

## THE BLATCHFORD COLLECTION - 1959

**Introduction to 1959:** *The most important issue for education in 1959 was universal primary education. The matter was promoted in the media and discussed widely at conferences, seminars and in-service courses. But, other than general agreement on policy, the approach to be taken and a few administrative changes, little progress was made. The same problems remained: no money, no materials, no men (or women).*

*While PNG Education Director Graham Roscoe and Territories Minister Paul Hasluck promoted universal primary education the UN, after its 1959 visit to the Trust Territory of New Guinea, recommended that high priority be given to secondary education and that the existing facilities in primary education be consolidated and improved. In addition, Roscoe informed Administrator Donald Cleland that it was time to start planning for a university.*

**Australian School of Pacific Administration, List of Papers Presented to Papua and New Guinea Senior Officers' Courses, Nos. 1-6, 1956-61.** Nine pages listing the authors and titles of papers presented to each course. This paper is stored with 1956 material. The theme for Course 4 was 'Native Labour in Papua and New Guinea.'

**GT Roscoe, *Our Neighbours in Netherlands - New Guinea*, Jacaranda Press, Brisbane, 1959.**

**C Brooks, *Lesson Notes for Agricultural Projects in New Guinea Schools*, Jacaranda Press, Brisbane, 1959.** Brooks was the Rural Education Officer in the Department of Education at Rabaul. In the introduction Roscoe says: "The Director of Education has promised the Minister for Territories that he will do all he can to encourage native teachers to undertake Agricultural Projects in Primary Schools. Of course teachers need advice and guidance, and it is to help native teachers to plan and carry out Agricultural Projects that Mr. Brooks has written this book." The book gives notes on four different projects for Standards III, IV, V and VI.

**GT Roscoe to the Public Service Commissioner, *Organisation - Department of Education*, 2 January 1959. ED/1 A/1 Pt III f25.** Roscoe now agrees with the Department of Territories' suggestion that Teacher Training is important enough to justify the creation of a separate Division. When the matter was first put to him in Sydney in November 1958, Roscoe had expressed misgivings about being able to fill the senior posts from within the Department but he is now satisfied the necessary qualified staff can be found. The letter includes duty statements for the Superintendent of Primary Schools and the Chief of Division Teacher-Training.

**GT Roscoe, *Mission Relation Matters*, 5 January 1959.** The Mission Relations Officer will be absent on leave for three months and all mail should be addressed to the Department of Education, Port Moresby.

**GT Roscoe, *School Calendar 1959*, 6 January 1959.** Gives dates for school terms, public holidays and examinations.

**GT Roscoe to the Director of Education American Samoa, 6 January 1959. ED5260 Pt7 f18A.** Roscoe provides Samoa with information on expenditure on education and overseas scholarships.

**GT Roscoe to the Chief Collector of Customs, *Purchase of Water Transport*, 7 January 1959. ED/1 A/1 Pt III f28.** "This Department recently submitted to the Minister for Territories a plan of development for universal primary education. The plan necessitated... a very substantial increase in the land and sea transport for field officers engaged in the supervision and inspection of schools. The Department is asking for the full-time allotment of one trawler to be used in the Districts of Milne Bay, Bougainville, New Ireland and Manus." Roscoe also asked for the allocation on a part-time basis of a

number of workboats and launches and pointed out "the Minister's wishes regarding the extension and improvement of Mission Education will be met to the extent that resources can be made available."

**Hasluck Accepts Plan for Education. 'A Time for Building', p 224 (8 January 1959).** Hasluck was happy with Roscoe and the plans he had put forward for education. Reflecting on Roscoe's appointment and his plan for universal primary education for the Territory Hasluck said, "The appointment, which was my own decision against advice, turned out well. Roscoe got down to the job of putting children into schools and teaching them. His methods were more practical and prompter than those of his predecessor. On 8 January 1959 I accepted in principle a plan prepared by the new Director for extended primary education and asked the Administrator to prepare definite proposals regarding the additional measures to be taken in the financial year 1959-60 in accordance with this plan. I expressed appreciation of 'the vigorous and practical approach of the new director to his tasks.'"

**GT Roscoe to the District Education Officer Rabaul, *Organisation of Teacher Training Class in Rabaul*, 8 January 1959. ED3021 Pt I f1.** Requests the DEO to investigate and report on a proposal to train up to thirty 'B' Certificate candidates at Rabaul. It is proposed that the trainees should live at Malaguna Technical School and use Pila Pila as a demonstration school.

**GT Roscoe to D McCarthy, *District Plan - Sepik District*, 9 January 1959. ED5111 Pt5 f122-124.** Commenting on the five-year plan for the Sepik District, Roscoe makes the following observations: "There are possible 50,000 children of school age in the Sepik District. If all the schools included in the plan were to be established, at the end of the five years only 1,500 children would be in attendance at Administration schools. In point of fact, even if the schools were built it is quite unlikely that the Department of Education would be able to provide teachers for them. The output of trained native teachers is very low, and there is no prospect of any great increase in the immediate future. The fact must be faced that if we are to have universal primary education in this country within ten or fifteen years, it can be done only by the development and improvement of Mission schools.... The Five Year Plan for Education in the Sepik District should have as its objective the provision of primary education for 25,000 children. There are in the Sepik District at the present time 41 Mission schools which are either Registered or Recognised with an enrolment of 1,600 pupils. The only practical way to provide primary education for half the child population of the Sepik is to take in hand those Mission Schools which at present are classed as exempt and raise them to a standard of efficiency which will render them eligible for Registration or Recognition. The Department already has plans to work along these lines throughout the Territory... The Honorable the Minister for Territories has approved of the appointment of four new Inspectors of Schools and seven additional District Education Officers. The duty statements of Education Officers Grade 1 and Grade 2 have been modified to permit the Director of Education to detail any officer of those Grades for duty as an Area Education Officer. If future an Area Education Officer will not be held responsible for the management of a single school. His work will be the supervision of all Administration and Mission schools in a specified area. He will carry out inspections under the direction of the District Education Officer, he will conduct short courses for Mission teachers and he will visit Mission schools regularly to advise and supervise the teachers. The aim of his activities will be to raise the schools in his area to an acceptable level in the shortest possible time. The Department intends to appoint very few European teachers in charge of native schools in future but to divert as many European Officers as possible to the work of supervision and direction an Area Education Officers... The District Commissioner should plan to provide accommodation and transport for three Area Education Officers in 1959, increasing by annual instalments to a maximum of 12 by 1963. The District Education Officer needs a Landrover on full-time allotment."

**LE Butler, *Seniority - Officers Appointed Post War up to 1<sup>st</sup> July 1949*, 12 January 1959, Ed24 Pt1 f9-13.** A list of every officer in the Administration giving their full names and date of appointment for seniority purposes.

**South Pacific Post, Parents' Influence Best for Teenagers Director Says, 13 January 1959, p 9.** Roscoe says children under 15 should stay with their parents. On the other hand it is better to send them away than to miss secondary education.

**South Pacific Post, Teachers Have No Discipline Difficulties Says Director, 13 January 1959, p 10.** But the teacher must earn the child's respect as children generally more intelligent and independent.

**GT Roscoe to Public Service Commissioner, Organisation – Department of Education, 14 January 1959. ED/1 A/1 Pt III f38-41 and ED4 No2.** Roscoe suggests that the Division of Primary Education include all primary schools, whether European or native pupils and the Division of Secondary Education include all secondary school, whether integrated or non-integrated, and all intermediate schools for native pupils as well as pre-entry training and Auxiliary Division training for indigenous students. This means that the Chief of Division Primary Schools will be relieved of the responsibility for Teacher Training and the Secondary Division will give up so-called standard school and receive in return those Native schools that operate at post-primary level and are known as intermediate schools. The letter includes new duty statements for the Chief of Division – Primary Education and the Chief of Division - Secondary Education.

**GT Roscoe to Public Service Commissioner, Pre-Entry and Auxiliary Division Training, 14 January 1959. ED/1 A/1 Pt III f32-34.** The Department of Education is to provide tuition by correspondence and tutorial classes for Administration servants who desire to qualify for entry to the Auxiliary Division and members of the Auxiliary Division who desire to qualify for admission to the Third Division of the Public Service. It therefore becomes necessary to set up a permanent organisation to cope with this work and it is proposed that there should be a branch within the Division of Secondary Education to be entitled Pre-Entry and Auxiliary Training Branch. It was proposed that the initial establishment would be 15 officers.

**GT Roscoe, Pre-Entry and Auxiliary Training, 14 January 1959.** All future correspondence should be forwarded to the Department of Education. Provides information on entry requirements, subjects to be studied, study during working time, junior public examination by correspondence, pre-entry classes, duration of classes, size of classes, conditions for teachers, examinations, and information to be provided by the District Education Officers.

**JK McCarthy to the District Commissioner Sepik District, District Plan – Department of Education. 14 January 1959, ED5111 Pt5 f125-6.** "If I may define the policy of the Department in regard to Primary Education, I would put it thus: It must be accepted that there never will be sufficient Administration European teachers to staff the primary schools required. This being the case, it follows that the Administration will not attempt to establish Government Primary Schools on any large scale. The Missions will undertake the primary education of the Territory's children. The Administration's part in this will be the granting of financial aid to Missions and making available a supply of trained native teachers for employment in the primary schools. The Administration will also carry out the essential inspectorial duties required."

**WJC Nesteroff to TL Stanley, 14 January 1959. ED5092 Pt3.**

The District Education Officer receives a letter from his secretary giving a full page list of her duties and asking for a clerical assistant and a capable messenger-cleaner otherwise "I cannot see any way of preventing the chaos which will, without a doubt, occur."

**GT Roscoe, Native Secondary Schools, 15 January 1959. AD/90/3/25 Pt2(B) f27-29.** It has been decided that Sogeri and Kerevat Secondary Schools will provide a four-years' course leading to the Queensland Junior Certificate Examination. Students enrolled in Forms III and IV may receive an allowance of £3 per year. Secondary education within the Territory for female students is more difficult to arrange at this stage. It is hoped it will be possible for the few offering this year to undertake correspondence studies.

**LF Butler, *Scholarships for Public Service Officers, 15 January 1959. ED54 f1-4.***

In 1959 permanent officers may apply for one of three part-time free places to the value of £50 per annum, one full-time free place for degree studies or one full-time post-graduate free place.

**GT Roscoe, *Teacher Training - 1959 Infants Teaching (Alternative 'A') Course, 16 January 1959. ED3019 Pt1 f150-151.*** Lists the girls selected for the course and their previous schools. Their pay will be £1/5/-d per month. In their second year they will continue their training by teaching in well-established schools under experienced teachers and will be paid £2/5/-d a month. In their third year if their work is satisfactory they will advance to £8 per month. As from 1960 the entrance level for the Infants' Teaching Course of training will be Standard VII for those who wish to teach I Administration schools. For the time being Mission trainees will be accepted for the 'A' Course at Standard Vi. Wherever possible, girls capable of coping with scholastic work should remain at school to complete Standard IX.

**GT Roscoe to Public Service Commissioner, *Provisional Promotions, 20 January 1959. ED12/3 f58.*** McLachlan, Lee, Gibson and McNamara selected for provisional promotion to the position of Inspector of Schools; Neilson to District Education Officer Grade 2; McKinnon to District Education Officer Grade 1. Roscoe says that McKinnon "has revealed a far above average aptitude for the effective discharge of the duties of the position. He has furthered the educational activities in the Western District to a marked degree, and I consider this officer ideally suited for promotion as District Education Officer, Mendi, where his talents may be utilized in the establishment and extension of schools in the Southern Highlands District."

**South Pacific Post, *University Scheme Announced, 20 January 1959, p 6.*** The acting Public Service Commissioner, Mr LF Butler, announced the establishment of a 'free place' university scheme for 1959 for officers of the Territory Public Service. There will be three part-time, one full-time and one post-graduate place.

**CR Lambert to DM Cleland, *Plan for Universal Primary Education, 21 January 1959. ED4 No2 f53-54 and ED/1 A/1 Pt III.*** The Minister has approved the Director's plan in principle as being in accordance with the aims of Government policy and the general lines laid down in it should be followed in the vigorous development of universal primary education in the Territory. In relation to matters of finance: the Administrator was asked to prepare definite proposals regarding the additional measures to be taken in the financial year 1959-60 in accordance with this plan; the financial implications of the plan were to be examined in detail, particularly in relation to the sources from which funds were to come; the practice of subsidising local effort by native communities in school building was to be considerably extended; the Administrator was asked to make the decision on Roscoe's proposal for a 13,000 workboat and take any necessary steps in relation to finance; on the matter of financial aid to missions, the Minister directed that further attention be given to developing and detailing the principles governing financial aid so that they may be considered as a whole for firm approval. The Minister forewarned that "foreign vernacular" schools would be closed in 1960. In conclusion, the Minister directed that his appreciation should be expressed of the vigorous and practical approach of the new Director to this task.

