successes and failures of their programme.

However, the future of the social science teacher education programme at Goroka does not look as gloomy as it may appear to be. Firstly, although the expatriate lecturers will continue to be on a short term contract basis, the records and course programmes since 1978 will be in storage for new comers to the Social Science Department. Murphy, in his capacity as the chairman of the department, has been working energetically to ensure accessible storage of what has been done since 1978. He has continued to study and review the social science teacher education programmes. Secondly, at present there are no Papua New Guineans on the

staff as permanent members but a programme has been in operation to prepare them for permanent positions. The result of this has been very minimal. There are only three Papua New Guinea born people who are currently hired as the Teaching Fellows. These people will ideally be able to replace the people who will be on the short term contract basis.

4.4 The College Programmes: Social Science at Goroka and Social Studies at Auckland.

This part of the paper has been concerned with comparing and analysing the specialist teaching-subject courses at Auckland and Goroka. It is assumed that the personal qualities and experiences a beginning teacher brings to his classroom and how effectively he performs in this specialist subject can be a direct reflection of the value and comprehensiveness of the college courses. It is a question of what is being taught and how much time and effort are devoted to each course component besides such compulsory courses as Education. How much time for example, is to be devoted to methods, skills and professional courses. In addition, how much time is to be devoted to the study of subject matter and if the subject matter is covered comprehensively. All questions of this nature are answerable only through study and research.

In New Zealand, there are two secondary teachers' colleges and their social studies programmes can differ from each other. The extent of differences depends partly on the degree of co-ordination between the social studies departments and staff of the two colleges, their relationship with the universities in New Zealand, on their research findings and their willingness to accept research feedback, comments and even criticisms. These can enable the colleges to continue to review their social studies programmes and to make qualitative changes if and when required. In New Zealand, the teachers' colleges are aware of their responsibilities in preparing the kind of teachers required. As a result, continuous efforts are made to assess the adequacy and relevance of their college curricula. One such

study that comes to mind is that of Murdoch's; Professional Development - the Induction and Education of Beginning Teachers.¹⁷

In Papua New Guinea, Goroka is the only secondary teachers' college of its kind in the country. Because of this, the performances of the beginning social science teachers in the first couple of years will be unique and will clearly reflect the nature of Goroka's programmes. Because Goroka is the only secondary teachers' college, it may be easier for Goroka to carry out the appropriate research in order to accomplish remedial work. To do this, the Social Science Department at Goroka and its staff need the co-operative efforts of those who are associated with the teacher education and/or its products.

Although differences in teacher education do exist between different colleges and between different countries, there are some common qualities required of teachers which the people and the institutions involved in teacher training ultimately aim to develop. These qualities are widely accepted in the world of teacher training and teaching. All, if not most, of these qualities have been discussed in some considerable length in the previous two chapters and in the beginning of this chapter. These are also underlined by Campbell¹⁸ in his study of the "Realities of Teacher Development" in New Zealand. The vital qualities of teachers include the mastery of subject matter, general education beyond school, personality characters, skills and methods of teaching and the mastery of professional studies in education. All these qualities are equally important. They are necessary qualities in the art of effective teaching and learning and ultimately lead to a sense of professional satisfaction.

The original design for the present social science teacher education programme of Goroka in 1978 was a haphazard one. As mentioned earlier, there were no records when Murphy and his colleagues took up the duty. Because they were inexperienced in Papua New Guinea society and the teacher education in particular, the first teacher education programme of what to teach, to whom and for how long was

based on their experiences in other countries rather than on indigenous study and research. The programme has changed since 1978 through study, research and the increase in the general understanding of the nature of Papua New Guinea education system, the society and its intentions as revealed by the aims and philosophy of education as well as aims and objectives of the secondary social science syllabus. Therefore, what constitutes social science teacher education at present is the result of those studies, research, experiences and understanding.

It has been revealed that Auckland devoted almost all the time on teaching skills, methods and professional studies courses. The content studies in contrast, took up a very little proportion of total time allocation. The only time Auckland (and Christchurch for that matter), deal with content is when they survey the syllabus guidelines. This aims to explore the aims and objectives of the courses as a whole, aims and objectives of each year's syllabus, materials and structures. This approach can be easily realized, firstly, because the bulk of the students are graduates and post-graduates. This tends to imply that there is a distinct division of responsibilities. The universities and the technical institutes are responsible for teaching the disciplinary areas while the teachers' colleges deal with the professional developments and qualifications. Secondly, Forms 1 to 4 Social Studies Guidelines are very implicit rather than explicit. The implicit nature of the syllabus tends to make it fairly flexible. The choices are very wide and therefore difficult to make a comprehensive coverage of the subject matter at the college. The teachers' colleges however, are highly professional institutions and their main commitment is to develop professional skills and methods. The students then utilize these skills and methods to teach the syllabus units. This conclusion is supported by Campbell's study in which he revealed that the secondary teachers' colleges in New Zealand devote much more time and that the lecturers have a high commitment to skill-building and the development of personal qualities in teachers.¹⁹

Goroka Teachers' College Social Science education

programmes revealed in chapter two tended to give a different picture. Goroka is a teacher training institution which has a dual role. It teaches the disciplinary areas as well as the professional skills and methods. Firstly, the Social Science programme for Preliminary Year students show that they have one year of general social science education beyond Grade 10 level. Some of the topics taught are similar to those taught in Grades 11 and 12. Secondly, for the two year and one year Conversion Course diploma programmes there is a comprehensive coverage of the syllabus content materials and concepts. It has also been revealed in chapter two that the syllabus content studies take up over 44.4% of the total time allowed for years one and two as against about 33.3% for methods and about 22.2% for skills. If the time for methods and skills are combined, it would mean that the professional training courses at Goroka take up 55.5% of the total time allowed as against 44.4% for the coverage of the syllabus content. This analysis still suggests that the social science teacher training at Goroka devotes slightly more time on professional courses than on the comprehensive coverage of the syllabus content.

