

Trends in School Development in the Pacific with Special Reference to School Size*

Prem Udagama

The setting

This paper is restricted to a small area of the Pacific — 24 million square kilometres of South Pacific Ocean with 11 micro-states. Papua New Guinea, the American territories to the north, and the French colonial territories are excluded. Table 1 (Cole & Parry, 1986) gives a rough idea of the geography, demography and socio-economic conditions of the small states in the Pacific. One may note the smallness of land area, population, gross national product, small resource base, small economies and internal markets. But this general observation should not obscure the variations of the states in one or more of these characteristics, which form a part of the ecology of education in these societies.

The land area of these small nations varies from 28,530 km² (Solomon Islands) to 10 km² (Tokelau). The two other island states small in land area are Tuvalu (26 km²) and Nauru (21 km²). Besides the smallness of land area these states (with the exception of Nauru) have a spread of islands which are scattered over vast ocean spaces. Some of these are uninhabited. Fiji, for example, has more than 300 islands of which only 106 are inhabited. Schools are found only on 55 islands. In fact one cannot be too sure of the exact number of islands making up some of these micro-states. Different sources give different numbers.

The atolls of Tuvalu, Tokelau and Kiribati have poor resource bases. Even soil for farming is scarce. According to Fairbairn (1983) these island states are economically stagnant and there is a growing disparity in income levels.

Geographical isolation within the larger world and isolation within the communities, poor resource bases, poor communication, low incomes, dependency and the consequent "dependent" mentality, varying densities

*An edited version of a working paper for the Commonwealth Pacific Workshop on "Improving the Cost Effectiveness of Small Schools", Auckland, 19-26 November, 1986.

Table I
Pacific Island States and Territories: Basic Indicators

	Land area (km ²)	Sea area ('000 km ²)	Population ('000)	Density (people per km ²)	GNP (US\$m) 1983	GNP per capita (US\$) 1983	Adult literacy rate % 1980	Total aid flows (US\$m) 1983	Aid per capita (US\$) 1983	Aust. bilateral aid 1983-84 (A\$m)	Aust. bilateral aid as % of total aid flows
Cook Islands	240	1,830	18	75	20 ^a	1,360 ^a	91.8	9.3	517	0.37	4.0
Fiji	18,272	1,290	670	37	1,140	1,820	75.0	32.8	49	10.04	29.3
French Polynesia	3,265	5,030	152	47	1,380	8,200	94.5	177.8	1,170	0.01	—
Kiribati	690	3,550	59	86	50 ^a	770 ^a	95.0	16.8	285	2.28	14.3
Nauru	21	320	7	333	70 ^a	9,091 ^a	..	—	..	0.05	..
New Caledonia	19,103	1,740	146	8	1,210	8,050	91.3	181.9	1,246	0.01	—
Niue	259	390	3	12	3 ^a	1,080 ^a	100.0	5.6	1,866	0.13	2.3
Solomon Islands	28,530	1,340	254	9	160	610	51.0	27.5	108	7.27	26.4
Tokelau	10	290	2	200	1 ^a	560 ^a	97.2	1.8	900	0.01	0.6
Tonga	699	700	104	148	80	740	99.6	18.0	173	4.99	27.7
Tuvalu	26	900	8	308	50 ^a	570 ^a	98.0	4.2	525	1.19	28.3
Vanuatu	11,880	680	127	11	80	700	..	27.0	213	5.13	21.8
Western Samoa	2,935	120	156	53	119 ^a	770 ^a	97.8	26.8	172	5.30	27.2

^a 1980 figures.

Source: Government of Australia (1984: 170).

(Taken from R.V. Cole & T.G. Parry, 1986, p. 3)

of population, multiplicity of languages and other cultural features affect the quality of education and the structural bases of education systems in the region.

Demographic factors

Education is very much a human activity. The numbers, distribution and growth of population obviously affect the location, size, growth and development of schools in any democratic society. The total population of these 11 countries was 1.35 million in mid-1981. Papua New Guinea has a population of nearly 3 million.

The high population projection for 2000 A.D. is around 2.3 million; the medium projection is about 1.83 million. Some of these countries have a high growth rate in population. Western Samoa and Tonga have a fairly high emigration, which helps to maintain a low growth rate.