**GT Roscoe, *School Broadcasts, 21 January 1959.*** Extra copies of material relating to recent school broadcasts are forwarded to District Education Officers.

**GT Roscoe to the District Commissioner Goroka, *Accommodation - Regional Inspectors of Schools, 22 January 1959. ED5906 Pt5 f36.*** V McNamara to be posted to Goroka. He is single and will be sent when you advise that accommodation is available for him. S. Nielson will move to the Central District.

**GT Roscoe to DM Cleland, *Plan for Universal Primary Education, 29 January 1959. ED4 No2 f60.*** Roscoe notes that the Minister has approved the plan in principle and says that he will have to issue a circular to field officers but thinks it desirable that

Cleland should make a formal announcement first. Roscoe includes a draft for Cleland's consideration.

**DM Cleland, *Plan for Universal Primary Education, Administration Press Statement No 3, 30 January 1959. ED4 No2 f59-60 and AD90/3/25 Pt2(B) f85-86.*** The Minister for Territories, Mr. Paul Hasluck, has approved a plan prepared by the Administration for the development of universal primary education within the Territory of Papua and New Guinea. Less than half the 400,000 children of school age attend any kind of school and of those attending school, only about 75,000 are being taught efficiently. It is the policy of the Commonwealth Government of Australia to bring to every child the opportunity of primary education. While no effort will be spared to extend and develop Administration schools, it is recognised that the objective of universal primary education can be attained only with the goodwill and close co-operation of the Christian Missions. Approval has been given to changes in the organisation of the Department of Education to provide many more field officers for the inspection and supervision of schools. Particular attention will be directed to Mission schools now classes as "Exempt". Their teachers will be assisted to raise their schools to a standard which will merit "recognition" and entitle the schools to be supplied with books and class materials. The key to improvement and extension of schools is teacher training. The Administration will examine the possibility of revising the system of financial grants-in-aid to give more assistance to Native Mission teachers, both in training and in service, and to encourage Missions to prepare more candidates for teacher training. Payments of grants-in-aid for vernacular schools which do not teach English will cease at the end of 1959. The use of local vernaculars will be permitted in the lower standards as a medium of instruction while the children are being introduced to oral English. Missions using vernacular languages which are not the mother tongues of the children are informed that in 1960 they will not be exempted but closed. The principle of "aided self-help" in the allocation of revenue for school construction and the spontaneous efforts of village people should continue to receive every encouragement and support from the Administration.

**G. T. Roscoe, *Plan for Universal Primary Education, Circular Memorandum No.11 of 1959, 30 January 1959. ED/4 No2 f69-71 and AD90/3/25 Pt2(B) f31-32.*** Repeats much of Cleland's press release. Only additional information is reproduced here... The purpose of Circular Memorandum is to give field officers and others concerned a clear idea of their own responsibilities in connection with the development of this plan. The main features of the plan may be summarized as follows: (a) Changes in Departmental Organisation: to provide a field force for – (b) Inspection and Supervision of Mission Schools: leading to registration of schools in increasing numbers made possible by – (c) Expanding Programme of Teacher Training: encouraged and assisted by – (d) Revised Scale of Financial Grants-in-Aid: particularly in relation to the maintenance of Native Mission teachers both in training and in service; (e) In-Service Training of Native Mission Teachers: and introduction of – (f) Improved Methods of Teaching English to Native Pupils: made possible by – (g) Mass Production of Activity Material and Teaching Aids: programmes of work and textbooks... Four Inspectors of Schools will have regional responsibilities: the New Guinea Islands; the New Guinea Mainland; the three Highland Districts; and Papua. Three unattached DEO's will be available for relieving duty or for special assignments. The Regional Inspectors will examine the inspectorial standards and techniques of the District Education Officers within their regions and will hold conferences of DEO's at which these matters can be discussed and adjusted. The Inspector of Schools will personally inspect all teacher training institutions, all secondary and intermediate schools and all European primary schools within his region. A Regional Conference of District Education Officers should be held at least four times a year with the Director of Education attending one and the others attended by at least a Chief of Division or Superintendent of Schools. Inspectors and DEO's may well consult the Missions to ascertain the Missions' own plans for educational progress and to inform the Director how best these may be integrated with the Department's own program.

**GT Roscoe, *Classes for Auxiliary Division Officers – Port Moresby, Circular Memorandum No.12 of 1959, 30 January 1959.*** The large number of students has

been divided into five classes. The students are entitled to five hours tuition weekly during working hours and are required to do two hours of supervised study during their own time. Names every student enrolled. Alkan Tololo is studying for the Junior Certificate.

**GT Roscoe to J. Foldi, Accommodation – DEO Rabaul, 30 January 1959. ED5098 Pt5 f18-19.** As there is no married accommodation available in Rabaul and the Administrator has directed that staff movements from District to District are to be kept to a minimum, Roscoe tells the District Commissioner that he will make McNamara the acting DEO rather than posting him to Goroka as planned. John Lee is proceeding on leave so McNamara can move into Lee's quarters. Roscoe is proceeding to Wau next week.

**GT Roscoe to V. McNamara, 30 January 1959. ED5098 Pt5 f15-17.** The acting Public Service Commissioner has advised that Gazettal of the provisional promotions has been delayed. Roscoe is not worried about appeals for the Inspector of Schools positions because the only officers who possess the required qualifications have been promoted. Roscoe tells McNamara to act as the DEO. Boisen is on leave and Doonar and Lee who could have relieved him are also proceeding on leave. The Visiting Mission of the United Nations is due in Manus on 13 March and Rabaul a few days later. I would like you to arrange a conference of District Education Officers in the New Guinea Islands and I shall endeavour to attend the first of these conferences myself. I have to go to Netherlands New Guinea during the last fortnight in February. A copy of the above letter was sent to John Lee who was also advised that his leave had been approved from 16 February.

**South Pacific Post, Education Inspection Going On, 30 January 1959, p 4.** Mr A R. Bunker from Balmain Teachers College is in the Territory for a month examining methods of teaching native pupils to determine the best kind of training to give Australian teachers coming to the Territory.

**Territory of New Guinea, United Nations Visiting Mission 1959. Statement of Current Situation and Organisation of the New Ireland District as at 31 January 1959. Acc 8 Box 81 File 90.3.3 Pt 4.** A five page summary of education in New Ireland.

**South Pacific Post, Big Education Plan Approved, 3 February 1959, p. 9.** Cleland announced that Hasluck has approved an Administration prepared plan for Universal Primary Education. Will need Mission co-operation. Currently Missions receive £20 per teacher trainee and £40 and £60 for certificated teachers.

**South Pacific Post, Subsidies for Some Schools will Cease, 3 February 1959, p. 9.** Cleland announced that subsidies for vernacular schools not teaching English will cease at the end of 1959.

**South Pacific Post, Mission in Clash over Language, 3 February 1959, p. 1.** A clash on education policy between the London Missionary Society at Port Moresby and the Administration yesterday prevented hundreds of native school children at Hanuabada from attending school on the first day of the school year. The clash had developed over a Mission refusal to follow the Administration policy which insists that schools teach English to native children.

**South Pacific Post, Decision on Education, 3 February 1959, p. 12.** The Editorial says, "The Government's announcement that policy will now harden on the teaching of English in all Territory schools, and that there is to be an all out drive to give universal primary education is at least a step out of the education morass in which the Administration has been bogged down for years... Canberra must be made to understand that more money, much more money will be required."

**P Hasluck to the Secretary Department of Territories, 9 February 1959. AA1984/37 Box 5.** "I have been giving some thought to ways in which we can make fuller use of the native people themselves in obtaining fuller participation by the native people in the advancement of our policies in the Territory of Papua and New Guinea. My

thoughts have turned in particular to those younger men and women who in the post-war years have had the opportunity for better education... may be able to communicate to us the way the native people are thinking and what their hopes are for the future. I have it in mind that, later in the year, I may make an opportunity in the Territory itself of trying to assemble various groups of these people or get into touch with them by other means to open up the subject with them but for the time being this intention should not be discussed."... Hasluck asked for a confidential list of not more than 200 names drawn from the better people in the Auxiliary Division such as Local Government clerks, Co-operative Society clerks and advanced students, who might be considered for training and encouragement to take a more active role, alongside the European officers, both in the tasks of advancement and in the tasks of better mutual understanding between the indigenous people and ourselves. "In short, I want to know what sort of material we now have among the younger native people, after seven years of educational effort, and what are the best avenues in which we can use this material."

**GT Roscoe to CE Beresford, *European Teacher – Lorengau Intermediate School*, 10 February 1959. ED5104 Pt6 f108.** Roscoe tells Beresford that as there are an unusually large number of officers on leave he will have to fill the position of District Education Officer and Officer in Charge of the Lorengau Intermediate School. Headquarters has two Chiefs of Division in Australia and another to follow, soon Roscoe will be in Hollandia for a fortnight. This leaves Newby as acting Director.

**DM Cleland to the Secretary Department of Territories, *Secondary Education*, 10 February 1959. ED1002 Pt1 f94-95.** Because the buildings for the proposed Port Moresby Secondary School have not yet been completed a number of students have returned to secondary schools in Australia. The rest have been housed in temporary accommodation at the Ela Beach Primary School, Port Moresby. As there is extreme difficulty at this time of the year in providing adequate staff arrangements have been made to be enrolled as students of the Correspondence School, Brisbane... will be able to provide some class instruction in the basic subjects. Classes in Art and Crafts, Music, Physical Education and French will be provided. Similar classes to these, up to the Junior Certificate standard, which have been functioning as an adjunct to the Rabaul Asian School for the past four years will be maintained during 1959, until the Rabaul Secondary School has been completed. At Lae the demand for the establishment of these classes has not been strong enough to warrant any action by the Education Department.

**South Pacific Post, *Mission Claims It is Not at Fault*, 10 February 1959, p. 3.** Percy Chatterton says that the LMS is concerned with the vast number of pupils who would never reach secondary or intermediate standards – they would at least have literacy in the vernacular. Under the Administration system they would have rudimentary knowledge of English, which would be useless to them. There are two types of syllabus for preparatory schools. In one, for use in mission schools, English is approached through a two year course in the vernacular with some instruction in Oral English. In the other, Administration schools, a direct approach to English is used with the vernacular used orally only for the purpose of explanation when necessary. The Administration has accepted the LMS offer to teach according to the first approach.

**South Pacific Post, *Many Natives Now Attend Tech. Schools*, 10 February 1959, p. 4.** More than 400 natives are being trained at the Territory's Technical Training Centres – Iduabada, Lae and Rabaul.

**Government Gazette No. 7, 12 February 1959, p. 94.**

**South Pacific Post, *The Value of the Mother Tongue*, 13 February 1959, p. 2.** Jimmy James says schools should also teach the language of the parents, as well as English, as we don't want carbon copy Europeans.

**South Pacific Post, *Council Says "Teach the Vernacular"*, 13 February 1959, p. 3.** The Central District Advisory Council recommends that a vernacular should be taught in primary and secondary. John Guise said most natives wanted English for work but introduce the vernacular as well.

**South Pacific Post, *Language Ruling a Big Blow*, 13 February 1959, p. 4.** Rev Dr R Wiltgen of the Divine Word Mission, Alexishafen says the Administration ruling to close schools teaching the vernacular in 1960 is a big blow. Leaves the Administration with the alternative of providing ample funds for mission teacher training programmes or practically strangling primary education in the Territory.

**South Pacific Post, *Equal Pay for Teachers Plea*, 13 February 1959, p. 7.** Last year 300 teachers trained by Missions passed Government Teacher Certificate exams. RC Missionary Rev JT Feeley, Divine Word, Alexishafen, called for equal pay for Administration/Mission teachers.

**South Pacific Post, *Mission and Education*, 13 February 1959, p. 14.** The Editorial asks whether missions have the right to teach secular education and demand a subsidy for doing it.

**JT Gunter to Departmental Heads and District Commissioners, *United Nations Visiting Mission 1959*, 16 February 1959.** Gives the Curricula Vitae of the members and a few observations on their personalities, influence and knowledge of PNG.

**Trust Territory of New Guinea, *United Nations Trusteeship Council Visiting Mission 1959, Terms of Reference*, undated. Acc 8 Box 80 File 90.3.3.** Gives the Terms of Reference as set forth in Article 76(b) of the Charter and taking into account the terms of General Assembly Resolution 321 (IV) of 15 November 1949.

**TL Stanley to Director of Education, *Employment of European Typist and Messenger Cleaner*, 16 February 1959.** Stanley forwards his clerk's request for staff to HQ.

