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A GENERAL SURVEY OF EDUCATION ON NIUE

A thesis presented in partial fulfilment of
the requirements for the degree of
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ABSTRACT

The primary purpose of the thesis is to survey the provisions for education which began with the London Missionary Society Schools and eventually in 1952 the Government Administration assumed responsibilities towards developing a full quota of primary education. Secondary education at Niue High School followed in 1956, with a Teachers Training Centre in 1958, both of which constituted provisions for post-primary education, supplemented by higher education made available in New Zealand and other overseas institutions.

Niue's educational provisions will continue to become dependent on New Zealand in opportunities for higher education, in educational policies, for financial aid and to a less extent for the vocational courses designed to furnish Niue's manpower requirements.

Part II deals with the relationships between education, manpower needs and economic development in which ideas are explored within the Niuean context. This scrutiny indicates that the education provisions are not well related to the manpower needs of Niue as a politically self-governed state. The Government Administration and in general the Niue Public Service are adequately catered for, but not so in economic development and manpower needs.

Irrelevancy in education provisions resulted in social disorganisation which is a direct effect of Nuieans emigrating to New Zealand to seek employment, and to a greater extent utilise the skills that were learnt in the classroom.

The key ideas in the series of education planning are examined and recommended for the future are proposed with particular respect to Agriculture, School Curriculum, and Adult Education.

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PREFACE

The history of Niue's education system is a transplanted heritage from its colonial benefactor to whom it owed its development. The central theme of this investigation manifests itself on the claim that, because of the nature in the development of Niue's education system, the essence of development is political and social. In short, the problem to be considered is that: 'the ultimate goal of educational development is for the development of a political state!' It has taken Niue seventy-two years from the time of annexation to New Zealand on 11 June 1901 to October 17 1974 to achieve a self-governing status, and education has been the main contributor.

The investigation is divided into four parts, not necessarily in their order of importance. The decision is arbitrary, for the convenience of order rather than for the purpose of straightforward recording of facts.

Part I begins with an historical development of educational institutions. Brief mention will be made of Mission Schools from 1861 to 1952 and of the Administration School from 1909 to 1952. 1952 was a year which marked the beginning of a proper Government education programme. Development from this date will continue up to 1972, with references where appropriate to 1975.

A description of the entire system will follow of all institutions as at 1972, from pre-school education, to the Teachers Training College. The Scholarship Scheme and the New Zealand Training Scheme will also be included in Part I because although the Schemes do not operate in Niue, the fact that it is an extension of the system it justifies their inclusion.

Part II deals specifically with the relationship between education and economic development. It will be demonstrated that education's contribution to economic development is restricted mainly to manpower resources. In particular education and employment, or education for employment; the curriculum, especially the place of agriculture in the School syllabus; the effects of emigration on manpower resources and generally educational policies and planning pertaining to economic development.

A second problem is proposed to be investigated: "that far from representing an important role as a pre-condition for economic development, Niue's education system caters more for political and social development". It is hoped that this theme will become obvious by the end of Part II.

Part III will be shorter in content than Parts I or II because most of the statements would have made the relationship of education to political and social development obvious. A brief account of historical development will be followed by New Zealand's approach in administering Niue Affairs. More specific attention is required to examine educational policies in the light of political development.

Part IV is reserved for the conclusions and recommendations of all Parts of the investigation. It is hoped that Part IV is mainly analytical in view of future prospects for Niue, in terms of developmental programmes.

Research methods are straightforward consultation of literature material by a personal Report of a Field study in November 8th to November 22nd 1974. For the most part Ma'ia'i's unpublished M.A. Thesis provide valuable background material, otherwise this thesis would have been severely restricted in material before the 1960 year. All documents which relate to the 1963-1973 decade are Niue Island Government documents on education, at least those which are considered relevant to the study. Many more could have been obtained but the fact that Niue, in its quest for self-government, was reluctant to duplicate any further resource material other than those which have been 'dubiously' acquired.

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A General Survey of Education on Niue

Introduction:

Briefly outlines these factors:-

- (a) The nature, scope and limitation of the study.
- (b) The statement of the problem to be considered.
- (c) The divisions within which each part belongs.
- (d) Data - e.g. Facts, figures, tables, etc.

The progress of Niue's education system was 'planned' in accordance with the growth of political development. In respect of this and in spite of the obviousness of the desire of the government to make education a dominant contributing factor to economic development this has not been the case up to the present time. Niue's education system has always been a major contributor to political development. This statement will bear out strongly the resemblances of political policies in the past and more specifically during the 1960's. In short this thesis will be involved with looking at developments in Education which have their parallel in political policies. In other words, during the 1960's localisation of positions of responsibility within the Government service was the main purpose behind education.

Introduction to the Institutions which make up Niue's education system.

(a) Historical Development of Education Institutions:
1861-1973

<u>Phase I:</u>	(i) The Mission Schools	1861-1952
	(ii) The Government Schools (Primary	1909-1952)
<u>Phase II:</u>	(i) Primary Schools	1952-1973
	(ii) Secondary Education	1956-1973
	(iii) Teachers Training College	1958-1973
	(iv) Scholarship Scheme	1949-1965
	N.Z. Training Scheme	1966-1973
	(v) Pre School Education	1969-1973
	(vi) Adult Education	1966-1973

These were the complete number of educational services on Niue up to 1973. Most of the changes coincide with Niue's relationship with New Zealand's policy and its administration.