Table 2
Urban Population as a Percentage of the Total Population

Cook Islands	27	Kiribati	36
Niue	23	New Caledonia	61
Tonga	26	Nauru	100
Western Samoa	21	Solomon Islands	09
Tuvalu	29	Papua New Guinea	13
Fiji	37	Vanuatu	18

(Source: David Stanley, *South Pacific Handbook*, 3rd ed., 1986, p. 34)

Urban growth is a marked phenomenon in all Pacific countries. One may not think of high-rise buildings and slums in relation to South Pacific capital cities. But Tarawa has a density close to that of Hong Kong; Suva-Nausori conurbation in Fiji has over a third of the total population of the country. Besides employment opportunities and the bright lights of the cities, the location of prestigious secondary education institutions may also be contributing to this phenomenon. The poor development of infrastructure in the outer islands, the lack of economic opportunities, and government development policies may also be contributing to this phenomenon of urban concentration.

Future growth in school age population

Of all the countries in the region, Solomon Islands and Vanuatu have high growth rates of population. Emigration from these countries is insignificant. Primary level enrolment is rather low in both these countries at present. With substantial aid accepted and expected from the World Bank and donor countries, primary school rolls may expand. The other countries, Fiji, Tonga, Western Samoa and the small atoll countries have reached almost a plateau in enrolment at the primary level.

Table 3
Projected School Enrolment
(Percentage increase in school places from a 1981 base to 2001; 1981=100)

Age group (Years)	Fiji	Solomon Is.	Tonga	Vanuatu	W. Samoa
5-9	143	217	136	175	118
10-14	132	209	110	170	109
15-19:					
Current enrolment	115	205	110	170	110
60 per cent enrolment	193	497	129	453	122

Source: Hughes, Ahlberg and Lee
(Taken from R.V. Cole and T.G. Parry, 1986)

Table 3 shows that the future growth area is in secondary education, especially in Solomon Islands and Vanuatu. At present the secondary intake in these two countries is limited by a stringent entrance examination. However, with the expansion of primary education, parents may want more open access to the secondary level as has happened in other countries in the region.

Fiji, Western Samoa and Tonga have virtually equal enrolment of the sexes at the secondary level. In Solomon Islands and Vanuatu a concerted effort may have to be made to change the imbalance of admission of girls to the secondary and tertiary levels.

Secondary enrolment expanded in Fiji in the decade 1974-1984 by 65 per

cent. But still only 36 per cent of the age group 15-19 is enrolled. It is possible that this sector will expand in keeping with social demand, if some problems in the achievement of students could be overcome.

Another feature is the annual rate of growth of urban populations. It is high in Vanuatu (8.0%), Solomon Islands (4.9%) and in Fiji (3.2%). Urban population growth is minimal in Tonga and Western Samoa. Kiribati has a substantial urban population in Tarawa, with a density as mentioned earlier comparable to that of Hong Kong. The elite power groups usually concentrated in urban areas may demand more secondary education. From my experience in Solomon Islands and Vanuatu it is possible that education will be a major growth industry into the next century. Financing this growth is another matter. Vanuatu spends about 12% of its GNP on education. How it can extend beyond this limit is problematical.

Financing of education

Government expenditure on education in Pacific countries is quite high by international standards including the industrialised countries. The percentage of the GNP spent on education varies from 5% to about 12%. In budgetary terms all countries spend some 25% to 30% of their national budgets on education.

This does not take account the contributions of churches, missions, communities, private organisations and foundations in men, money and material to the national education enterprise. This private contribution has not been assessed anywhere.

Many communities contribute to school buildings, teachers' quarters and even school furniture. In some societies, the community erects and maintains school buildings, teachers' quarters and some even feed the teachers as well. In Fiji, for example, the contribution to church and school by every member of the Fijian community, whether residing there or not, is considered a way of belonging to the community. In urban areas the various ethnic and religious groups vie with one another to put up impressive school buildings. Only recently a school was built in Suva at a cost of F\$200,000. This school complex has 13 classrooms, a library, a staff room and an office. Furniture was donated by parents for this school of 490 pupils. In another school in the west of Fiji, four

classrooms were added to a school at a cost of \$100,000. Fiji is a country of some affluence. But almost all Pacific societies, irrespective of income, build schools mostly on private munificence. Fund raising for community activities has developed into a fine art in the Pacific.

The issue of the financing of education is just emerging in Pacific countries. Questions are now being asked about the efficiency and effectiveness of educational systems and institutions. Accountability in education has, so far, not been an issue in these countries.

The fact that some countries like Solomon Islands and Vanuatu have gone to the World Bank for funding for educational development may indicate the desire for high investment in developing the physical facilities in education. Bilateral funding for educational activities, mainly from Australia and New Zealand, has long been part of educational development in the region.