**RI Skinner to the Assistant Administrator, *United Nations Visiting Mission 1959, Western Highlands District Statement*, 19 February 1959. ACC 8 Box 81 File 90.3.3. Pt4.** Gives history of the District and summary of education.

**South Pacific Post, *Department Can't Pay Equal Wages*, 20 February 1959, p. 6.** Roscoe says he would like to help but there is no money. Roscoe left with two native teachers for a two week tour of Hollandia.

**South Pacific Post, *Mission's Active Year*, 20 February 1959, p. 8.** The LMS had 123 teachers graduate from the four colleges. Many of them successfully sat for Department of Education Certificates.

**South Pacific Post, *The Position of Church Schools*, 20 February 1959, p. 13.** John Guise, in a letter to the editor, points out that Great Britain subsidises Church Schools which cuts across what the Editorial said on 13 February.

**LR Newby to Assistant Administrator, *Rural Education Centres*, 20 February 1959. AD 90/3/25 f33-34.** Reviews the history of various centres and Vunamami in particular. Makes the observation that "students, who were to continue with what might conveniently be called an academic education, had been handicapped in academic studies by the demands of practical work at Vunamami... The view is still held, however, that Vunamami-type education is well suited to the needs of those boys who will not go beyond the Intermediate School level but will return to villages to work there... The pattern which is now emerging is that there should be parallel schools at the Intermediate level one for those who appear suitable for further academic studies, training of a professional nature or higher technical training, and the other for those who will return to work as farmers or as semi-skilled tradesmen in the villages."

**DM Cleland to the Secretary Department of Territories, *Education Advisory Board – Twelfth Meeting*, 10 February 1959. ACC 8 Box 34 File 33.14.1 f16.** have approved the Board's recommendations but my approval for compulsory attendance is for the limited implementation in more highly developed areas where the Director of Education is satisfied after careful investigation that all the children in the specified area can be catered for at an approved school.

**LR Newby, to the Superintendent of Schools – Native Education, Staffing Requirements for Native Schools, 25 February 1959. ED 5022 Pt 2 f92-93.** In connection with the introduction of the new wages scale for Administration employees, the need to provide sufficient promotion positions for native teachers and in order to plan more effectively the Recruitment Programme for Education Officers, it is desired that a table be prepared to show for each school in the Native Division, the number of positions at each level required.

**JT Gunter to Departmental Heads and District Commissioners, Use of Natives Themselves in Obtaining Full Participation by the Native People in the Advancement of the Government's Policies in the Territory of New Guinea, 27 February 1959. ED 5256 Pt 1 f8.** Gunther quotes the Minister's letter to Territories on 9 February and asks for a list of suitable people so that they can be sent to the Minister. List to be in order of priority and give educational standards, subsequent training, present position, location, and degree of influence on his or her fellows.

**J Reilly to the Director of Education, Monthly Report February 1959, 2 March 1959. ED 1124 Pt 1 f7-14.** Report on the Administration School at Hagara.

**D Owner, Staffing at Kila Kila Intermediate School, 2 March 1959. ED1124 Pt 1 f24.** "For one European teacher to sit in a supervisory role over three or four native teachers on a fulltime basis, no matter how hard he works at the job, the result will be most unsatisfactory... is just not possible."

**LR Newby, Agricultural Projects in Primary Schools, 3 March 1959.** It is considered that in the field of Agriculture at the Primary level the Department of Education can do its most effective work through Agricultural Projects. Advice and assistance can be obtained from the Rural Science Officer, Rabaul.

**South Pacific Post, He Will Study in America, 6 March 1959, p. 10.** Frank Johnson is off to the University of Michigan to study at the English Language Institute. He won an Administration post-graduate scholarship.

**J Newman, Formation of District Education Committee, 6 March 1959. ED 337 f1-2.** The DEO of New Ireland suggests that a DEC be formed. Roscoe says Irvine will handle the matter when he returns from leave.

**South Pacific Post, The Case for Two Languages, 6 March 1959, p. 12.** Percy Chatterton's argument also contains valuable pre-war information on Mission/Administration schools.

**VD McNamara to the Director of Education, Monthly Report – New Britain District, 9 March 1959. ED 5101 f125-131.** "The second problem is, of course, the lack of Area Education Officers. As a result, our Village Higher Schools are not receiving the attention they require, and of course it is quite impracticable to give attention to Mission requests for registration of schools and teachers... I have on my desk a huge pile of forms in connection with the inspection and registration of Mission teachers. This is of course quite out of the question at the moment." His comments on the lack of teachers: "One class has been sent home, and this has provoked a huge outcry from the parents; another class is taken by the Secondary teachers during their free periods, an arrangement that is far from satisfactory. Many teachers have to take two classes, an arrangement which is, I fear, frequently beyond their capacity."

**GT Roscoe to the Netherlands Liaison Officer Port Moresby, News Service Sheet, 9 March 1959. ED5261 Pt1 f98.** Gives the names and addresses of Intermediate and Secondary Schools and Teachers' Colleges in P&NG.

**GT Roscoe, Language Teaching in Ghana, 10 February 1959.** Roscoe reports on a news item that appeared in 'Overseas Education' in July 1958 which gives the findings of the Barnard Committee into language teaching through the medium of the local language, with English taught as a new language. "As soon as possible there will be a transition from the vernacular to English as the medium of instruction and upper classes

will receive all instruction through the medium of English, except that... the vernacular will receive special study."

**Legislative Council Debates, Third Council Fifth Meeting of the First Session, 9 to 20 April 1959.** Secondary Education: Mr. Hohnen asked Gunther how many native secondary students that have returned from Australia have found employment. See SPP article 13 March. Primary Education: Mr. Ure applauds the quest for universal primary education and says that the only feasible lingua franca is English. He points out that there are no primary readers and suggests that gramophone records could help teach English

**South Pacific Post, Children Build a School, 10 March 1959, p. 3.** Parents refused to help build a new English school at Tangu for the Devine Word Mission so the pupils built it. Parents later helped.

**DM Cleland to the Secretary Department of Territories, Request for Information – Attendance of Students from Netherlands New Guinea at Institutions in Australia and Papua and New Guinea, 11 March 1959. ED5261 Pt1 f103-104.** There are two Native Secondary Schools – Sogeri and Kerevat. There are no vacancies at Sogeri. There are no suitable Administration Teacher Training institutions. Vuvu Catholic Training College is prepared to accept Catholic students at £100 per student per annum. The Guidance Branch of the Department of Education could find places at secondary schools in Australia if they speak English.

**South Pacific Post, Most Children Now Have a Job, 13 March 1959, p. 9.** 41 out of 42 native students returning permanently from Australia had either found a job or were in training, Gunther told the Legislative Council on Tuesday 10<sup>th</sup>. 35 sat for the Junior Certificate. 7 did not complete the course.

**South Pacific Post, Free Education: No Such Thing Legco is Told, 13 March 1959, p. 9.** Legco member Rev DE Ure said that indigenes could and should contribute more money towards education.

**South Pacific Post, More Teachers Needed Here, 13 March 1959, p. 10.** Hasluck said in Canberra that the Administration's object was to provide primary education for all. Higher education and training would be developed concurrently but it was not the intention to develop a "small highly-educated indigenous group." The main problem to overcome was the shortage of teachers. More Australian teachers and "satisfactorily educated and trained indigenous teachers" were needed.

**South Pacific Post, Languages: They Need Two, 13 March 1959, p. 14.** Chatterton concludes his case for vernacular teaching.

**GT Roscoe to Assistant Administrator, Use of Natives Themselves in Obtaining Full Participation by the Native People in the Advancement of the Government's Policies in the Territory of New Guinea, 16 March 1959. Ed5256 Pt1 f26.** "There are two points I would wish to make: So far as Departmental headquarters is concerned there are none of our native officers or employees who would seem to have a great deal of influence with their fellows. The only one that I might mention is Toua Kapena, as Senior Native Clerk, who is a member of the Local Government Council at Hanuabada and an official of the Poreporena Cooperative Society. The other point that occurs to me is that in Papua and New Guinea, as indeed in Australia, teachers do not as a rule, exercise a great deal of public influence... The general practice in Australia is to discourage teachers from taking a prominent part in current affairs." *Note: Roscoe attached a list of Education employees but this is missing. It would be interesting to locate the list to see who was on it and how high they rose in employment and public life.*

**JT Gunther to His Lordship Bishop A Sorin, 16 March 1959. Acc 8 Box 47 File 62.5.11 f6-8.** Gunther lists sixteen questions Sorin will have to address if he wishes to apply for a subsidy to help build a hostel for girls in Port Moresby. The Government usually puts up 60% of the costs and the Mission 40%.

**GT Roscoe to R Gibson, 17 March 1959. ED5260 Pt7 f85-86.** Gibson is the Director of Education, US Trust Territory, Guam. He used to exchange information with Groves. Roscoe is to continue the tradition and informs Gibson of the changes in P&NG education.

**South Pacific Post, *UN Mission is Now in Manus*, 17 March 1959, p. 10.** UN arrives today for a month's inspection tour of New Guinea.

**South Pacific Post, *The Early Days of Education*, 17 March 1959, p. 20.** Rev RM Wiltgen adds valuable information to Chatterton's article on the history of pre-war education. Notes works by WC Groves and JK Murray on pre-war education.

***Minutes of Meeting Held at Lorengau between United Nations Visiting Mission and Heads of Administration Departments*, 18 March 1959. Acc 8Box 80 File 90.3.3 Pt3.** Chairman of the Visiting Mission, Mr Chiping HC Kiang, said a request had been put forward that European and indigenous people should attend the same schools and hospitals and "the standard of education given to the European scholars is better than that offered at indigenous schools." The District Commissioner, LJ O'Malley said it was his personal belief that education being given to the native people is as good as, if not better, than that which European children are getting at the moment. Further as far as indigenes' entrance to European schools was concerned, he did not think there was any objection to this and, in fact, at Lorengau there are three native children already attending the European school. Mr S Kociancich said, from his own personal experience and from discussions with the Councils, it was felt education should be provided with a view to helping people to reach a standard which will enable them to secure jobs and that if they reach a normal standard of education they are entitled to engage in paid activity... the people thought that going to school was for the purpose of getting a job. The District Education Officer, C Beresford, stated that according to his records there is not one single case of a boy or girl who has attended school, and has left honourably, who has not got a job now and he went on to say that he personally kept in touch with these scholars and each has a good job, either with the Administration or private enterprise.

**GT Roscoe to District Education Officer New Britain, 19 March 1959. ED5101 Pt4.** Children under the minimum age are to be removed from the Preparatory class at the Elementary and High School Rabaul.

**GT Roscoe to Public Service Commissioner, *Inspector of Schools*, 19 March 1959. ED20 Pt9 f115.** Roscoe points out that the appeals against the appointment of his Inspectors of Schools have been finalised but he intends to send Gibson to Madang, with a small amount of luggage, to commence work. If he holds his appointment the rest of his belongings will be shipped to him otherwise he will be posted elsewhere. Roscoe asks if this meets with the PSC's approval.

**GT Roscoe to G Gibson, 19 March 1959. ED20 Pt9 f116-117.** Roscoe informs Gibson that approval has been sought from the PCS to send him to Madang.

**GT Roscoe to District Commissioner Western Highlands, *Posting of Inspector of Schools*, 19 March 1959. ED20 Pt9 f119-120.** Roscoe explains difficulties in getting McNamara to Goroka and points out that the Inspector of Schools will be the Director's professional, not administrative, representative in the region and that all administrative matters must be referred to the District Education Office.

**GW McMeekin to Director of Education, *Lutheran Mission – Introduced Vernaculars*, 20 March 1959. ED5096 Pt5 f70.** Lutheran mission would like a statement of the policy that the Department will follow in giving effect to the Minister's decision that financial assistance will cease to missions using introduced vernaculars.

**P Hasluck, *Universal Primary Education for Papua and New Guinea*, circa 20 March 1959. ED/4 No2 f72.** See SPP article same date.

**South Pacific Post, *Education is Vital Factor – Says Minister*, 20 March 1959, p. 6.** Hasluck said yesterday that the progress of the inhabitants of P&NG was dependent very largely on providing education a greatly increased scale. He said the object was to

provide primary education for all children in the Territory. Higher education and training would be concurrent but it was not the intention to develop merely a small, highly educated indigenous group. Presently 70,000 of the 400,000 are in schools. Many more teachers are needed from Australia and special efforts are required to produce an increasing number of satisfactorily educated and trained native teachers.

**South Pacific Post, *Advantages of Vernacular*, 20 March 1959, p. 13.** CR Buckman in a letter to the editor argues for the vernacular.

**R Donington, 'The Dutch Case' an article in *The Observer* 21 March 1959.** Gives the Indonesian claims for Dutch New Guinea and summarises administrative and educational advances made under the Dutch.