The continuous use of the three components - content studies, methods and skills courses, are supported by Murphy's recent research. For his studies, Murphy involved people like the secondary school inspectors, the secondary school headmasters, the social science subject masters, the class teachers and the student teachers. They were asked to comment on the weaknesses of Goroka's social science programme. The following issues thought to be vital were listed in order of importance.²⁰

1. To increase the background knowledge of the student teachers through intensive reading outside the syllabus materials,
2. to encourage the student teachers to be more creative and innovative in their approaches to teaching the syllabus units, and
3. to make suitable teaching aids relevant to units and demonstrate their effective use.

The listing of above issues in order of importance tend to reveal a couple of weaknesses. Firstly, there is certainly

a lack of initiative on the part of social science lecturers to extend studies and/or reading beyond covering the syllabus materials. If in fact, extensive studies are done, then there is a question of how much is done and how much is needed to be done. Secondly, when one looks at the Secondary Social Science Syllabus of Papua New Guinea, one will find that the syllabus for each year and each unit of the course is very explicit. The syllabus materials includes the teacher's guide and the student's book. The teachers guide includes the role of the teacher, the suggested teaching strategies, the activities, the suggested length of time for each unit or topic to be taught, and so on. The student's book includes lengthy and detailed background reading on the syllabus topics and a detailed discription of the activities for the students. The syllabus planners suggested what and how the teachers and students approach and study each syllabus unit. The inflexible and strongly directed syllabus tends to restrict teachers' freedom. Thirdly, because the education system is highly examination-orientated, it tends to force the teacher to follow the syllabus materials very closely. These examinations, especially at the end of Grade 10, are largely based on the syllabus materials. Under this circumstance, it is very difficult for the teacher to be creative and innovative. In Papua New Guinea, it often happens that the teacher is blamed if a student is pushed out of the school. Therefore, it is the teacher and Goroka Teachers' College who may become the scapegoat of the systems failures and/or problems.

One can now conclude that what is done at Auckland cannot be easily done at Goroka because of a number of variables. They include the differences in the societies, differences in their expectations and philosophy of education, the newly established system as against the long established system, the differences in the entrance qualifications, and so on. Therefore, putting emphasis on and/or committing oneself to developing certain qualities in teachers depends upon a number of variables which makes Goroka's task that much harder. For example, the bulk of the students at Goroka have Grades 10 and 12 qualifications. This means that

Goroka has to have dual roles. It has to provide one year of general social science education to the Preliminary Year students, and also include a comprehensive coverage of the syllabus units as well as professional and personal quality developments. The social science syllabus of Papua New Guinea is highly concept based. Therefore, because of low entrance qualifications and the fact that Papua New Guinea has opted for English as a medium of instruction, it has become necessary to make a comprehensive coverage of the syllabus content in order to prepare students with the thorough knowledge of and understanding of the syllabus materials.

The above approach can easily have a negative effect on the student teachers. Because of the limited extent of general social science education coupled with the comprehensive coverage of the syllabus materials, there is a danger Goroka itself may create in the student teachers a tendency to become rote learners rather than being creative and innovative. In the last analysis, the basic problem is the low standard of general education among the teachers' college entrants. A remedy might not necessarily mean university education, but it does imply the need to increase the entry qualifications to Grade 12 or better for all entrants.

The co-ordination between education, professional studies and teaching subject courses is important and deserves careful study. At Auckland it has been found that the professional studies courses are the co-operative function of the Education and the Social Studies Faculties. Various college booklets tend to suggest that the professional studies courses taught by the Education Faculty are broad and cover general principles about certain issues. For example, the staff and students may deal with the general principles about classroom teaching and testing. Although the testing and assessment procedures vary from subject to subject. It is therefore the responsibility of the individual faculty to extend and further develop the skills needed for the test design and assessment procedures and each faculty must decide what to test on related to the specific subject area. Clearly such things as micro-teaching,

visits to schools, social studies class observations, and many more such issues related to social studies teaching, are part of the professional studies courses taught by the Social Studies Faculty by its staff.

At Goroka, there has not been a clear division of responsibility. Education and professional studies courses are meant to be two different things, but at Goroka, they have both been the responsibility of a single department. Experience has shown that there has not been close co-ordination between the Professional studies and Social Science Departments (this may also be true between the Professional Studies Department and any other individual subject department). The Social Science Department has not been aware of what professional skills have been taught by the Professional Studies Department. Because of the lack of co-ordination, there is a likelihood of repeating or leaving out some materials or concepts. These situations can be avoided by simply communicating what one is doing, when and to whom. It is equally important to define clearly who should be responsible for such things as social science micro-teaching, social science class observations and the numerous other things related specifically to social science teaching and social science in general. One cannot deny the Professional Studies Department's responsibility for the general professional studies courses, but it should also be the function of the teaching-subject departments to deal with specific aspects of professional courses related to the specific teaching-subject concerned. The problem of not knowing exactly what and how much the Professional Studies Department is doing in encouraging professional teaching skills is revealed by the department's course descriptions in the recently drafted college handbook. The course descriptions revealed that the department does not teach the professional skills to year one students. In order to rectify this ambiguity in responsibilities is to reveal what each department is doing.

The last point that deserves mentioning concerns the Preliminary Year programme, especially the skills courses and the four weeks of teaching practice in the community

(primary) schools. There are a number of related problems and alternatives that should be carefully examined. Firstly, should the four weeks be usefully devoted to the general social science education? The early professional studies and teaching practice may not necessarily mean better teacher preparation because those who enter the colleges with Grade 12 qualifications have only two years of professional studies and teaching practice.

Secondly, the Preliminary Year students are trained to teach in the high schools but start their teaching experience in the local community (primary) schools. The Social Science Department for example, does not have the Community Life (Primary School Social Science) syllabus to prepare students to teach it and in fact, the department does not know what is taught in the Community Life course. There is a need therefore, for Goroka to get hold of copies of the Community Life course. This is essential, firstly, to guide the Preliminary Year students for their first teaching practice in the community schools and secondly, to establish the links between community and secondary social science teaching. By establishing these links, the Goroka Social Science Department can better demonstrate the notion of spiral development in the social science curriculum. It is also essential for a beginning teacher to gain an understanding of what is being done in the community schools, especially in the final year to be able to build upon that foundation.