History of schooling

Schooling in the South Pacific is a cultural import from western societies. Schools were established in all the countries where there was Christian missionary activity in the nineteenth century. Some missions were more important than others. In Fiji, Methodist, Anglican and Catholic missions were early in the field while in Tonga the Wesleyan Church was a pioneer.

The early schools were pastors' houses and churches. There were hundreds of them in the mid-nineteenth century. One of the success stories of this period was the creation of literate societies in less than a century in Tonga and Western Samoa. In a span of 40 years one-third to one-half of the population of Fiji become literate. The acceptance of Christianity and an alien culture, the creation of a written language in preliterate societies as well as the smallness of these societies may have been facilitative factors in this development. Today a number of these societies have achieved universal primary education (UPE) with or without compulsory education laws. Unilingual societies appear to have achieved UPE earlier than multi-lingual societies in the Pacific.

At this stage of the development of schools there were no specific school houses. The pastors' house, the compound of the missionary, the village meeting place and the churches were used for teaching the basics. It may

have been something like the pre-school of today in some countries. The community involvement in building school houses may have begun at this time.

The next stage of school development is what Baba called "education for change". It was the time when mission schools were organised to teach "more civilised ways of living". This would be called in other colonial societies the period of "plantation education". Education was organised to make these societies Christian and modern. One notes this development in the establishment of secondary schools in the region.

Tupou High School was established in Tonga in 1866. In Fiji the Levuka Public School (1879) and Suva Grammar School (1883) were founded to cater for the "increasing number of European children". These were the earliest secondary schools in the region, established on the model of their western prototypes. The early photographs of these schools in Fiji show the schoolhouse to be a modest wooden structure.

The next phases of education for change involved governments and were undertaken quite reluctantly in Fiji, Western Samoa, Solomon Islands and Kiribati, according to Baba. Government schools were used for the training of the minor bureaucracy in their colonies and later for training personnel for political independence i.e. education for administration. The pattern, of course, varied. Western Samoa did not have secondary schools until the 1950s. Before that all able students were sent to New Zealand on scholarships for secondary and tertiary education. This was true of Solomon Islands as well. In some other countries secondary education came only after the second world war. This phase could be called "education for development".

The present situation in most countries is similar. Rural primary schools with one or two teachers predominate in the outer islands. These are community supported and the teachers are paid by the government. This is the case in Fiji, Solomon Islands, Vanuatu, Tonga and to some extent Western Samoa, Kiribati, Niue and Tokelau. In Fiji there are 38 authorities which control and maintain schools. Other countries do not have such a large number.

At the secondary level there is a combination of government, mission and private organisations providing schools. In Fiji again, most of the secondary schools are maintained by committees (rural), the Catholic

church, the government and the Methodist church. Many other private and religious organisations maintain between one and five secondary schools, especially in urban areas. In Tonga, Western Samoa, Vanuatu, Solomon Islands and Kiribati governments and missions provide secondary education in rural and urban areas, but as a rule secondary education is an urban phenomenon. The famous 'public' school type secondary schools are alike in architecture, school organisation, curriculum and the school ethos. The speaker of the Solomon Islands parliament called their King George VI Secondary School "the greatest gift of the British to the Solomons". Such schools provide the political, professional and bureaucratic leadership in all of these countries.

If one were to generalise about schools in the Pacific, one could say that rural primary schools are community supported, and the large urban schools located in capital cities are either boarding schools or day schools or a combination of both. Of these the largest is Suva Grammar with an enrolment of 1,100 and Queen Salote High School (Tonga) with about 900 pupils. Most of other secondary schools have an average enrolment of about 300.

Size of primary schools

At a rough estimate there is a school for every 600-700 people in the South Pacific. The schoolhouse and the church dominate every community. Variations in school size are vast, from 10 to 1,100 pupils per school in Fiji alone. One can generalize that the population, its distribution, the level of development and the political sophistication of its people are important in determining the size and the geographical distribution of schools.

Comparable data of the size of schools in the various countries are not readily available. Nor do the annual reports of the ministries and departments of education provide statistics on enrolment in individual schools, except in a few countries such as Fiji and Kiribati. (Data for Cook Islands schools were collected by the writer on a visit to that country in 1979.)

Fiji

Data on the size of primary schools (excluding government and

independent schools) for 1975 show that over 72% of the schools have an enrolment of 205 pupils or less. The small schools with an enrolment of 100 pupils or less were 248 in number, constituting just over 37% of all primary schools. There were 122 schools with an enrolment between 206 to 415 i.e. 19%. The vast majority of primary schools (91%) had enrolments of less than 415 pupils. However, there were two primary schools with an enrolment of over 900. These were urban schools. The small rural primary schools did not have all the grades (1 to 6). Some had only 2 or 3 grades.