**WW Watkins to Assistant Administrator, *Curfew for Native People*, 25 March 1959. Acc 8 Box 48 File 62.12.1 f53-54.** The Secretary for Law forwards Regulations to abolish the curfew, ban on the beating of drums etc at night in towns; the offence of being on premises other than those of the employer in curfew hours; and taking part in a sing-sing in town, at night, without the approval of a District Officer.

**GT Roscoe, *Section 86 Leave*, 29 March 1959.** Is taken at the discretion of the Director and is only for those who are engaged in teaching duties.

**CE Beresford to the District Commissioner Manus, *Annual Report Manus District 1958-1959 (Education)*, 28 March 1959. ED5101 Pt5 f153-155.**

**UNO Meeting at the Masonic Hall, 31 March 1959. Acc 8 Box 80 File 90.3.3 Pt 3.** Mr Kiang: "In the field of Education, our Mission would like to know what progress has been made in increasing the inspection staff." Mr Dobbyn (District Education Officer): "In the past year I have personally inspected 192 schools. That was Mission schools including Government schools. In the new organisation we have three Area Education Officers."

**GT Roscoe to the District Education Officer Eastern Highlands, *Lutheran Mission – Introduced Vernaculars*, 1 April 1959. ED5096 Pt5 f71-72.** "At the time when the Administrator made an official statement regarding the Plan for Universal Primary Education, the Lutheran Church Conference was in session at Wau. At the request of the President, the Administrator sent me to Wau to address the Conference and I spoke for over an hour Explaining the Departmental attitudes and intentions during the period of changeover in the schools which are using foreign vernaculars." Roscoe says he will issue a Circular Memorandum on the matter and gives a good summary of previous correspondence. "The decision that schools employing foreign vernaculars will close in 1960 is a new decision, but it has not been made without plenty of warning... It is the duty of the Director of Education to interpret and implement the policy laid down by the Minister. It is not the intention of the present Director to be unreasonable or arbitrary, particularly when dealing with missionaries who are making a sincere attempt to cooperate with the Department. It is not proposed to announce a fixed date on which all schools employing foreign vernaculars will close.... In a place where Pidgin is very generally understood by the people it will be accepted on the same basis as the local vernacular. The Department will not, however, countenance any attempt to introduce Pidgin into the schools in an area where it has not already been accepted by the people. The Mission must therefore either use the local vernacular or start directly in English from the beginning."

**LR Newby to the Director of Education, *Division of Districts into Areas*, 2 April 1959. ED/4 No2 f76.** He suggests that each District be divided into areas serviced by an Area Education Officer and attaches a pro-forma to be completed by the District Education Officers. Roscoe approved on 3 April.

**GT Roscoe to Officer in Charge Idubada Teacher Training Centre, *Monthly Reports*, 2 April 1959. ED3018 Pt2 f13.** Roscoe asks for monthly reports and sets out information required.

**GT Roscoe, *Employment of Native Students Leaving School*, 2 April 1959.** District Education Officers are asked to cooperate with the Labour Placement Service through the

District Officer to complete a register of applicants for employment and job vacancies. A career advisor will be appointed to each secondary and intermediate school and a Vocational Testing Service is being established as part of the activities of the Guidance Section of the Department of Education.

**D Owner to GT Roscoe, Proposed Departmental Reorganisation, 2 April 1959.**

**ED4 No2 f83.** "In discussions with you I understand that you wish to achieve in the main two things by the proposed reorganisation; the first, to eliminate the racial distinctions between the Divisions and the second to achieve a better administrative balance between the work of the Divisions, and particularly to relieve the load on the overworked Native Division and spread it more effectively." To achieve the second part of the above Owner suggests that there should be a division in the organisation at Standard V level, and a selection at that level of students to proceed through Standard VI and VII in a pre-secondary or pre-intermediate general educational course... instruction at that stage should pass into the hands of either European teachers or of native teachers with advanced qualifications teaching in boarding-type schools of an "Intermediate-type." On 4 April Roscoe noted that he would think on it and consider changing the definition of Intermediate School after Ministerial approval has been given to the new organization.

**GT Roscoe to District Education Officer Sepik District, 3 April 1959.** Gibson has been provisionally promoted as Inspector of Schools to the New Guinea Mainland and his inspectorate will cover the Sepik, Madang and Morobe Districts. The District Education Officer is responsible for the overall organisation, administration and supervision of educational activities within his District but will omit from his duties those matters specifically defined as falling within the province of the Inspector. The Inspector of Schools will be responsible for – [a] The inspection of Secondary Schools, Primary (A) Schools, Intermediate Schools, both Administration and Mission and for professional guidance to teachers. [b] For the maintenance of uniform educational standards and such other matters as pertain to the proper functioning of professional matters within these schools. [c] And for the assessment of efficiency of European and Auxiliary Division Officers. It is expected that Mr. Gibson will take up his provisional appointment within a week or two.

**DM Cleland to Secretary Department of Territories, Plan for Universal Primary Education, 3 April 1959. ED4 No2 f77-82.**

The present position regarding the development of the Plan for Universal Primary Education is as follows:- 1.1 Changes in Departmental Organisation: Proposals to organise the Department into four Divisions are with Territories awaiting the Minister's approval. The additional positions of Inspector of Schools and District Education Officer which have been approved by the Minister have been filled by transfer or provisional promotion. The Public Service Commissioner has agreed to appoint an additional Appeals' Committee to expedite the hearing of appeals. Until this is done the field force cannot settle down systematically to work. Officers are being posted with the designation of Area Education Officer as soon as a lining accommodation can be arranged. A Circular Memorandum of instructions regarding the Plan has been sent to all members of the field force. Inspection and supervision of Mission Schools is proceeding as it was last year but has not yet been accelerated as intended in the Plan. 1.2 Expanding Programme of Teacher Training: Restricted owing to lack of accommodation. Teachers are still being trained in small groups wherever room can be spared at one of the boarding schools. Some suitable applicants have to be turned away. It is hoped the first Teachers' College will be completed in time to be opened at Port Moresby at the beginning of 1960. A second at Rabaul will be on the building programme for 1960/61 and a third at Goroka for 1961/62. Consideration will be given to the admission, to Administration Teachers' Colleges, of candidates from the Missions, particularly the smaller Missions. It is recommended that an offer be made to Missions to provide finance for the building of Teachers' Colleges along the same lines as those followed in the building of hospitals. (*Note: these are outlined*) 1.3 and 1.4 Revised Scale of Financial Grants-in-Aid: The Minister has already approved "that the current basis of Grants-in-Aid be retained until the end of the calendar year 1959." It is proposed that from January 1960, GIA for 'A' certificated teachers rises from the present £40 pa to £80

pa and that the rate for 'B' and 'C' teachers rises from £60 pa to £100 pa and £120 pa respectively. It is proposed that GIA for the maintenance of teacher trainees rises from the present £20 pa to £50 pa from January 1960. 1.5 In-service Training of Mission Teachers: Will be commenced when the Division of Teacher Training is established. The Director of Education will negotiate with individual Missions through the Inspectors of Schools and District Education Officers to draft local plans for the in-service training of Mission teachers and with the provision of courses in English and the possibility of providing correspondence courses in English. 1.6 Improved Methods of Teaching English to Native Teachers: A Programme of Work in Oral English was commenced by an officer of the Department of Education but his efforts proved unsatisfactory. Action is being undertaken to second an officer from the Commonwealth Office of Education to advise the Department in the production of this work. 1.7 Mass Production of Activity Material and Teaching Aids: 5,000 copies of Pre-Readers and Teachers' Instructions have been printed, also 3,000 graded number charts. 340 flannelgraph sets have been produced. The Government Printer has in hand an order for 20,000 English Primers for Standard 1. Work is proceeding on a series of wall pictures and two more sets of Readers.

**South Pacific Post, Director "Teach by Tape Idea", 3 April 1959, p. 6.** Roscoe, back from Hollandia, would like 200 tape recorders to help teach native children English. No one to fix them when broken. Idea in abeyance.

**Meeting of UNO with Departmental Heads – Wewak, Sepik District, 6 April 1959. Acc8 Box80 File 90.3.3 Pt3.** Mr Chiping HC Kiang: We would like to know if there are sufficient European Officers to supervise schools which are registered. Mr F Daveson (DEO): The supervision of registered schools is done by the District Education Officer and the appointment of two young Education Officers is going to alleviate the position.

**GT Roscoe, Administrative Instruction No 8 of 1959, 8 April 1959.** Roscoe states that although he is still awaiting the Minister's approval of the new Divisional organisation, he has been advised that it is within his authority to assign duties to officers in accordance with the new Duty Statements. He lists HQ personnel, their positions and duties.

**GT Roscoe to Acting District Education Officer Manus, Native School Committees, 8 April 1959. Ed5104 Pt7 f4.** The a/DEO is complimented on his efforts to establish these committees.

**GT Roscoe to Acting District Education Officer Manus, Definition of Duties – European Officers Manus, 8 April 1959. Ed5104 Pt7 f3.** Officers are expected to help as much as possible not only the teachers in their own schools but other teachers in their areas... "I suggest that before you take any steps to confine either of the officers strictly to his own school you ensure that it will in fact be possible for you to visit regularly each of the village schools which they have been servicing."

**GT Roscoe to Rev Fr M Morrison, Supplementary Diet Items for Mission Schools, 9 April 1959. Acc 8 Box 48 File 62.7.1.** "I regret to say that the Department of Education has no funds available to provide supplementary rations for boarding pupils in Mission schools... In the Netherlands New Guinea the Dutch authorities have taught the people to grow new plant foods such as chillies and Brazilian cherries to provide vitamins."

**GT Roscoe to Acting District Education Officer Samarai, Sea Transport, 9 April 1959. ED4 No2 f88-89.** Roscoe appreciates F Barron's problems. "The Superintendent of Marine, Captain Hawley is a very good friend of mine and is doing all he can to help. I will write to the District Commissioner. Let HQ know his reaction" .... "The provisional promotion of the three Inspectors of Schools has produced quite a crop of appeals which will take some time to hear. In a couple of months' time, I propose to advertise a number of EO3 and EO2 positions, including the three District Education Officer positions, held by yourself Gesling and Madden in an acting capacity (Note: These three will be the Departmental nominees for the positions). The reason for advertising them is that some of the more ambitious officers, who would otherwise appeal against your promotion, may

find themselves satisfied if they are at the same time promoted to a position of equivalent status, say as an EO3 in charge of an intermediate school. I want to minimize appeals because they involve a great waste of time and put the Chiefs of Division and myself to a great deal of trouble preparing a case to be heard by the Appeal's Committee."

**GT Roscoe to E McDonald, 10 April 1959. Ed5260 Pt7 f92.** "If you come to Port Moresby, you will find that we will have a secondary day-school in operation on 1.1.1960. It will commence with about five rooms and will cover the first two years of the Queensland course to Junior. There are two very large primary schools and a Roman Catholic one which follow the NSW curriculum."

**South Pacific Post, *New Teaching Method is to be Considered*, 10 April 1959, p. 3.** The Education Advisory Board will consider a revolutionary system of teaching in new areas. Roscoe saw it in Dutch New Guinea. A Teachers' College is set up in a new area to train teachers for four years where they learn the vernacular and customs. A school is opened and the new teachers are put in. They teach the vernacular first and then English.

**South Pacific Post, *Languages in Schools*, 10 April 1959, p. 12.** Chatterton in a letter to the Editor suggests 78 rpm records to teach English. He points out that Roscoe learned Dutch to visit Dutch New Guinea. Why not learn a vernacular?

**BM Gesling to the Director of Education, *Building Programme, Intermediate and Secondary Native Schools*, 11 April 1959. Ed5094 Pt3 f152.** "There is no immediate need for an Intermediate or Secondary type native school. In the District we have one class of eight students at Standard VI level. There are no students at Standard V level, ten at Standard IV level and fifty-four Standard III level."

**United Nations Visiting Mission 1959, *Notes of Conference with District Commissioner and Department Heads, Eastern Highlands District*, 13 April 1959. Acc 8 Box 80 File 90.3.3 Pt 3.** Mr. McMeekin (DEO): The Education Department is under-staffed here; we are short of Native Teachers. This shortage will be experienced for many years to come, because we cannot train teachers in a hurry. The staff shortage is chronic. We could take the whole Education Department and put it in one Sub-District and we would still be under-staffed. The program which is going forward to recruit European Officers from Australia will give us more new Officers, but resignations cancel out a good deal of these gains. We need Officers for supervisory duties, viz. Area Education Officers. We have only one Area Education Officer in this District."

**GT Roscoe, *Native Scholarships Tenable at Schools in Australia*, 13 April 1959.** Twenty to be awarded. Students over 15 years should not be nominated. Exam to be held from 28 to 30 September 1959. Their schools will be chosen by the Department with due regard paid to the student's religious affiliation.