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CHAPTER FIVE

ADDITIONAL CONSIDERATIONS AND SUGGESTIONS FOR FURTHER STUDY

Introduction

This paper has attempted to assess the value and the comprehensiveness of the Secondary Social Science Teacher Education at Goroka. Some studies in this field have recently been carried out, notably by Murphy. The studies done were concentrated on very narrow perspectives. The people asked to contribute to the studies have little or no experience at all, especially in secondary teacher education. The contributions of these people to many vital issues therefore have been minimal. Given that such studies go only part of the way towards answering the questions posed by our Social Science Department's planners, it has become necessary to examine further research perimeters that could give extra assistance for reviewing and evaluating the Social Science Teacher Education programme at Goroka. The major problems have been that the secondary teacher training is a new innovation and that the existing programme came into being only in 1978. These problems suggest the need for more studies embracing wider perspectives before clear directions are established, hence, the need for more studies led to the idea of a comparative study. It was thought that through a comparative study such as this one, the Social Science Teacher Education programme for Goroka could be examined and evaluated from a different perspective using the knowledge and experiences gained from overseas.

This thesis has been difficult to write because teacher education is a complex field, and is very difficult to write about, or to provide clear guidelines for. As a result, the study has to encompass a number of areas. For example, teacher training involves the student trainees and therefore it has become necessary to survey the school system to establish who goes to the college, with what qualifications and for how long. It has been discovered that the length of training, what is taught and to whom it is taught, both at Auckland and Goroka are closely associated with the entry qualifications. This and many other related issues have

resulted in a lengthy report.

5.1 Issues in Secondary Social Science Teacher Education For Papua New Guinea.

Through this comparative study, the strengths and weaknesses of so many fundamental issues of secondary social science teacher education programme for Goroka have been revealed. Some of these weaknesses can be remedied by the Social Science Department or by the college through comprehensive discussions with the individuals and interest groups involved, and through the commissioning of further studies both within the country and abroad. Other issues cannot be easily remedied because they depend very much on the political will and the economic resources of the country. Some of the more important issues related to the secondary social science teacher education at Goroka are discussed below.

A. Student Recruitment and Training.

This issue is very important for Papua New Guinea. Student recruitment and training constitutes the first step towards producing academically and professionally competent teachers. Such matters as the problems of entry and raising entry qualifications, the methods of recruitment and the college curricula, are of particular importance.

It has been revealed that the bulk of the candidates admitted into the teachers college have Grade 10 qualifications. It is also suggested that Goroka Teachers' College could have been a second or even third choice for some of the applicants. In addition, because of the state of education in the country, Goroka cannot foreseeably raise its entry qualifications. This is due firstly, to the fact that there are only four National High Schools in the country which educate students at Grades 11 and 12 levels. It is also predicted that only 900 to 1200 students are enrolled in these four schools at present. Because of the very limited places in the National High Schools, the majority of Grade 10 students do not proceed on to study in Grades 11 and 12 levels. Secondly, it has become difficult for Goroka to compete for the limited number of Grade 12

leavers against other institutions and enterprises. As we have seen, a number of alternative avenues of employment are regarded by Grade 12 leavers as more prestigious. They are prepared to provide training for ultimately more attractive employment and in working conditions superior to Goroka and to the teaching profession. Furthermore, this writer's previous experience has shown him that the Grade 12 leavers tended to regard universities as more prestigious institutions than Goroka Teachers' College. Likewise, other government positions such as a civil engineer are regarded as more prestigious than being a secondary teacher.

Of course, it is also more expensive for the country to open up more schools at Grades 11 and 12 levels. Future expansion at these levels depends very much on the political will and the financial capabilities of the country.

1. Recruitment and the need for personal interviews with candidates

In this writer's view, there is still a question hanging over methods of recruitment. The methods of recruitment have been the major problem area of the recruitment programme. When accepting students into the college, the college relies very heavily on the second-hand information on the candidates. It is questionable as to how reliable second-hand information on a candidate is, especially on such important ingredients of qualities as the command of the English language, dress, confidence, industry and so on. Making provision for a personal interview with prospective Goroka students is a highly desirable step, even though it might be a costly one, initially. The results of such interviews can help both the college and the subject departments, in assessing the worth of candidates they will ultimately be working with. Ultimately, more efficient selection will pay off, not only in terms of the standards of teacher training ahead, but also in terms of cost as well. This question therefore deserves wider consideration.

2. General education standards

On the completion of their courses at the college, the students will become qualified to teach in the provincial

high schools, from Grades 7 - 10. Because the bulk of the students have Grade 10 qualifications, those who teach at Grade 10 level at the completion of their college courses, will have little advantage over the students they teach, in terms of general education. The devotion of the Preliminary Year to the continuing of general education is thus, viewed as necessary by this writer because one of the qualities of a teacher is the extent of his or her general education. It is generally accepted that an educator ought to have a higher level of general education than those he or she intends to teach. In Papua New Guinea, it does not necessarily imply university academic qualifications but at least Grade 12 qualifications are required, and here, the roughly equivalent studies in disciplinary areas during the Preliminary Year at Goroka, can play a vital role in improving standards. Those students with Grade 12 qualifications require two years to train, therefore, a year of general education together with two years of Diploma courses for those with Grade 10 qualifications should constitute a minimum requirement.

3. College and classroom performances

A further issue requiring our consideration is concerned with the correlations between high school and college performances and between college and actual teaching performances. Further findings on this issue can be beneficial for the selection committee as well as for the subject-departments in planning and evaluating their courses. The use of "performance" here should not be taken as involving only correlation as regards to academic performances only but also on personal character and professional behaviour.