The total number of primary schools (excluding 16 government schools and a few independent schools) was 648 in 1984. In nine years that number has increased by 11. It is evident that the growth area in education in Fiji is not at the primary level. Fiji attained UPE some years back. In fact, a few schools may have to be closed because people are moving from the smaller islands to other centres.

Kiribati

According to the *Digest of Education Statistics*, Kiribati Ministry of Education, 1984, there were 104 primary schools on 20 inhabited islands. Of these, 87 had enrolments of 150 or less; 56 had enrolments of less than 40. Nearly 80% of the schools were small rural schools. In Tarawa there were 5 schools with enrolments over 400 and two similar schools were located in other densely populated islands.

Vanuatu

The *First Annual Report of 1980* gave enrolment figures for individual schools for only the French-medium schools. Of 116 primary schools, 64 had enrolments of less than 101. The majority in this category had enrolments below 50. There were only 4 schools with enrolments above 400. There were 139 English-medium schools for which enrolment figures were not given. The report stated that "the low population density over much of the group makes the full 'six-class, thirty-pupil, 180-school' enrolment the exception rather than the rule". The scattered nature of settlements in about 80 islands necessarily makes the rural primary school a small one with one or two teachers.

Cook Islands

There were 41 primary schools in 1979 on the 15 inhabited islands. Of these 31 had enrolments of less than 200. Nearly 75% of these schools then could be classified as small. There were only two schools with enrolments between 200 and 400.

Solomon Islands

Of the 922 islands, 10 are large islands where most of the population is located. Of what the Solomon Islands census describes as "localities", 80% have populations of less than 49. The mean size of a locality was 64 in the Western Division (highest) and 31 in Central Highlands (the lowest) among the 8 divisions of the country. In the whole country there were 403 primary schools with a total pupil population of 34,800 in 1983 (Solomon Islands: *Statistical Yearbook*, p. 139). From this figure it appears that the average rural primary school has about 86 pupils.

Niue

There were 8 primary schools in 1979 with enrolments ranging from 34 to 168, maintained by School Committees (*Niue National Development Plan*, 1980-85, p. 115).

Tuvalu

There were 9 primary schools with an average enrolment of about 130.

Tonga

According to the *Report of the Ministry of Education* for 1984, there were 111 primary schools in the kingdom. Of these 99 were government schools and over half were located on the main island of Tongatapu. Three other islands had 9 schools, of which 5 were in 'Eua. The two Seventh Day Adventist Schools had enrolments of 140 and 47 each.

Western Samoa

There were, in 1979, 132 primary schools (mostly government schools) in Western Samoa which had a total enrolment of 36,759. Of this number 112 were rural and the rest were urban. The average enrolment in an urban primary was about 570, while the average rural school had an enrolment of 274.

As a generalisation one may say that the primary school is a widespread institution in the communities of the South Pacific except in remote islands and mountainous regions. The primary school on the average has about 100 pupils. As was stated in the case of Vanuatu a substantial number of these schools do not have the full complement of grades to make up a primary school. The number of teachers is also restricted as they are appointed on the total enrolment numbers rather than on the grades. Multiple class teaching is a feature in many countries. Most are day schools but there are a few boarding schools where communication is difficult.

The primary schools are basically community supported. The school buildings, teachers' quarters and furniture may be supplied by the community. The aspiration of most, if not all, communities is to have a modern building of concrete and corrugated iron with glass windows and separate rooms for each grade. The quality of buildings varies enormously from country to country and within countries depending on the geographical location of each school.

Size of secondary schools

There were 139 secondary schools in Fiji in 1984, an increase of over 43% in one decade. The largest secondary school (established in 1882) had an enrolment of 1,100 students. The smallest had about 60 students. The majority (68%) have enrolments of about 300. The secondary schools are maintained mostly by missions and private organisations. Few are run by the government. The secondary school is generally urban based. Though 70% of the population is rural based, only 37% of secondary school students are in the rural sector. This may be because many rural students are enrolled in urban schools. The rural secondary school may be a boarding school, but most secondary schools in Fiji are day schools.

In Vanuatu, of the 8 English-medium secondary schools, the largest had an enrolment of 311, the smallest 32. These are all boarding schools. The French system had one lycee with 694 students and 2 colleges with small enrolments.