**Tentative Agenda for Meeting with UN Mission, 14 April 1959. Acc 8 Box 80 File 90.3.3 Pt 3.** The Chairman asked whether in view of the UNESCO statement of the small number employed in the school inspectorate staff, this staff could be increased. Mr Roscoe stated that the Minister this year had approved an increase of inspectors to 6 and of District Education Officers to 18. The DEO acts as an Inspector for indigenous primary schools while Inspectors inspect all schools. At present there are 24 inspecting officers in the Department of Education. The Chairman asked whether there was any thought of replacing exempt schools with other schools. Mr Roscoe replied that schools were now being inspected by hundreds and classified as recognised or registered. The Department was assisting the Mission with teacher training to raise the standard of exempt schools to recognised or registered. The Chairman asked for particulars regarding secondary schools. Mr Roscoe replied that for some years there had been a secondary school at Kerevat which trained indigenes for the Queensland Junior Public Examination. At Rabaul there was an elementary and high school commenced originally as a secondary school for Asians whose pupils had been particularly successful in the Queensland Junior Public

Examination. A third school is to be built at Rabaul but will not be ready until early next year.

**GT Roscoe to Acting District Education Officer Manus, *School Committees*, 16 April 1959. Ed5104 Pt7 f6.** School committees should be formed only with the full support of Native Local Government Councils and it is considered desirable to work through Council officials when convening meetings.

**DM Cleland, *Curfew to be Abolished*, 16 April 1959. Acc 8 Box 48 File 62.12.1.** The 11 pm curfew which applies to Papuan and New Guinean inhabitants of the main Territory centres is to be abolished from 20 April 1959. This action is being taken as one of the measures to withdraw discriminatory legislation. The abolition has been considered previously, and then was withdrawn until the Commissioner of Police could confirm that the Police Force was adequate to maintain law and order and provide full protection for the general public.

**GT Roscoe, *Section 86 Leave*, 17 April 1959.** It is not compulsory for officers to take long service leave when it falls due. Such leave may be deferred and accumulated at the discretion of the officer concerned.

**South Pacific Post, *Curfew Ended*, 17 April 1959, p. 1.** Cleland announced that the 11 pm curfew on natives to be abolished from next Monday.

**CE Beresford to Director of Education, *Native School Committees Manus*, 20 April 1959. Ed5104 Pt7 f16.** Asks Roscoe when he can come and see one of the very popular committee meetings.

**P Hasluck, *Notes of Conference between the Minister for Territories (Hon Paul Hasluck MP) and the United Nations Visiting Mission*, 20 April 1959. Acc 8 Box 81 File 90.3.3 Pt 4.** *The summary is ten pages. The only mention of education is this statement.* Mr. Hasluck: A much better effort is being made towards education in the remote areas. We are rejecting the idea of concentrating on the established areas, and are pushing ahead rapidly so that there is a certain uniformity, and no enormous contrast between people in one part of the territory and backward people in another part.

**GT Roscoe, *Commonwealth Day, Formally Known as Empire Day- 24 May*, 21 April 1959.** You are requested to make arrangements for the suitable celebration. Includes a message from Air Marshal Sir Victor Goddard, KCB, CBE, MA.

**GWJ McMeekin to the Director of Education, *Standard IX Students Goroka Intermediate School*, 24 April 1959. Ed5096 Pt5 f98.** There are 16 students at that level, the majority of who are in the 13 to 15 year age group. As yet there is no provision in this District for Secondary training, and until this year, there has been no demand for such in the Highlands region.

**GT Roscoe to His Honour the Administrator, *Boarding Facilities for Secondary Schools, Papua New Guinea*, 24 April 1959. Ed1001 Pt1 f122-123.** The Minister has stated his intention of reviewing the payment of financial assistance for secondary education to Territory parents after the secondary schools at Rabaul and Port Moresby have been in operation for one year. The two high schools will be ready for operation at the commencement of the 1960 school year. He has given indications that he may cease the payment of secondary educational assistance to students who live within daily traveling distance of the two schools. It would appear that there are going to be no organized facilities for boarding for non-European students in either Rabaul or Port Moresby... hence it is likely that only those parents of this class of student who live within these town limits may have their assistance terminated. The Administration is now providing secondary assistance for about 1025 students including an increasing number on £400 per annum. The Administration may find itself faced in 1960 with a very large and increasing expenditure for overseas education and two partly constructed High Schools of necessity staffed on an expensive basis, catering for day students only because of the lack of boarding facilities. Roscoe suggests that the case for boarding schools at both centres be put to the Minister. Cleland wants a more detailed submission,

as he feels the Administration may be swapping an Australian secondary subsidy for a boarding subsidy.

**CE Beresford to Director of Education, *Native School Committees*, 27 April 1959. Ed5104 Pt7 f18.** Yes, the Council aspect of Native School Committees has been borne in mind in the formation of such committees.

**GT Roscoe to Public Service Commissioner, *Changes in Departmental Organisation*, 28 April 1959. Ed4 No2 f90-91.** Roscoe summarized correspondence between the Port Moresby and Canberra and gives the reasons for some of the delays. He concludes however, "If you could see your way clear to write to the Department of Territories pointing out that it is now six months since I had my interview with the Minister and comparatively little has been done in that time to carry out his intentions, it might be suggested, with all deference, that if Ministerial approval for the new organisation could be given fairly soon, the Director would greatly appreciate the consideration."

**GT Roscoe to Teacher in Charge Teacher Training Centre Idubada, *Practical Teaching*, 29 April 1959. Ed3017 Pt1 f90.** Roscoe suggests alternatives for practice teaching.

**GT Roscoe, *Staff Postings as at 30 April 1959*, 30 April 1959. Ed17 f77-82.** Also lists Cadet Education Officers in training.

**G Gibson to All Education Officers, *Sepik, Madang and Morobe Districts*, May 1959. ED335.** Gibson is starting a professional library which field staff can borrow and will periodically send summaries of new material. Those who come across other material should send a summary to him so he can duplicate it and inform others.

**GT Roscoe, *Professional and Other Qualifications of Education Officers*, 1 May 1959.** Staff asked to update their information for promotion and appeal purposes.

**GWJ McMeekin to Director of Education, *Native Staff*, 1 May 1959. ED5096 Pt 5 f108-109.** Asks for 31 teachers. "In the Eastern Highlands, we are faced with a very heavy population, greater than the whole of Papua... (with) an insistent demand for education. In one village, the people have already erected school buildings and teachers' houses, and have fenced and planted a large area of land in preparation for a school. They now seek a teacher. They have had to be told that no guarantee can be given that they will have a teacher posted there."

**N Thomson, *Personal Reports on Officers*, P.S.C. Circular No22 of 1959, 3 May 1959. ED20 Pt 9 f177.** The Public Service Commissioner states "that when any personal report is made on an officer he should be made aware of the contents of the report. Advice should also be given, where appropriate, on remedying any deficiencies which are reported upon."

**GT Roscoe, *Notes for Teacher Training Centres*, 5 May 1959.** From time to time it is proposed to issue notes for the information of Teachers-in-Charge of Teacher Training Centres. The Administration commenced a two-year course for the 'C' certificate this year. Thirty-eight students who sat for the 1958 Junior Certificate have been enrolled.

**SA Nielson to Director of Education, *Staff Establishment – District Education Office – Central District*, 6 May 1959. ED5081 Pt1 f150-151.** As the District Education office has move from Konedobu to Ela Beach, the DEO can no longer use HQ clerical staff. He asks for two clerks and one typist.

**GT Roscoe, *Changes in Duties of Officers*, 6 May 1959.** Advises field staff of changes in HQ.

**GT Roscoe, *School Leavers*, 12 May 1959.** "Regular inspection reports of Intermediate and Secondary Schools indicate a fairly large proportion of students are attending schools at these levels who have little or no chance of academic success... school offers a well organized and secure environment which is to their liking because it contrasts so favourable with either life in the village or in the world of work. For many,

school is not just a place of preparation for life, it is life in itself. Some inspectors are supporting the view, put forward by teachers, that at any time during the working year certain students should 'terminate their schooling and seek employment.' Except in exceptional circumstances students should complete the full year. The department of Education is now working in close co-operation with the Native Labour Branch of the Department of Native Affairs which is responsible for the placing in industry of school and other leavers. School leavers should be referred to officers of this Branch."

**CR Lambert to Public Service Commissioner, *Organisation – Department of Education*, 11 May 1959. ED4 No2 f92-94.** The Minister on 1<sup>st</sup> May, 1959 approved the Chief of Division positions for Primary Education, Secondary Education and Teacher Training, a position for a Superintendent of Primary Schools and Inspector (OIC Female Education). In the Pre-Entry and Auxiliary Training Branch in the Secondary Division he approved one Education Officer Grade 3 position, two Education Officer Grade 2 positions, ten Education Officer Grade 1 positions and two typist positions. The Minister also approved the form of organisation – divisions, branches and lines of control as submitted.

**GT Roscoe to Director-General of Education Brisbane, *Queensland Centenary Celebrations*, 13 May 1959. ED5260 Pt7 f106.** Roscoe asks for copies of material being produced for the Celebrations.

**ATT Shanley, *Conference*, 14 May 1959. ED5098 Pt6 f5.** He is organizing a conference at Rabaul between the Training Master and the Area Education Officers.

**N Thomson, *Register of Qualifications - Administration Officers*, PSC Circular No 26 of 1959, 13 May 1959. ED20 Pt 9 f177.** Asks the Department to submit, for each officer, academic qualifications, examinations passed, other courses and studies undertaken and current studies.

**ATT Shanley, *Conference of the District Education Officer, Training Master and Area Education Officers Held 15<sup>th</sup> May 1959, 18 May 1959. ED5098 Pt6 f20-21.*** The conference discussed essential school records.

**GT Roscoe to His Honour the Administrator, *Education Seminar Western District*, 15 May 1959. ED5076 Pt6 f122.** Mr KR McKinnon, a very keen and active young man, is proposing to conduct a Seminar of a week's duration for 15 European Mission Teachers, 3 Administration Education Officers and 9 Papuan Teachers on the subject of teaching English. Approval was requested and granted to spend £350 on transport.

**KR McKinnon, *Invitational Letter to Seminar Participants*, 18 May 1959. ED5076 Pt6 f135-136.** Two page letter outlining the seminar content and administrative arrangements.

**GT Roscoe to Teacher-in-Charge Teacher Training Idubada, *Your April Report*, 18 May 1959. ED3018 Pt2 f23.** You should restrict practice teaching to one and sometimes two periods. Curriculum revision: Miss Turvey's notes are being duplicated and those done by you and Mr. Marshall should also be sent to the four centres.

**P Hasluck, *Public Service of Papua and New Guinea*, 15 May 1959. ED/1 A/1 Pt3 f47 and ED340 A/1-20D f1.** Certain rumours affecting the Public Service are circulating in the Territory and are causing concern to officers. I want to state categorically – There is no proposal to absorb the Territory Public Service into the Commonwealth Service. No submission has been made to me on house rents. No plans to change the education subsidy in the near future. No submissions made regarding leave conditions. There will be no major change in conditions without prior consultation.

**N Thomson, *Statement by the Minister for Territories*, P.S.C. Circular No 27 of 1959, 18 May 1959. ED/1 A/1 Pt3 f47 and ED340 A/1-20D f1.** Advised public servants of the Minister's statement of 15 May 1959.

**GT Roscoe, Telephone Numbers – Department of Education – Central District, 21 May 1959.** Gives the phone numbers for HQ staff and the major educational institutions in Port Moresby.

**GT Roscoe to District Education Officer Eastern Highlands, In Connection with the 16 Students at Standard 9 Level at the Goroka Intermediate School, 21 May 1959. ED5096 Pt5 F119.** 'I think you should take steps to acquire ground for a secondary school. It is likely that we will move your 16 students to Kerevat.'

**KR McKinnon to Director of Education, Western District Teaching Seminar, 25 May 1959. ED5076 Pt6 f137-139.** Three page letter giving reasons for the theme of the seminar. Mr. Ralph will be attending and will be asked to present a paper,

**Re-Organisation of Territory Education System, Administration Press Statement No. 23, Port Moresby, 26 May 1959. ED/4 No2 f95 and ED335 and Acc 8 Box 54 file 74.1.2 Pt1.** Announces that Hasluck has approved the Education Department's new organisation and additional positions for inspectors and District Education Officers. Roscoe says a new Teachers' Training College will be opened at Port Moresby at the beginning of next year and probably others at a later stage at Rabaul and Goroka.

**South Pacific Post, School at Boroko Needs More Space, 26 May 1959, p. 3.** Some had to move into the Scout Hall.

**South Pacific Post, Council Builds School, 26 May 1959, p. 6.** In Southern Highlands.

**VV McNamara to Director of Education, Monthly Report for May 1959 – Highlands Regional Inspector, 30 May 1959. ED5097 Pt6 f129-131.** He is spending most of his time in primary schools as there is a shortage of other types.