B. Academic and Professional Relationships within the College.

Academic and professional relationships within the college constitutes the other major problem area. This section therefore outlines such internal matters as the relationships between the Professional Studies Department and the teaching-subject departments, the expatriate lecturers and the possible problems of course continuity and

the staff support for and confidence in, the present social science teacher education programme at the college.

1. The relationships between the Professional Studies Department and the teaching-subject departments

It is important for Goroka to clarify just what the relationship should be between the Professional Studies Department and the teaching-subject departments. The findings on this issue will help the Professional Studies Department and the teaching-subject departments to establish the division of responsibilities. It is essential to know who is doing what and to whom in order to avoid the possibility of repetition. In addition, it is also vital for effective timetabling of courses. Close co-ordination between the Professional Studies Department and the teaching-subject departments is therefore essential. At present, these matters are being neglected with consequent disruptions to all concerned, because there has not been anything resembling a college calendar or handbook to suggest what each department does.

2. Expatriate teacher educators and the continuity issue

The second issue concerning the continuity of the courses is the expatriate teacher educators. At present, all expatriate teacher educators are on a short term contract basis which is normally three years in duration, though they can renew their contracts if they wish to. This poses the problem of course continuity both from one lecturer to another and from one year to another. This problem will be aggravated still further if there is a lack of programme guidelines for an incoming lecturer or if an incoming lecturer is inexperienced in teacher education.

Staff recruitment policies and particularly the renewal of contract proposition should be reviewed. As it stands at present, those who are recruited have had experience either in teacher education or in the underdeveloped countries besides educational qualifications and experiences. Such previous experiences in teacher education should continue to be given a high priority in staff recruitment, besides educational qualifications.

The three year contract basis for expatriate teacher educators is unlikely to change in the immediate future. The issue of contract is a political issue. However, what the college can do is to investigate just how difficult it is for a staff member to renew his or her contract or why he or she does not wish to renew the contract. This is vital because any innovation takes time to be utilized. The longer an expatriate stays at the college, the easier it becomes for him or her to review and assess the successes and failures of their own teaching programmes and materials, and the more likely it will be that he or she will make changes accordingly.

3. Staff support for and confidence in the Goroka social science teacher education programme

The final issue is staff support for and confidence in the present social science teacher education programme at Goroka. In his study, Murphy stressed the importance of staff confidence. Because of the limited extent of general social science education of the social science students at the college, it has become necessary for them to study disciplinary areas during the Preliminary Year and during the Two Year Diploma courses through making comprehensive coverage of the syllabus materials. By doing so, the social science course provides the opportunity to study broad areas of social science disciplines outside the syllabus content. Staff support for and confidence in, the continuing use of three components of social science course; content studies, methods and skills and aids, are supported by Murphy's research findings.¹ Almost all the people he involved in his study suggested that the college should devote more time on increasing the background knowledge of the students. The second most popular suggestion was to encourage students to be more creative and innovative. The third most popular suggestion was to encourage students to make suitable teaching aids relevant to the units. These findings have boosted staff support for and confidence in, the present social science teacher education programme organisations. This state of affairs is likely to remain so until, when the education system permits, the entry qualifications are raised.

C. Wider Issues for Secondary Teacher Education in Papua New Guinea.

This section briefly raises issues such as the use of English language at Goroka, the relationships between the local community (primary) schools and Goroka Teachers' College and between Community (primary) Teachers' Colleges and Goroka Teachers' College.

1. The use of English language at Goroka

It has been mentioned that secondary social science in Papua New Guinea is highly concept-based (see Appendix IX). In addition, the country has officially opted for English as a medium of instruction in the national education system. The teachers of social science (or any other subject for that matter), are therefore required to teach so many complex and so often abstract, social science concepts in the English language. This tends to suggest that a good understanding and a good command of spoken and written English is essential for a teacher of social science. The question to be given considerable thought is; should English be a pre-requisite for social science students at Goroka? The course in "English studies for teachers"² is compulsory for every student in the first two years at the Palmerston North Teachers' College, although English is the first language for all or most of the students. This writer strongly suggests that English should be made compulsory for Goroka students or at the very least, to become pre-requisite for some teaching-subjects.