In Solomon Islands, as in Vanuatu, all national secondary schools are boarding schools — the biggest enrolment was 501 and the lowest 173. Among the provincial secondary schools the highest had 305 students, the lowest 171.

In Kiribati, the government school had 482 pupils and 4 mission schools had less than 200 each. In the Cook Islands the variation of enrolment at the secondary level was from 652 to 93.

In Western Samoa and Tonga the missions maintain most of the secondary schools, while the governments run a few prestigious schools. Secondary education came to Western Samoa rather late, in 1953. But Tonga has the oldest secondary school in the South Pacific — as mentioned earlier. The Wesleyan mission runs a large number of secondary schools in Tonga. The largest secondary school in the country has an enrolment of 908. The smallest had 60. The average Tongan secondary school had an enrolment of about 400. Tonga believes that it has achieved universal secondary education. Western Samoa has 51% of the age group 15-19 in school.

There are three middle schools in the atoll island group of Tokelau. Kiribati has small secondary schools, apart from one in Tarawa with an enrolment of 482. Niue has a secondary school with 430 pupils. Tuvalu has one high school with about 230 pupils.

The secondary school in the South Pacific is generally a boarding school, urban-located, mission-controlled and usually built by contributions from outside the region. Some of the prestigious institutions are run by governments. Rural secondary schools are invariably mission-controlled, financed and staffed by teachers from the mission. A fair number of expatriate teachers are employed at the secondary level in some countries.

In Fiji the secondary schools that are emerging in urban areas are built by private school management. These are financed largely by ethnic or religious communities. Their buildings compete for architectural splendour and they do not seem to worry about educational utility. The

older secondary school was an 'egg crate' upon 'egg crate' structure with verandahs. The modern one looks like blocks of flats rather than modern institutions of learning either futuristic in outlook or aware of new educational technologies.

Pre-schools

The nurseries and pre-schools have not been discussed so far. These are now becoming a feature in all Pacific societies. The pre-school is usually privately organised and financed. The urban ones are attractively built centres but the rural ones are housed in any type of building — abandoned houses, churches, church compounds and rural meeting places. A pre-school workshop in 1982 summed up the problem on one island. "The biggest problems are needing a permanent home, chalk, pencils, colour pencils, blackboard, rulers and small tables."

School buildings

Early rural primary schools were the small 'bure' or 'fale' type structures, built of local materials and constructed by the community. These were the church and community schools, which still exist in the rural areas of almost all the countries. In Fiji the community contribution to church and school is almost a way of life. Perhaps the same prevails elsewhere.

School buildings now tend to be constructed of permanent building materials. At least it remains an ideal. The corrugated roofed small school — like the little red schoolhouse in U.S. in an earlier era — is a symbol of modernization, growth and development in the rural habitations of the Pacific. School houses range from those built of local materials to magnificent buildings with swimming pools as in some of the French-medium schools in Vanuatu. But many reports mention that buildings are not well maintained. One country reported that most buildings need repair. Some countries still allow local traditions to continue at least at the primary level. Children sit on mats and do their writing leaning on the floor. Though parents desire permanent buildings, land tenure laws in some countries are an obstacle to the erection of permanent buildings.

In the South Pacific the 'egg crate' type of primary school building is the

usual pattern. Some have a verandah. Even the larger schools are built as one 'egg crate' on top of the other with verandahs and stairways. Modern and utilitarian school architecture has yet to come to the Pacific.

The schools that are donated by metropolitan powers sometimes are costly ones. One secondary school in Vanuatu cost 551 million vatu. It is like a mini university campus with modern buildings and equipment, and hundreds of metres of corridors. Whether the government will be able to maintain such school buildings in future is doubtful. For the donor country it is of symbolic value to "win friends and influence people" and have a showpiece. But the recipient country many have a 'white elephant' in its national budget in future.

The functional type of school architecture developed by UNESCO in Bangkok has not influenced the South Pacific. These models and plans were developed by a UNESCO institute which lasted over a decade. The architect continues to work from the Bangkok office. Plans of earthquake and cyclone resistant buildings, suitable types of furniture, equipment, laboratory fittings, workshops etc. have been published. Unfortunately, these prototypes and research findings and even free advice from UNESCO are apparently not known to countries in the Pacific as was noted in a workshop on school buildings held in Fiji recently.

Future trends

One is wary of predicting the future unless one is a religious messiah. Perhaps primary schools will spread to all communities in Solomon Islands, Vanuatu and Papua New Guinea in order to attain UPE by 2000 or thereafter. They are likely to be isolated small schools, with one or two rooms, in the remoter islands and settlements.

