



DEPARTMENT OF STATE

Washington, D.C. 20520

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October 18, 1973

MEMORANDUM

TO: INTERIOR/OMSN - Captain Scott
INTERIOR/DOIA - Mr. Carpenter

FROM: STATE/EA - John C. Dorrance

SUBJECT: Micronesian Political Education

I have mentioned on several occasions the Australian political education program in Papua New Guinea. This program, begun in the early 1960s and now at a peak, is undoubtedly the most massive and comprehensive political education effort ever undertaken by an administering authority in a dependent area -- and from personal observation over an extended period, it has been most successful. Significantly, the problems the Australians have had to face are those we have in Micronesia -- but compounded many times. As examples, Papua New Guinea has 750 separate languages with "pidgin" the common language in most areas. The 3 million people range from primitives barely out of the stone age, to sophisticated university graduates. Regionalism and separatist movements are rampant, and geography minimizes contact between linguistic and ethnic groupings.

The program covers every facet of political education important to self-government and popular decision-making processes. Among subjects covered have been: (a) various forms of political status; (b) internal constitutions; (c) centralism vs. federalism; (d) Papua New Guinea's role in the Pacific area; (e) the responsibilities of governments and of citizens; (f) the role and functions of governmental institutions; (g) comparative information on other Pacific territories and states; (h) the economics of self-government and independence.

Although in recent years the program has been designed primarily to prepare Papua New Guinea for

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independence, many of the materials developed for radio broadcast, school use, group discussions, etc., are in fact ideally suited to Micronesian use with little or no change in content. Further, the techniques of political education as developed in Papua New Guinea are fully applicable to Micronesia.

In short, we could learn a lot from the Australians and their administration in Papua New Guinea. More specifically, I would strongly urge that some or all of the following steps be taken to benefit from the Australian experience.

-- The USIS officer being assigned to the Status LNO office on Saipan should travel to Saipan via Port Moresby and spend approximately ten days in that area on political education consultations.

-- This should be backed up by an orientation/consultations trip to Port Moresby by one or two key members of the TTPI Public Affairs staff who would, inter alia, select from available Papua New Guinea materials those items which could be used in Micronesia.

-- Additionally, consideration should be given to employing on contract or as consultants, Australian political education specialists to work at the TTPI headquarters in the initial phases of developing political education techniques, programs, etc.

cc: EA - Mr. Sneider
EA - Mr. Hummel

EA/ANP:JCDorrance:rlw
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