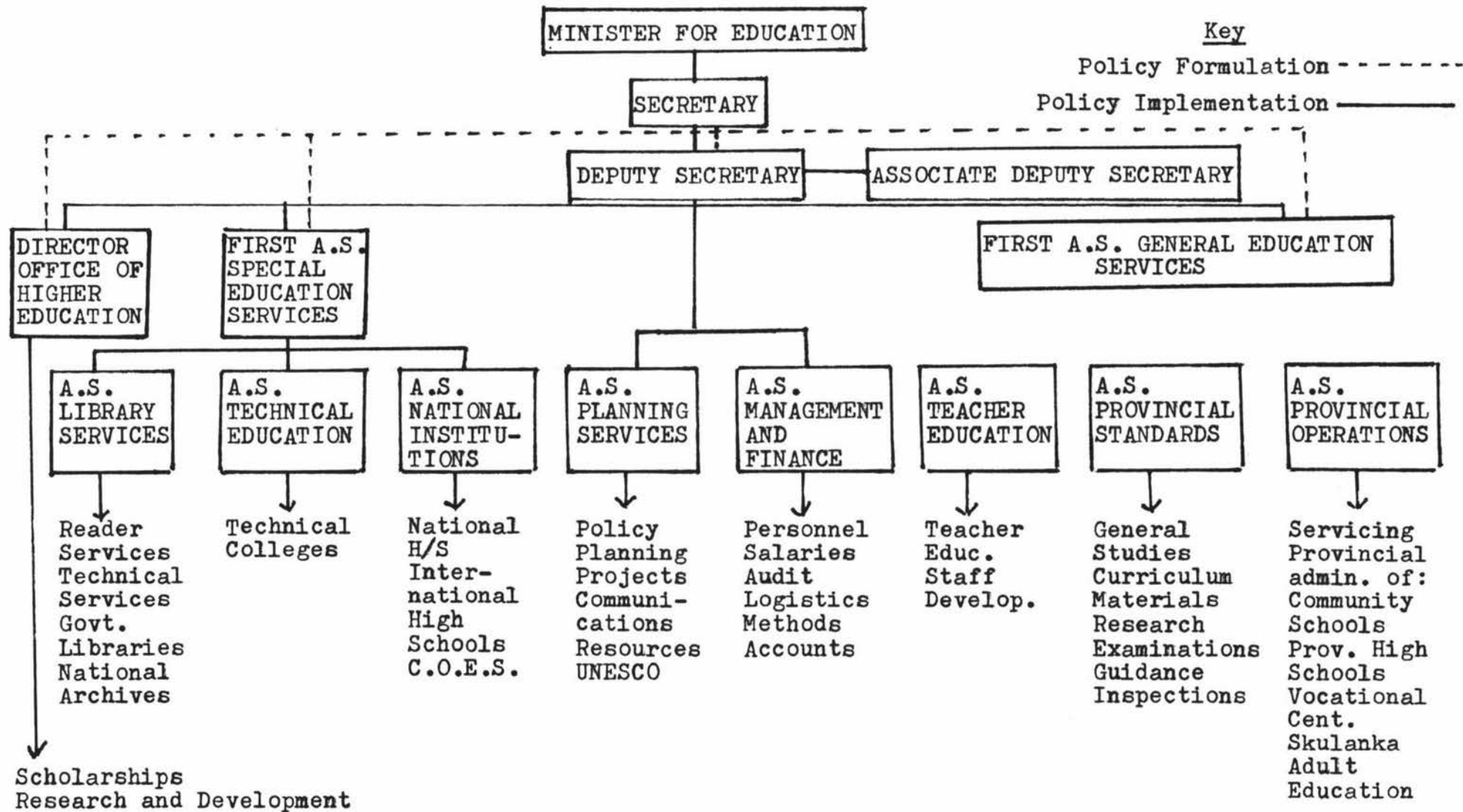
2. The relationships between local community schools, Community Teachers' Colleges and Goroka Teachers' College

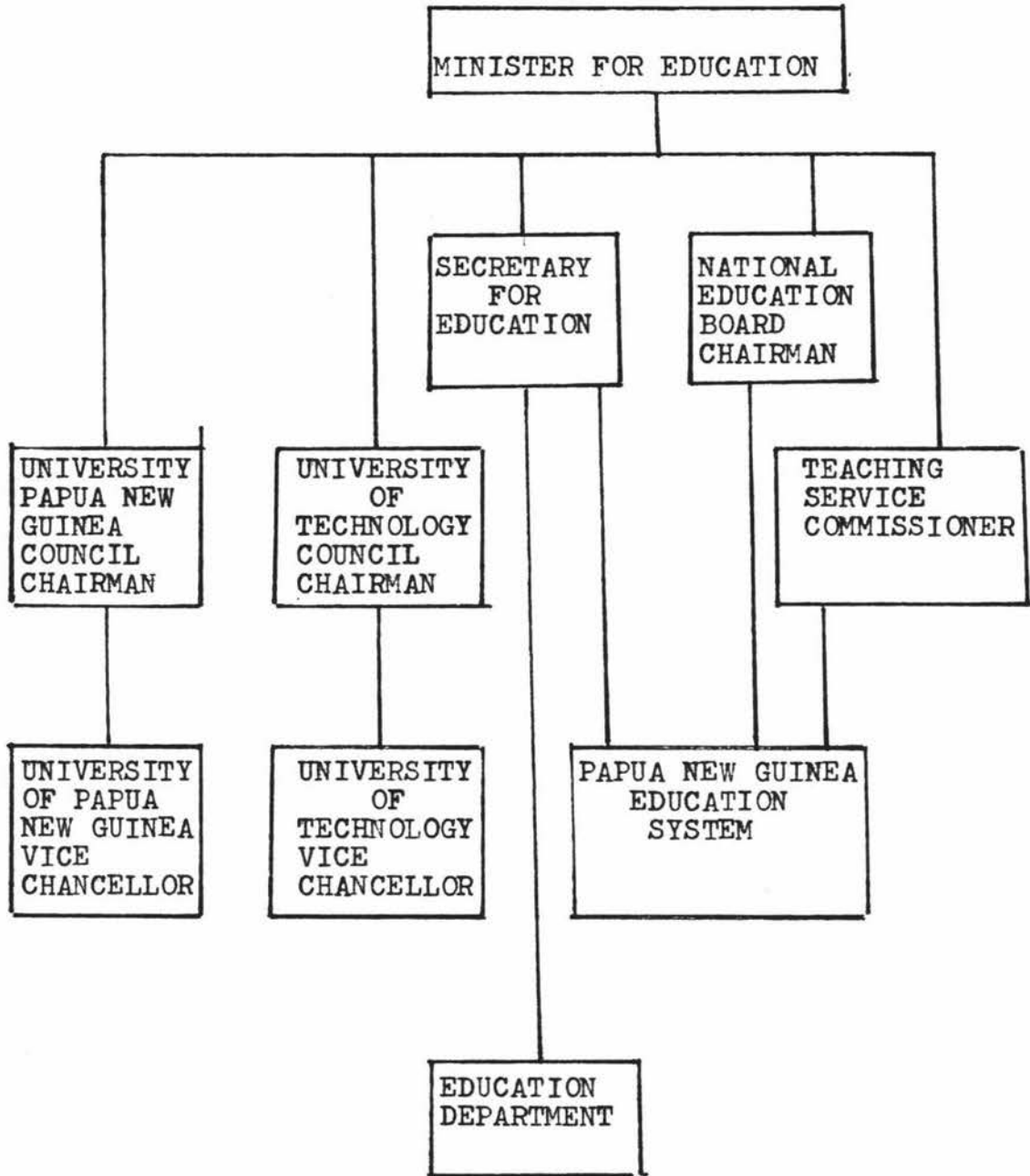
The second issue which needs considerable attention is the relationships between the local community (primary) schools and Goroka Teachers' College and between Community Teachers' Colleges and Goroka Teachers' College. Again, there is a need for educators to appreciate and understand what other educational institutions are doing, in order to work together more effectively. Compare Appendix X which shows major themes and concepts covered in the Community Life (Primary school social science) course with Appendix XI