**United Nations Visiting Mission to the Trust Territory of New Guinea 1959, Comments by the Administering Authority on the Report of the Visiting Mission, circa June 1959. AD 90/3/17 f10-12.** Resignations of Permanent Officers: Figures refer to the whole of P&NG. 92 males left of which 12 retired, 3 died, 4 dismissed, 5 appointments annulled. Of the 68 resignations 16 were dissatisfied with conditions, 14 found better prospects of employment, 17 left for private reasons, 6 for family reasons, 5 for personal or family ill-health, 2 for further studies and 8 for other reasons. Of the 63 females leaving 37 were nurses and 20 resigned to become married. Secondary Education in Australia (paragraph 198): Introduced in 1954, this is not a satisfactory practice for New Guinea children. It is preferable the children remain in their own environment. Increased Numbers of Teachers paragraphs 195-196): Need for the provision of an adequate number of teachers both from Australia and locally. The present steps being taken by the Administering Authority to intensify the recruitment of teachers will be continued and extended in whatever way would seem to be advantageous. The Administration is already training all local students qualified and available to undertake teacher training. Lowering the present standard of entry is not contemplated as it would tend to defeat the objectives of universal primary education and literacy in English.

**United Nations Visiting Mission to the Trust Territory of New Guinea 1959, Draft Conclusions and Recommendations, circa June 1959. AD 90/3/17.** General: The rate of progress in all fields and more especially in the political field needs to be accelerated. Educational Advancement: 46. The Council considers it important that all mission schools be brought under more effective governmental inspection and supervision in the next three or four years, in order that the standards of instruction in mission schools be raised to those prevailing in Administration schools. 47. Too great a reliance is being placed on missions for the dissemination of education in the Territory. Practically all mission schools are one-teacher schools, the majority of the teachers being only partly trained and unqualified to teach beyond the second or third primary grade...endeavour to persuade the missions to pool their efforts. 48. In the year under review only five new Administration schools were opened. The council would welcome a detailed account of the Territory's new educational plan at its next session. 49. The Council welcomes with particular satisfaction the contribution that local government

councils are making towards the establishment and maintenance of schools in their areas... hopes that indigenous initiative will be encouraged. 50. Progressive increases in expenditure on education will be necessary. 51. Illiteracy still very high... the necessary improvement and expansion of the whole system of education in the Territory. 52. The scope of the recruitment and training of teachers particularly indigenous teachers is insufficient. It urges the necessity of ensuring a sufficiently large annual turnout of indigenous teachers... Consolidate and improve the existing facilities of primary education and a rapid expansion of secondary education and special courses of intensive instruction of those who, despite the initial absence of a full course of primary education followed by intermediate or secondary education, may make suitable teachers. 53. The number of children receiving secondary education is quite inadequate... high priority should go to secondary education, which should be developed in the Territory itself. 54. The Council hopes that the trend in vocational bias in intermediate and secondary schools will be further strengthened.

**ATT Shanley, Conference of the District Education Officer, Training Master and Area Education Officers, 3 June 1959. ED5098 Pt6 f28-29.** Cover item like school records, handwriting and spelling.

**South Pacific Post, New System, 3 June 1959, p. 10.** Teaching in Secondary Schools will be a stream system, says Owner – the brighter would not be kept back with the others.

**United Nations Visiting Mission to the Trust Territories of Nauru, New Guinea and the Pacific Islands 1959, Report on New Guinea, Trusteeship Council Official Records: Twenty-Fourth Session, New York, 2 June – 6 August 1959.** 195. The provision of an adequate number of teachers continues to be a difficult problem. The resignation rate is still fairly high. So long as qualified local teachers are not available, the Administration will have to intensify its efforts to obtain teachers from overseas. 196. A greatly increased supply of indigenous teachers is essential to the advancement of education in New Guinea and the Mission was concerned to learn that some difficulty was being experienced in securing recruits. The Director of Education informed the Mission that a major factor was the opening up of new avenues of employment for better-educated youths in other departments of the Administration and in private enterprise. The Mission feels that special attention should be given to this problem to ensure an adequate supply of teachers and to make it possible for the expansion of education services to continue. 198. The view was expressed that children who went to Australia lost contact with their own people and families during their prolonged absence and returned almost as strangers. It is preferable to provide secondary schools in New Guinea where the children will remain within their own environment and closer to their own people. 199. The Mission wishes to stress the importance of providing adequate facilities for technical training, particularly at this stage of the Territory's development when the need for skilled workers in all trades is increasing. 200. The number of pupils receiving such (post-primary) education was too low to meet the needs of the Territory, where there is a growing need for better educated New Guineans... which must be met by a further extension of secondary education. 201. With regard to the education of girls, the Administration has had to contend with a marked reluctance on the part of the male-dominated society to encourage or even allow its girls to be educated. 202. The Mission was pleased to see evidence of increasing interest displayed by the New Guinea people in the schools. This interest was most notable where local government councils have been formed. 203. The Mission was glad to note that the people are apparently becoming aware of the Administration's educational programme ...to replace pidgin with English as the lingua franca of the Territory.

**United Nations Visiting Mission Report on New Guinea. Digest of Main Points, circa June 1959. Acc 8 Box 80 File 90.3.3 Pt 3 f1-2 and 7.** Similar to the above report.

**D McCarthy to Secretary Department of Territories, United Nations Visiting Mission Report - New Guinea, circa June 1959. Acc 8 Box 80 File 90.3.3 Pt 3 f8-**

9. The UN Report was received in Canberra through the Department of External Affairs on 10 June 1959. McCarthy states, "The report is a moderate one and contains little overt criticism and some commendation of policies and achievements in New Guinea. The Mission's main concern... is that the Administration is not in sufficiently close touch with the thinking of the people." (Their evidence for this was opinions expressed by native leaders, isolated outbreaks of cargo cults and the Navuneram incident.)

**GT Roscoe to His Honour the Administrator, Local Government Schools – Staffing with Mission Teachers, 4 June 1959. ED5254 Pt2 f59.** "Yesterday I attended a Meeting of the Central District Education Committee, at which the following proposition was put up to me: Since Local Government Councils are now able and eager to build Primary Schools and the Department of Education is unable to provide sufficient trained teachers to staff them, should not the schools be staffed by certificated mission teachers when such are available? It would appear that the answer to this must be affirmative, but I do not like it at all. (Note: The underlining is Cleland's. In the margin he commented, "Neither do I.") In all our previous thinking we have thought of Local Government Schools as being undenominational. Staffing them with Mission Teachers will in effect make them Mission Schools and, since the Catholic Missions train more certificated teachers than all the other Missions put together, they will become predominantly Catholic." The only solution Roscoe could offer was for the mission teachers to become Administration employees. On the 8<sup>th</sup> June, Cleland noted that he wished to speak with Roscoe before he said, "Yea or nay." Roscoe met with Cleland on 3<sup>rd</sup> July and his comment on the meeting was "Await developments."

**Ian Downs on the UNVM Report (released 5 June, 1959):** The mission critically examined the role of the Christian missions and pointed out that the education program could not produce sufficient educated men for the Public Service and participation in government. There was an understandable view at the UN that the Minister's policy of universal primary education had taken place at the expense of secondary education and was holding back political progress, the 1959 visiting mission noted that the Administration not only had to expand and improve its own services, but also needed to raise standards of education in the very large number of mission schools. (From, 'The Australian Trusteeship. Papua New Guinea', p129.)

**GWJ McMeekin to Director of Education, Standard IX Pupils: Goroka Intermediate Schools, 5 June 1959. ED5906 Pt6 f3-4.** "During his recent visit to Goroka, the Director Mr Roscoe, agreed that a 'B' Course Teacher Training programmes should be commenced in Goroka in 1960. Those who are too young to commence Teacher Training should continue with Secondary Education in the hope that they would later undertake the 'C' Course or its equivalent. The remainder, of more advanced age, and who would probably not be able to complete the Secondary course, should undertake the 'B' Course of Teacher Training at Goroka in 1960. With respect to the obtaining a piece of land suitable for a secondary school... I believe that I already have a possible site – 40 acres of elevated, undulating land at Samagoni – some 6 miles out of Goroka. During his visit Mr. Roscoe suggested that it be used as an Agricultural High School but since that visit I have learned that D.A.S.F is proposing to establish an Agricultural College at Goroka." On 21 June 1959, Roscoe notes on the bottom of the letter, "I have no special desire for an Agricultural High School at Goroka but we are committed to an 'Agplan' which provides for one Agricultural High School every two years. We must therefore put it on the Building Programme. It will of course NOT repeat NOT be built."

**RC Ralph, Primary Education, Paper presented to the Conference of District Education Officers, Port Moresby, 8 to 12 June 1959. Ralph Collection.** "The aim of Universal Primary Education is to enable all children to become literate in English - to speak English and at least to use English as a lingua-franca. They will also become reasonably proficient in Number. We are faced at present, as an immediate task, with doing on the one hand as much as we can for the many who will have only two, three or four years at school, and on the other with preparing the few for higher schooling. For the majority, that is, we have to consider schooling as a preparation for living in a village. English, yes, and Arithmetic of a practical kind are essential. But we need more

than that. The children need a sound grounding in hygiene and first aid, in house and village sanitation; in gardening; in arts and crafts; of living together as a school unit, a village unit, a district unit to an awareness of the world around them...I deplore this "drift to the city" and away from the village in search of white-collar jobs. When I first came to the Territory, there was not only passive resistance but even strong opposition to the education of girls. Now it is different: the proportion of girls to boys in the school enrolments is growing. It is not uncommon by any means for village people to build a school and a house for the teacher and then to present the DEO with a *fait accompli*, saying "We have done our part, now you do yours and give us a teacher." It is becoming more common for a Local Government Council to vote money for a school, to set aside land and present a similar *fait accompli*. On the other hand, in some Districts it is difficult to get children to school, and even when that is achieved, after the Christmas break the whole process has to be started all over again, sometimes with the aid of the Native Affairs Officers to round up the children. In other Districts, where there are very small village communities or merely scattered populations, it is economically not possible to have a school for each village. In such cases it is my belief that we should have area boarding schools. The majority of primary students stop at Standard III. The minority will be in two groups; the first who will stop at Standard V or VI; the second who will go on to post-primary either secondary or technical. From my experience in the schools I think that at our present stage of development Standard V should be the top level of the Primary School, and that Standard VI should be part of the Intermediate Boarding School and rationed and treated as such. I want to end on the note that primary education is essentially education for the good of the majority, and that the needs of the minority should not be allowed to dominate those of the majority."

**Department of Education, District Education Officers Conference, 8 to 12 June 1959. ED282 A/15-22 Pt3 f70-75.** The conference made 36 recommendations, many of them relating to administrative matters such as school supplies, office staff, transport, funding and staff reports. The more important are summarized here: To open as many as possible schools leading to Standard IV and graduates of these schools go on to continuation schools. *Comment: This in effect what is being done now.* Invite Missions to share Administration teacher training facilities and hold seminars and similar functions for Administration and Mission teachers at regular intervals. *Comment: All approved as policy. Fulfillment depends on resources available.* That a genuine and determined effort be made to ensure that our classes are not overloaded with students who are obviously over-aged. *Comment: A sound suggestion. An effort will be made to induce parents to send children to school at a suitable age.* That each AEO should concentrate on developing in his area one Administration school of high standard to serve as a model for the surrounding mission schools. *Comment: A Departmental instruction to this effect will be issued.* That at all regional conferences, one DEO from outside that region be invited to attend as an observer. *Comment: Suggestion accepted.* Inspectors will be notified. That Mission liaison be left essentially to the DEO with the Inspector taking part on a professional level. *Comment: The Director will instruct either according to the circumstance.* The system of putting a DEO and Inspector on equal rank could lead to confusion of control. *Comment: No workable alternative.* That a trained Infants' Teacher be appointed to every Training College. *Comment: Desirable but they are not available.* That the Department investigate the possibility of using Physical Education tables in Primary 'T' Schools. *Comment: Until something effective is done about programmes of work in English, physical education cannot be given priority.* That facilities be provided to enable a full coverage of Manual Arts and Technical Training in all districts. *Comment: To resolve that "building, equipment and teachers be provided" does not produce a miraculous appearance of these necessities.* That guidance services be extended. *Comment: Desirable but the proposal would call for 12 Guidance Officers.* The present strength is one. That Native Teachers be given an issue of furniture. *Comment: The Director is sympathetic but resources are not available.* That the Department investigate accurate methods of ascertaining correct ages of children in the 5-10 year group. *Comment: As far as is known there are none.* Intelligence tests be publicised to assist selection of pupils for Primary (T) Schools. *Comment: These tests do not exist.* An

independent survey be made of existing transport to determine the efficiency of its usage. *Comment: Transport does not come under the Department of Education but a submission is being made to the Administrator.* Deferred Resolution: That immediate steps be taken to appoint two selected Auxiliary Division Officers as AEO's. *Comment: This will be the subject of a separate submission, after further consideration has been given to the problems involved in the proposal.*

**South Pacific Post, School Investigation, 9 June 1959, p. 10.** Some parents at Bomana have complained that they cannot get their children to school because the bus is too crowded. Cleland is to investigate.