The greatest growth area in all countries will be the secondary education sector, mostly of day schools. Fiji will perhaps have the largest growth in this sector. In spite of many controls in the Melanesian countries public pressure may induce governments to open up more secondary schools. Secondary education will grow fast as a result of urbanisation in almost all the countries of the region. It will not be surprising to see double sessions in prestigious secondary schools in a decade or two in some of the capital cities of the Pacific as has happened in Singapore.

It is also possible that the migration of rural populations from islands that do not receive funds for developing infrastructures, as was noted in a study in Fiji, may force some primary schools to close down. But the small school will remain in the rural settlements.

Countries which bid for loans for international agencies need to be cautious in negotiations as to the amount and the purpose of aid. An eminent Pacific Island economist, Fairbairn, warned in 1983, "In many cases financial resources are channelled into the building up of social services and infrastructural facilities that are far too sophisticated often to the point of being grandiose in relation to need and what the country can afford in the long term".

The small school will remain an educational establishment of rural communities not only in the Pacific but elsewhere in the world in the foreseeable future. Can the educational sector alone improve this institution and its offerings? Cannot this institution be the nucleus of development in rural communities? May we not reconsider the very concept of development and education in our societies before the rural communities became 'wastelands'? Will the cost-benefit analysis alone, without considering cultural and social values, produce a viable small school in the future? Will integrated community planning and development be another way of looking at the small school and its community?

Bibliography

- Baumgarner, Kenneth E. (1982) A Case Study of the Development of Science Education in Western Samoa with Specific Reference to the Development of the Western Samoa Science Programme Forms I and II. A postgraduate project for the M.A. degree, Macquarie University (unpublished typescript).
- Cole, R.V. and T.G. Parry (eds.) (1968) *Selected Issues in Pacific Island Development*. Canberra: ANU.
- Crocombe, Ron (ed) (1983) *Foreign Forces in Pacific Politics*. Suva: Institute of Pacific Studies, USP.
- Fairbairn, Teo I.J. (1983) 'Economic Forces: Constraints and Potentials' in Ron Crocombe, *op. cit.*
- Government of Niue (1979) *Niue National Development Plan, 1980-85*. Alofi.
- Government of Tonga (1985) *Report of the Ministry of Education for the Year 1984*. Nuku'alofa: Govt. Printer.
- Government of Western Samoa, *Western Samoa's Fifth Development Plan, 1985-1987*. Apia: Dept. of Economic Development.

- Kiribati Ministry of Education, *Digest of Education Statistics*, 1984.
- Kiribati National Development Plan, 1978-1982.
- Kiste, Robert and Richard A. Herr (eds.) (1985) *The Pacific in the Year 2000*. Honolulu: Center for Asian and Pacific Studies, University of Hawaii at Manoa and Pacific Islands Development Program, East-West Center.
- Knudsen, Karen (1985) *History of U.S. Trust Territory of the Pacific Islands*. Conference Proceedings the Ninth Annual Pacific Islands Studies Conference. Honolulu: Center for Asian and Pacific Studies, University of Hawaii at Manoa.
- Low, B.L. and Dunkeles, M.L. (eds.) (1979) *A Workshop on Aims of Primary Education for Tonga and Western Samoa*. Sydney: Macquarie University. (mimeo)
- Parliament of Fiji (1985) *Ministry of Education: Annual Report for the Year 1984*, Parliamentary Paper No. 41 of 1985.
- Reflections on Micronesia: Collected Papers of Father Francis X. Hezel, S.J.*, (1982) Honolulu: Center for Asian and Pacific Studies, University of Hawaii at Manoa.
- Republic of Vanuatu, *First Annual Report on Education for the Year 1980*. Port Vila.
- Solomon Islands National Development Plan 1980-84*.
- Solomon Islands: 1983 Statistical Yearbook*, Bulletin No. 22/84.
- Solomon Islands (1982) Pre-School Workshop*, Honiara (mimeo).
- Stanley, David (1986) *South Pacific Handbook*. 3rd ed. Chico, California: Moon Publications.
- Thomas, R. Murray and T. Neville Postlethwaite (1984) *Schooling in the Pacific Islands: Colonies in Transition*. Pergamon Press.
- Tonga Central Planning Department, *Fourth Five Year Plan, 1980-85*.
- World Bank (1980) *The Solomon Islands: An Introductory Economic Report*. Washington D.C.