which shows the major themes and concepts covered at the secondary level. It is obvious that a lot of what is covered in the primary level is repeated again and again at the secondary level. This is all very well but excessive repetition may also be boring for the students. This problem exists because the Social Science Department at Goroka is not aware of what has been covered in the Community Life course. It is important for Goroka to develop the links between the Community Life and the Secondary Social Science courses. By doing so, the staff of Goroka will introduce the basic concepts for a spiral curriculum in social science. This area is vital because the research findings on this issue can help both the trainees at the college, when in teaching, and the lecturers. For secondary teachers, it is important to know what is done in the last year of primary school to be able to build from those learning experiences in the first year of secondary education.

1. Murphy, J. Curriculum Development in Teacher Education: Review and Development of Social Science Teacher Education Curriculum for Papua New Guinea. (Dip. Ed. Admin. Dissertation, 1980) p.46.
2. Palmerston North Teachers' College. 1979 Handbook (Swiftcopy Centre Ltd., P.N. 1979) p.22.

PAPUA NEW GUINEA EDUCATION DEPARTMENT



Appendix IIPAPUA NEW GUINEA MINISTRY OF EDUCATION

Appendix III

MINIMUM PROGRESS IN DEGREE OR
EQUIVALENT WORK REQUIRED OF DIVISION B STUDENTS

I Division B Art, Science, Music, Commerce and Physical Education Students who commence in the first year of the course.			
Cate- gory		Progress of those with no degree papers or equivalent qualifications on entry	Progress of those with one or two degree papers or equivalent qualifications on entry
B1		Two degree papers (or equivalent)	One Paper Two Papers
			Three degree papers (or equivalent) Four degree papers (or equivalent)
B2		Four degree papers (or equivalent) or six papers (or equivalent) if entered after one or more years complete failure at University	Five degree papers (or equivalent) Six degree papers (or equivalent)
II Division B Arts, Science, Music, Commerce and Physical Education Students who commence in the second year of the course.			
Cate- gory		Progress of those with four degree papers or equivalent qualifications on entry	Progress of those with more than four degree papers or equivalent qualifications on entry
B2U		Six degree papers (or equivalent)	Two additional degree papers (or equivalent)
III Division B Technical Students			
Categories		Progress of all students	
B1, B2, B2U		Satisfactory progress in years III and IV of NZCE, NZCB or NZCD	

Source: Secondary Teachers College Calender 1981, Auckland

Appendix IV GEOGRAPHY METHOD COURSE AT AUCKLAND

Blocks	Course Component	Aims
1	Form 5 Geography	To make the syllabus survey
2	Teaching Practice	Focus on F5 Geography teaching
3	Form 5 Geography	To examine the skills needed and introduction to F6 Geography
4	Form 6 Geography	Research into F6 and 7 Geography
5	Teaching Practice	Focus on F5 and F6 Geography teaching
6	Form 6 Geography	To examine the skills needed in F6 and F7 Geography
7	Forms 5 & 7 Geography	Give the trainee in-depth study of planning units
8	Teaching Practice	Focus on F5, F6 and F7 with F5 revision
9	Content Module F5, F6, F7 Geography	Open content research stresses on assembling content and teaching resources for the first teaching position

Source: Divisions B & C Course Guide 1981, Secondary Teachers College, Auckland

Appendix V

HISTORY PROGRAMME AT AUCKLAND

No.	Course Component	Topics
24.01	Form 5 History*	F5 History prescriptions and basic resources and analysing subject matter for lessons and units
24.02	Form 6 History*	Teaching the U.E. History prescriptions, using documents, maps and chronology and teaching essay writing
24.03	Evaluation in History*	Identifying historical objectives, examination analysis and construction, marking and assessment procedures
24.04	Form 7 History	The nature of History, Form 7 prescriptions and resources, content analysis and unit designing
24.05	History through Inquiry	The nature of historical inquiry, critical thinking strategies, oral History and research project
24.06	Drama in History	Character studies, writing case studies, role play and simulations
24.07	History through Television and Tapes	Reviewing films or videotapes, using video or film in the classroom, Audio-visual History resources
24.08	History Programme Preparation	The overall course design content outline and references, Skill development and analysis
24.09	Open Module	
*Compulsory component of a first, second and third subject method course		

Source: Division B. & C. Course Guide 1981, Secondary Teachers College Auckland

Appendix VI HISTORY DEPARTMENT SOCIAL STUDIES MODULES
AT AUCKLAND

No.	Course Components	Topics Covered
20.01	Introduction to Social Studies*	Social Studies prescriptions and Teaching resources, Content analysis for learning activities, Lesson and test design, Learning resource preparation.
20.02	Inquiry Projects in Social Studies *	Questioning strategies, Simple research projects, Field trips and visiting speakers.
20.03	Evaluation in Social Studies*	Diagnosing learning activities, Formative assessment and marking methods, Summative assessment and recording methods.
20.04	The Contribution of Geography to Social Studies*	The nature of Geographical method, Relating geographical studies to social control and change, Learning resources and activities, Fieldwork in Social Studies.
20.05	Local History and Local Community Studies	Oral history and historical methods, Designing a local study, Implementing the study with video and audio recording.
20.06	Current Affairs*	Questioning strategies, Simple research projects based on current affairs resources, Analysing new events.
20.07	Alternative Strategies in Social Studies	Simulation game design and construction, Fiction as resource, Hypothetical case studies.
20.08	Teaching Thinking in Social Studies	Levels of knowledge, Types of thinking skills and strategies, A systems approach to social studies.