**South Pacific Post, Big Lecture, 9 June 1959, p. 11.** Groves is to give the sixth Frank Tate Memorial Lecture at Melbourne University, Wednesday June 17<sup>th</sup>. "Education and the Development of the Papuan and New Guinea Community."

**South Pacific Post, The Importance of Language, 9 June 1959, p. 11.** P Chatterton says in a letter to the editor, that teaching English as a common language will not necessarily create unity. He cites the relationships between the English people and West Indians.

**GT Roscoe to Assistant Administrator, Grants-in-Aid for Missions – Teacher Training, 11 June 1959. ED4 No 2 f102-103.** In your Minute you say that "recommendations have been made which, if accepted, could provide accommodation for a further 60 trainees." It should be noted that – The best potential source for Mission teacher-trainees is the Catholic Mission, but the Catholics are likely to want to train their teachers in their own colleges. A number of candidates could be obtained from the Methodist Mission and possibly the L.M.S. but the quality would be inferior and they would probably need a two-year, not a one-year course. I would point out, however, that the Minister was advised late last year that the minor Missions would be in no position to have teacher-trainees available at the required educational level before 1961 or 1962. It is not easy to provide staff at short notice. Only 27 Education Officers were recruited at the beginning of this year and the Department of Territories indicates a probable shortage of male applicants for next year's quota. Unless accommodation is within walking distance of practising schools, transport is needed and reports from all centres indicate that transport is very hard to get. No provision has been made in the 1959/60 budget for an additional 60 teacher-trainees. I should be very happy to consider the immediate establishment of an emergency teachers' college to accommodate Mission trainees, but only on the basis of provision of adequate facilities for proper training.

**South Pacific Post, Scheme to Set Up Teacher Training, 12 June 1959, p. 9.** Cleland is dissatisfied with the rate of teacher training. Plans to step it up. Starting a Teacher Training College on Wards Strip.

**South Pacific Post, Education Challenge Being Met, 16 June 1959, p. 6.** Cleland announced that the Department of Education is being re-organised to meet the challenge of universal primary education. A recent education conference informed education officers of the Department's intentions to enable them to help direct efforts. Need to bring mission schools up to a satisfactory standard.

**South Pacific Post, Slow Pace in Education, 16 June 1959, p. 12.** Editorial says Cleland's frank admission that he is dissatisfied with the rate of teacher training is meaningless unless he can come up with an extra million or two from the Federal coffers. Two years ago, Groves said he wanted an extra 10 million a year but the Federal Treasurer told him he could not have it. At the same time, and well before the request for more money was requested, the Commonwealth's representatives in the United Nations were spilling the spiel of what Australia and the Administration were doing to educate the people so that observers of the passing parade were treated to the magic shadow show of one branch of the Government spreading meaningless propaganda for international political purposes and another branch dealing in the hard, every day practicalities. Government had fourteen years but had achieved little. However, this is no reflection against the officers who have been in charge... Without money their hands are

tied, without proper planning they can do nothing and without men at the top who are willing to fight Canberra for more money their future efforts will be pitiable.

**Department of Territories to His Honour the Administrator, Radiogram, 16 June 1959. Acc 8 Box 80 File 90.3.3 Pt 3 f12.** "UN Visiting Mission report. Please cover the following in any comments you may be forwarding (A) Any measures contemplated to meet problem of recruitment of indigenous teachers (para 196 of report) (B) missions comments of practice of sending indigenous students to Australia (para 198 and the need for further extension of secondary education in the Territory." On 17<sup>th</sup> June 1959, HH Reeve, the Acting Assistant Administrator, forwarded the radiogram to Roscoe and asked for his comments.

**Summary of the Main Points Made in the Sixth Frank Tate Memorial Lecture Entitled 'Education and the Development of the Papuan and New Guinean Community' by WC Groves, University of Melbourne, 17 June 1959. Groves Collection, Box 1 File 18.** Since the war achievements have been nothing short of remarkable. The work of the Christian Missions has been of special value especially in educational and medicinal fields. There is a great desire amongst the native communities - a virtual hunger for education. The teaching of English is an important aspect of the work of schools. The basic education unit is a locally-adapted Education Centre in the natural village environment. Other departments promote educational and vocational activities for their special needs. Special training for girls to raise their social status - Girl Guides, Women's Clubs. The Co-operative movement has been widely established. Special Education Centre for Local Government Council work. A Medical School and a Teachers' College will open in 1960. First Papuan (a girl) will probably matriculate in 1960. It is possible and desirable to develop a blend of cultures. This is an aim of Education and the radio assists. In not many years the first University College will be established probably in association with an Australian university. Trusteeship should give way to a partnership of Australia and Papua and New Guinea.

**WC Groves, Education and the Development of the Papuan and New Guinean Community, University of Melbourne, 17 June 1959. Groves Collection, Box 1 File 18.** A reprint of the full text of the Sixth Frank Tate Memorial Lecture. 13 pages.

**GWJ McMeekin to GT Roscoe, Education Conference, Goroka, September 1959, 17 June 1959. ED5096 Pt6 f7-8.** He is planning a conference for 20-30 persons. Can HQ help with travel and accommodation funds? They will discuss the plan for Universal Primary Education, inspection and assistance, oral English, rural science and development of local social studies programmes.

**CR Lambert to His Honour the Administrator, Plan for Agricultural Training in Schools, 17 June 1959. Ed/4 No2 f96-99.** On 25 March 1959, Cleland forwarded to Canberra Roscoe's plan for agricultural training in Territory schools. Lambert returns the plan with the suggestion to lower the cost of the Agricultural High Schools to £150,000 each, which is more in line with the cost of the Rabaul High School and the Kerevat Agricultural School. It is proposed to establish a new Agricultural High School every two years starting in 1960. These boarding schools are to be established in New Britain, Madang, Northern, Eastern Highland and New Ireland Districts. A three-page plan is attached and the Administrator is asked whether he agrees with it. If not, to forward amendments to enable a specific plan to be placed before the Minister.

**GT Roscoe to His Honour the Administrator, Comments on the United Nations' Mission Report, 18 June 1959. Acc 8 Box 80 File 90.3.3 Pt 3 f16-17.** (A) - Recruitment of Indigenous Teachers. Recruitment is based on the rate at which students come forward from Post-Primary Schools to the level set for intake into Teacher Training. There is no source available from the Missions. The large Missions train their own teachers. Some Mission teacher trainees may be available in 1962. All suitable available trainees are being trained. To increase numbers would mean accepting a lower standard of entry. This is not contemplated. (B) - Sending Indigenous Students to Australia. The Department would prefer them educated in the Territory. When the new secondary school is opened at Rabaul the only reason why this cannot be undertaken is the matter

of boarding accommodation. A Secondary School of the Kerevat type (i.e. Territory Curriculum) for the New Guinea mainland is proposed and will develop as the need is demonstrated and the finances allow. With the heavy drain on students from Standard 9 into Teacher Training during the next few years, there will be relatively few students available to do this type of Secondary training.

**JB Madden to Director of Education, *Supplementary Monthly Report May 1959, 18 June 1959. Ed5108 Pt2 f2-3.*** "Our pressing task at the moment is catching up on the numerous mission inspections. Despite the fact that there are approximately 200 schools yet to be done, a concerted effort... should allow our staff here to complete at least half of them by the end of 1959... Transport does present difficulties... (and) housing for teachers here is very sub-standard."

**Melbourne Age, *Papua University College Forecast, 18 June 1959.*** Reports Grove's prediction made at the Sixth Frank Tate Memorial Lecture on 17<sup>th</sup> June.

**DM Cleland to Secretary Department of Territories, *Use of Natives Themselves in Obtaining Full Participation by the Native People in the Advancement of the Government's Policies in the Territory of Papua and New Guinea, 19 June 1959. AA1984/37 Box 5 f127.*** A list of 106 persons was forwarded to Canberra. The list consisted of those under the age of 36 years plus others listed separately as "Rejections" of those considered to have influence but have not had the advantage of post-war education. Unfortunately the list was not attached to the letter.

**South Pacific Post, *Bungle at New Boroko School, 19 June 1959, p. 1.*** Parents dissatisfied with the facilities and location of the new school.

**South Pacific Post, *Another Bungle, 19 June 1959, p. 12.*** Editorial criticizes the Boroko Primary School bungle and says, "But now more disturbingly, it may also be a pointer to the number and quality of the bungles which lie hidden below the surface."

**Legislative Council Debates, *Third Council Sixth Meeting of the First Session, 22 June to 15 July 1959.*** Mr Rarua-Rarua asked what opportunities were offer to PNG students studying in Australia to visit factories, farms, shops, homes, etc, to learn of the Australian way of life. Roscoe said they had the same opportunities as others at the school. P609. Mr Rarua-Rarua asked how many PNG children returning from study in Australia had taken positions in the Territory to study cash crops, livestock farming, commercial fishing, and dieseline and petrol mechanics. Roscoe said eleven are studying agriculture, none are studying commercial fishing and two are studying mechanics. P609. Rev J Dwyer said that primary children who reach standard four or five should be given the opportunity to attend a boarding school. P714.

**GT Roscoe to His Honour the Administrator, *Visit of the Director of Education to Northern District, circa 22 June 1959. ED5086 Pt 6 f108-109.*** "I inspected the District in 1952 and paid a brief visit in 1954. Since then there has not been a significant improvement. The 'best' Mission school still leaves much to be desired. There is evidence that the Anglican Mission employs religious intimidation to discourage parents from sending their children to Administration schools... and is opening schools without informing the District Education Officer or applying for exemption... The teacher training class contains fourteen girls... hampered by their low standard of attainment and poor knowledge of English. Continuation of teacher training at Popondetta next year is not justified... The District Education Officer is unable to carry out his duties of inspection and supervision to a satisfactory extent because of lack of transport."

**GT Roscoe, *Native Local Government, 22 June 1959. ED5254 Pt 2 f62-66 and Ed5253 Pt4 f12-15.*** A four-page summary of the nature and functions of Local Government Councils. There were 28 of them in 1958 and in 1959 they are expected to disburse more than £100,000. Councils are to be regarded as Administration instrumentalities, not private or non-governmental corporations.

**DM Cleland to the Secretary Department of Territories, *Report of the United Nations Visiting Mission, 23 June 1959. Acc 8 Box 80 File 90.3.17 Pt 3 f19-22.***

The comments were as relayed by Roscoe to Cleland on 18 June 1959.

**GT Roscoe to District Commissioner Gulf District, *Village Schools, 23 June 1959. ED5079 Pt 5 f6-7.***

"The interest shown by the District Advisory Council in the development of Education in the Gulf District is much appreciated by this Department and is most encouraging... until buildings, equipment and staff can be provided, the annual output of teachers must continue to be very limited. This year, for example, the output is expected to be no more than 40: with 15 Districts, this gives us an average of two teachers for each District, with some gaining three. As against this, we must take into account losses of staff for one reason or another... no alleviation of the present situation can be assured."

**South Pacific Post, *New School Ready Soon, 23 June 1959, p. 3.*** Photo of Boroko Secondary school.

**South Pacific Post, *School is Expected to have Early Problems, 23 June 1959, p. 7.*** Roscoe says the new secondary school at Boroko (to be completed in a month) will not be up to Australian standards – no science, domestic science, physical sciences. Pupils currently studying at Ela Beach by correspondence lessons will enroll. It will be up to standard in five years.

**GWJ McMeekin to the Director of Education, *Teacher Training Centre: Goroka, 24 June 1959. ED5906 Pt6 f13.*** McMeekin understood the college was to be small; it now appears to be extensive. He asks HQ for information so that an appropriate site can be finalized.

**GT Roscoe, *Issue of Permits to Teach, 24 June 1959.*** Applicants should ensure that the medical and character portions of the form are completed. Some are being returned to DEOs for completion.

**HH Reeve, Circular Instruction 5/59 "*Native Local Government*", 24 June 1959. ED5253 Pt 3.** Reeve asks that field staff be informed of the contents of the circular.

**GT Roscoe, *Native Labour Compounds, 26 June 1959.*** Departments are asked to supply Vocabulary Stores Certificates to the Compounds for their native employees' rations.