Appendix VI cont'd

No.	Course Components	Topics Covered
20.09	Group work in Social Studies	Organising group activities, Social interaction and social change, Assessing group production.
20.10	Teaching Values and Controversial Issues	Extending the Text book: Values identification, Strategies for teaching values, Clarifying controversial issues.
20.11	Creative Activities in Social Studies	Music and literature in Social Studies, Composing stories, plays and stimulus resources, Role Playing strategies.
20.12	The Beginning Teacher Social Studies	Basic preparation and planning, Relations with staff and pupils, Records and reporting, Strategies for teaching and marking.
20.13	Open Module	
20.14	Global Issues in Social Studies	Marxism and Capitalism, Development and Underdevelopment, Foreign policies and the Alignments of major powers.
*Compulsory component of a first, second and third subject method course.		

Source: Division B & C Course Guide 1981, Secondary Teachers College Auckland.

APPENDIX VII History Programme - Auckland

	BLOCK 1 Feb 9-March 6	BLOCK 3 April 6-May 1	BLOCK 4 May 25-June 19	BLOCK 6 July 20-Aug 14	BLOCK 7 Sept 7-Oct 2	BLOCK 9 Nov 2-Nov 27	
S L O T 1	24.01 Form 5 History	24.05 History through Inquiry	24.02 Form 6 History	24.03 Evaluation in History	24.07 History through Television and Tape	24.06 Drama in History	S L O T 1
S L O T 2	24.01 Form 5 History	24.07 History through Television and Tape	24.05 History through Inquiry	24.02 Form 6 History	24.03 Evaluation in History	24.08 History Programme Preparation	S L O T 2
S L O T 3	24.01 Form 5 History	24.06 Drama in History	24.02 Form 6 History	24.05 History through Inquiry	24.03 Evaluation in History	24.08 History Programme Preparation	S L O T 3

Appendix VIIISOCIAL STUDIES PROGRAMME - AUCKLAND

	BLOCK 1 Feb 9-March 6	BLOCK 3 April 6-May 1	BLOCK 4 May 25-June 19	BLOCK 6 July 20-Aug 14	BLOCK 7 Sept 7-Oct 2	BLOCK 9 Nov 2-Nov 27	
S L O T 1	20.01 Introduction to Social Studies	20.02 Inquiry Projects in Social Studies 20.06 Current Affairs 20.07 Alternative Strategies in Social Studies	20.03 Evaluation in Social Studies 20.02 Inquiry Projects in Social Studies 20.08 Teaching Thinking in Social Studies	20.03 Evaluation in Social Studies	20.09 Group Work in Social Studies 20.10 Teaching Values and Contro- versial Issues	20.05 Local History and Local Community Studies 20.12 Beginning Teacher of Social Studies	S L O T 1

Slots 2 & 3 cont'd over.

Appendix VIII cont'dSocial Studies Programme - Auckland cont'd

	BLOCK 1	BLOCK 3	BLOCK 4	BLOCK 6	BLOCK 7	BLOCK 9	
S L O T 2	20.01 Introduction to Social Studies	20.02 Inquiry Projects in Social Studies 20.07 Alternative Strategies in Social Studies 20.09 Group Work in Social Studies	20.04 Contribution of Geography to Social Studies 20.06 Current Affairs 20.08 Teaching Thinking in Social Studies	20.02 Inquiry Projects in Social Studies 20.04 Contribution of Geography to Social Studies 20.10 Teaching Values & Controversial Issues	20.03 Evaluation in Social Studies 20.04 Contribution of Geography to Social Studies	20.11 Creative Activities in Social Studies 20.12 Beginning Teacher of Social Studies 20.14 Aspects of Form 5 Social Studies	S L O T 2
S L O T 3	20.01 Introduction to Social Studies	20.05 Local History and Local Community Studies	20.09 Group Work in Social Studies	20.03 Evaluation in Social Studies	20.06 Current Affairs	20.11 Creative Activities in Social Studies	S L O T 3

APPENDIX IX

Secondary Teachers' College Auckland: 1981 Programme of Teaching Practice

FIRST TERM

		BLOCK 1				BLOCK 2				BLOCK 3					
Jan. 30	Feb. 2-6	Feb. 9-13	Feb. 16-20	Feb. 23-27	Mar. 2-6	Mar. 9-13	Mar. 16-20	Mar. 23-27	Mar.30 Apr. 3	Apr. 6-10	Apr. 13-17	Apr. 20-24	Apr.27 May 1		
	1	2	3	4	5	6	7	8	9	10	11	12	13		
	ENROLMENT (2.2.81) WAITANGI DAY, 6.2.81	DIVISION U ORIENTATION COMMENCES 9.2.81 SCHOOL OBSERVATION, 12,13			Uni. Enrol- ment	Div. C (except Tech), M & M Lang.									
			Div. B (except B1; B3PE; B3/B3U Tech)												
			B3 Tech. Sec. Schs												
			Tech (Div.C,W & B3U) Int. Schs												
			B1 Int. Obs.												
			Commercial 2, 3 & Special												
								Com.1 Int. obs.	Com.1 Commun. service						
									H.Ec 1 Prim. Obs.						
								Home Economics 2 and 3							
				B3 Physical Education									EASTER		

APPENDIX IX cont'd

SECOND TERM

BLOCK 4				BLOCK 5				BLOCK 6				
May 25-29	June 2-5	June 8-12	June 15-19	June 22-26	Jun.29 Jul. 3	July 6-10	July 13-17	July 20-24	July 27-31	August 3-7	August 10-14	
1	2	3	4	5	6	7	8	9	10	11	12	
FIRST ASSESSMENT MEETINGS	QUEENS BIRTHDAY			Div.C (except Tech), M & M Lang.								
		Div.B3U (except Tech)										
		Div. B (except Tech & B1 Arts/ Sc/Comm/Mus)									B1 Sec'y	
		B1 (except PE) Int. Schs										
						Home Economics 3						
						Home Economics 2						
						H.Ec.1 Com. Serv.						
						Technical (Divs C,W,B						
						Com. 2, 3 and Special						
						Com.1 Sec. Obs		Com.1 Off.Exp.				

APPENDIX IX cont'd

THIRD TERM

BLOCK 7				BLOCK 8				BLOCK 9				BLOCK 10		
Sept. 7-11	Sept. 14-18	Sept. 21-25	Sep.28 Oct. 2	Oct. 5-9	Oct. 12-16	Oct. 19-23	Oct. 27-30	Nov. 2-6	Nov. 9-13	Nov. 16-20	Nov. 23-27	Nov.30 Dec. 4	Dec. 7-11	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
				Div. C, B3U, M & M Lang.				Division B1, B2, B2U, B3						
SECOND ASSESSMENT MEETINGS				Home Economics 3				FINAL ASSESSMENT MEETINGS						
				Home Ec.2 (Sec), Home Ec. (Int)										
				Division Technical (Div.W)										
				Comm. 1, 2, 3, Special										
						Univ. exams begin	Labour Day 26th							

Appendix X COMMUNITY LIFE COURSE OVERVIEW

GRADE ONE THE LOCAL COMMUNITY	GRADE TWO THE WIDER COMMUNITY	GRADE THREE REGIONS IN PNG
<u>THEME: INDIVIDUALS</u>		
Awareness of individual abilities. Developing social skills. Awareness of individual obligations.	Thinking about oneself. Developing personal and social skills. What is expected of me.	Developing self reliance. Important people in the community. Respecting people and things.
<u>THEME: GROUPS</u>		
Groups in the local community: Family School Church Market	Local customs. Life in neighbouring communities. Buying and selling. Population: families and clans.	Laws in the community. Life in other parts of PNG. Workers in the Community. Population: the village.
<u>THEME: ENVIRONMENT</u>		
Natural and man made things. Talking about the weather.	Living and non-living things. Getting our food. Describing the weather.	Looking at our environment. Uses of plants and animals. Caring for the local environment. Simple recording of weather.
<u>THEME: AGRICULTURE</u>		
Observing and naming plants. Observing and naming animals.	Making a garden. Garden plants. Village animals.	How we use the land. Gardening and custom. Garden plants.
<u>THEME: EVENTS</u>		
Personal and local events: Observation Talking Drawing	Personal and local events: Observation Talking Drawing	Personal and local events: Discussion Simple written recording.

Appendix X cont'd

GRADE FOUR OUR COUNTRY	GRADE FIVE OUR COUNTRY AND THE NEIGHBOURS	GRADE SIX OUR COUNTRY AND THE WORLD
<u>THEME: INDIVIDUALS</u>		
<p>Meeting our needs.</p> <p>People who have helped PNG in the past.</p> <p>Individual roles in the community.</p>	<p>Looking after money.</p> <p>Important people in neighbouring countries.</p> <p>Duties of a citizen.</p>	<p>Learning to be a consumer.</p> <p>Learning about business.</p> <p>Important world leaders.</p> <p>How we can help development.</p>
<u>THEME: GROUPS</u>		
<p>Local Government.</p> <p>Traditional laws in other countries.</p> <p>Old and new ways of life.</p> <p>Groups that help community.</p> <p>Population: age groups in the community.</p>	<p>Provincial Government.</p> <p>Life in neighbouring countries.</p> <p>Transport, communications and trade in PNG.</p> <p>Population in the Province; effects of growth.</p>	<p>National Government.</p> <p>PNG and the world.</p> <p>Developing the nation.</p> <p>Population in the nation; future growth.</p>
<u>THEME: ENVIRONMENT</u>		
<p>Looking at a different environment.</p> <p>Products of PNG.</p> <p>Daily weather recording.</p> <p>Looking at maps.</p> <p>Changing the environment.</p>	<p>Physical features of the Province.</p> <p>Using the environment of the Province.</p> <p>Harming the environment.</p> <p>Weather recording using units.</p> <p>Reading a map.</p>	<p>Physical features of PNG.</p> <p>Major development of PNG.</p> <p>Protecting the environment.</p> <p>Effect of weather on village life.</p> <p>Reading and drawing of maps.</p>

Appendix X cont'd

GRADE FOUR OUR COUNTRY	GRADE FIVE OUR COUNTRY AND THE NEIGHBOURS	GRADE SIX OUR COUNTRY AND THE WORLD
<u>THEME: AGRICULTURE</u>		
<p>Who owns and uses the land?</p> <p>The school garden.</p>	<p>Traditional land rights.</p> <p>Fishing and hunting rights.</p> <p>Agricultural and livestock projects.</p>	<p>Modern land rights and laws.</p> <p>Agricultural projects.</p> <p>Caring for domestic animals.</p> <p>Getting help.</p>
<u>THEME: EVENTS</u>		
<p>Provincial events.</p> <p>Past events.</p> <p>Cause and Effects</p> <p>Extending recording and illustrating skills.</p>	<p>National events.</p> <p>Recording on maps.</p>	<p>World events.</p> <p>Time lines</p> <p>Wall charts</p> <p>Project books</p> <p>Class magazines.</p>

Appendix XISECONDARY SOCIAL SCIENCE - CONCEPTS

The major concepts introduced each year are:

<u>GRADE 7</u> <u>THEMES</u>	<u>GRADE 8</u> <u>THEMES</u>	<u>GRADE 9 & 10</u> <u>THEMES</u>
Similarities and Differences	Change and Development	Adaptation and the Modern World
<u>CONCEPTS</u>	<u>CONCEPTS</u>	<u>CONCEPTS</u>
individual group group community village family school role status population environment technology values prejudice tradition law customs rights obligations sanctions social control interdependence nation independence time race place climate	economic social political decentralisation conflict cause effect parties policies industrialisation internation interdependence appropriate technology social stratification wantok system	evolution contemporary man community society culture social class world trends man and environment rural environment urban environment industrialisation government ideology international relations P.N.G. in the global picture the village future development

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