**HP Seale, *Draft Statement for UNVM, 28 June 1959.***

**GW Gibson, *Mission Teachers Conferences, 28 June 1959. ED5902 Pt6 f5-8.*** On 22 June and 24 June Gibson met separately with the Lutherans and the Catholics in Madang to discuss basic educational problems in the District and the best means to implement Departmental plans for Universal Primary Education. The following points were made: 1. The Lutherans. The Lutherans are making a genuine and sincere effort to implement universal primary education by introducing English into the schools and by endeavouring to raise the standard of present Exempt schools. This is to be attempted by refresher courses and regular supervision. There could be no immediate expansion of educational opportunities. Either no facilities or too much demand for existing facilities. The need more teachers which means more trainees and the facilities to train them. The alternative is to limit the period of training and have a greater turnover of students. At present the Mission provides four years of primary then the more promising students (20%) are sent to area or station schools. 6-7% proceed beyond area schools. 2. The Catholics. Students are given a basic minimum education to Standard II and those who appear capable of profiting are sent to area schools or station boarding schools. The need is for more trained teachers and material put into the hands of these teachers – prepared work programmes, especially for Preparatory to Standard II, indicating Weekly, Daily, and period allotments of work. These programmes should show what to teach and how to teach it so that the untrained teachers at present in the field could make some use of them. The 'A' Course should be kept in existence as it does provide a number of quite competent teachers capable of taking the lower classes. (On 17 July 1959, Goodman

noted that he would prefer the trainees to have Standard IX entrance qualifications. Goodman also noted, "It is encouraging to know that Gibson is awakening such interest in education. Let's hope the avalanche does not overwhelm us.")

**GT Roscoe to His Honour, District Education Committees, 1. New Ireland District, 2. Madang, 30 June 1959. ED337 f6.** Roscoe recommends that the above committees be Gazetted. He gives proposed memberships.

**GT Roscoe, Posting of Native Teachers for the School Year 1960, 30 June 1959.**

1. The expected output is unlikely to exceed forty of whom a dozen may be girls. It is not expected to exceed two additional teachers to each District. 2. In 1960 little expansion will be possible... Officers should be chary of suggesting or assuming any extension, whether by way of opening new Administration schools or of extending or enlarging present schools. 3. The demand for 'schooling' has never before been so insistent. Field officers, however, must face reality. Standards for teacher training and the standards required for certification are slowly being raised, and this year for the first time a full two year course is operating, with trainees at approximately (Queensland) Junior Certificate level. It is not practicable to increase the output of trainees and at the same time require higher entrance standards. Roscoe adds "Students have been offering for training, but lack of buildings, funds and staff have made it necessary to refuse admission to some who might have qualified." 4. District Education Officers and Area Education Officers are instructed that they should on no account allow the Teacher-Pupil ratio of 1:30 to be exceeded... old pupils who are not progressing well should be sent away to make room for bright young pupils of appropriate ages.

**GT Roscoe, Statistics in Relation to Exempt Schools, 30 June 1959.** Totals of the numbers, attendance and staffing of Exempt Schools are required for each Administrative District for the annual report. These should be available at Mission Headquarters.

**GT Roscoe, Expenditure on Education from Mission Funds, 30 June 1959.** This information is requested from the Heads of Missions for the year 1 July 1958 to 30 June 1959.

**CR Lambert His Honour the Administrator, U.N. Visiting Mission - New Guinea, 30 June 1959.** Lambert sent Cleland two copies of the formal observations of the Administering Authority which were transmitted for circulation to the Trusteeship Council Session. (*Note: Blatchford Collection does not have a copy.*)

**South Pacific Post, Danger Seen in Apprentice Scheme, 30 June 1959, p. 3.** Senator Henty (Minister for Customs and Excise) said there could be danger to the welfare of the Territory if there was an over abundance of apprentices without sufficient industry to absorb them.

**South Pacific Post, Mission Finds Natives Satisfied with English, 30 June 1959, p. 11.** The New Guinea people now appeared to be satisfied with the teaching of English the United Nations Visiting Mission said in its report. The mission said it recognised the difficulty of recruiting teachers for New Guinea in Australia but so long as qualified local teachers were not available the Administration would have to intensify efforts to get teachers from overseas. "A greatly increased supply of indigenous teachers is essential to the advancement of education," the report adds. "The mission was concerned to learn that some difficulty was being experienced in securing recruits." (New employment avenues in private enterprise and other departments of the Administration.) The mission stressed the need for providing adequate facilities for technical training.

**JH Irvine to Director of Education, Assistance from Council Funds to Mission Schools in Council Areas, circa 3 July 1959. ED5254 Pt2 f64-66.** "The extension granted without prejudice by the Administrator expired on 30 June 1959. This means that the entire problem must now be reviewed. Irvine recounts the history of the matter and recommends: (i) THAT the Director of Native Affairs... presents a case to deny special payments in relation to Mission schools being operated in Local Government areas on the grounds that the Government already makes adequate provision for their conduct, and (ii) THAT the Administrator be advised not to renew his approval for

such payments, and (iii) THAT a sub-Committee discuss the entire matter of the relationship between Administration/Council schools with membership of two Mission delegates, the Director of Education, the Director of Native Affairs, the Senior Officer Local Government Council Affairs, and the Executive Officer Mission Relation Branch of the Department of Education. I feel that if the above is supported by you this most contentious matter can be finalised."

**G Gibson, Memorandum for Education Officers Sepik, Madang and Morobe Districts, July 1959. ED335 f7.** Gibson supplies copies of information on the Plan for Universal Primary Education and reminds officers that the aim of primary education is "to shape essential attitudes that will determine the moral standards of the community and to provide children with the means for future development. Too often our pre-occupation with the latter more formal aspects of schooling – i.e. the Reading, Writing, and Arithmetic – leads to neglect of the former.

**GT Roscoe, Personal Reports on District Education Officers, 1 July 1959. ED/20 Pt10 f26.** At the District Education Officers' Conference a resolution was carried that Staff Reports of DEO's should be made by an officer of no lower rank than a Superintendent of Schools. As far as possible the reports are being made by Mr. Ralph, who is the Acting Chief of Division Primary. Mr. Ralph will travel to Daru on 22 July in order to report on Mr McKinnon. He will return to Port Moresby on 24<sup>th</sup> and will then travel to Sohano, Rabaul and Madang in order to make reports on Mr Madden, Mr Shanley and Mr Stanley. On his return he will spend two or three days with Mr Neilson.

**GT Roscoe to EH Dale, 1 July 1959. ED5260 Pt7 f123.** A letter to a citizen in Australia, who enquired about education facilities for his children.

**GT Roscoe, Staff Reports, 1 July 1959. ED/20 Pt10 f27.** The Inspector of Schools is responsible for carrying out inspections of 'A' Schools, Intermediate Schools, Secondary Schools and Teacher-Training Schools and furnishing Staff Reports on European and Auxiliary Division Officers employed in the schools inspected. The District Education Officer is required to do the same for Primary 'T' Schools. Roscoe advises that wherever possible the two officers carry out the inspections together to avoid personal bias. What cannot be stressed too strongly is the importance of ensuring that every officer's file at Headquarters includes a Staff Report for every year of his service. The lack of such reports in the past has created considerable difficulties in determining Promotions and Appeals.

**Commonwealth of Australia, Territory of Papua. Annual Report for the Period 1<sup>st</sup> July 1958 to 30 June 1959.**

**Commonwealth of Australia, Report to the General Assembly of the United Nations on the Administration of the Territory of New Guinea from 1 July 1958 to 30 June 1959.**

**GT Roscoe, Examination for Admission to Administration Intermediate and Technical Schools, and (for Mission Candidates Only) for Entrance to 'A' Course of Teacher Training 1969, 2 July 1959.** The same examination will be used to select entrants to the above courses. The exam will be held on 26<sup>th</sup> and 27<sup>th</sup> October 1959. There will be no 'A' Course conducted by the Administration in 1960.

**GT Roscoe, Employment During School Vacations, 2 July 1959.** Those who are not on leave are required to report for duty at their schools.

**GT Roscoe, Term Vacations, circa 2 July 1959.** Lists dates

**South Pacific Post, Subsidy Must Continue – Says Director, 3 July 1959, p. 9.** Roscoe says the Government has no choice but to continue with the Education subsidy "in view of the second rate secondary school education which will soon be available in Port Moresby."

**GT Roscoe, Memorandum for Chiefs of Division, 4 July 1959. ED/1 A/1 Pt III f48-50.** "Yesterday I mentioned to His Honour the Administrator the grave handicaps to

the Plan for Universal Primary Education due to lack of buildings, transport, staff and equipment. I told him I had a number of proposals to put before him for overcoming these difficulties. I have here set down a few ideas on the matter. Please think them over, write down your comments, and be prepared to discuss the business at a meeting on Thursday 9<sup>th</sup> July. Buildings – three most urgent needs are Teachers' Colleges, Intermediate Boarding Schools, and Continuation schools. Proposals that our building programme should be taken out of the hands of Comworks have been rejected. Here are three suggestions:- [1] Let the Rabaul Teachers' College be declared an urgent project and let the Technical Division build it as they did Malaguna. [2] Native Government Councils are ready to build Continuation Boarding Schools at the drop of a hat – almost too eager. They would probably build Intermediate Schools to serve the whole District if the Administration found all the money – both material and labour, and left it to the Council to find the potential and put up the building. [3] Subsidized building by Missions will be discussed at the EAB this month. Transport: DEOs report that a Landrover stands idle outside the District Office all day while they cannot get transport. DEO is precluded from hiring vehicles because it is said he can get a vehicle from the pool. So he can – between 9 am and 4 pm, but he needs it all day. A scheme is suggested to assist officers to purchase vehicles of their own and to pay off the instalments by means of a mileage allowance. Staff: The Minister lately remarked "32 seems an inadequate recruitment for the Department of Education for 1959-60." The Minister does not know the worst. Out of a quota of 35 for 1958-59 only 27 were recruited, and a high proportion was women. Most of the men were married, and married accommodation is hard to get. It is suggested: The establishment of EO1s be increased by 100, and provision be made for the additional officers in the Estimates for 1960-61. Advertisements be published in Britain, Holland, New Zealand and Canada for single, male certificated teachers. Appointments be made in time for the teachers to arrive by 1<sup>st</sup> July 1960. These would be specifically for training as Area Education Officers – we would have a special course for them. If selection is a difficulty, I am due for leave on 5<sup>th</sup> February, and would be willing to spend two months of my leave overseas interviewing applicants. Equipment: Policy approval should be sought for the inclusion in the Estimates for 1960-61 of 50 tape recorders for use in Teachers' Colleges, Intermediate Schools and Secondary Schools, 500 gramophones and records for use in Administration and Mission Primary T Schools, 100 transistor radio sets for school broadcasts. Publications: A determined drive is necessary to collect and edit material for publication as school texts and auxiliary readers, supplementary readers and literacy material. It is proposed:- To attempt to get Ministerial approval for unlimited publication by private enterprise on a royalty basis. To put Brian Clouston's proposition for a new series of Territories Readers before the Minister for policy approval. Funds for Unforeseen Developments: Estimates for 1960-61 have to be completed by the beginning of February 1960 and policy approval for new items has to be applied for months before that – by September 1959. We cannot foresee all our needs 12 or 18 months ahead. Policy approval will there fore be sought for the inclusion of at least 5,000 on the Estimates for 1960-61 for "Unforeseen Developments."

**United Nations Trusteeship Council, *Twenty-fourth Session, 7 to 14 July 1959.***

**Acc 8 Box 82 File 90.3.15.** The collection has copies of the 1001<sup>st</sup>, 1007<sup>th</sup>, 1009<sup>th</sup>, 1010<sup>th</sup> and 1011<sup>th</sup> Meetings. Brief summaries follow: Meeting 1001, 7 July 1959: Mr Hood (Australia) presented the 1957/58 Annual Report on New Guinea. P243. Mr Kiang (China) presented the Mission's report on New Guinea and gave an introductory statement, "In spite of the many difficulties which confronted the people of the Territory and the Administering Authority, New Guinea was moving ahead." p243. Mr Hood and Mr Jones (Australia) reviewed progress in New Guinea. P224-227. Meeting 1007, 10 July 1959: Mr Asha (United Arab Republic) noted that the Visiting Mission seemed to have been more or less satisfied with progress in education. He had the impression, however, that it was difficult to attract suitable candidates into teaching. He asked whether it might not be desirable to raise the salaries of teachers. Mr Jones (Special Representative) admitted that there was in fact a shortage of teachers, which was, however, due to the general shortage of qualified personnel and not to conditions of employment in teaching... Under the new five-year plan, it was intended to concentrate on bringing a larger number of

pupils up to Standard 8 or Standard 9, which was the level required for entry into the teaching profession. P287. Mr Jones said that there were still some 1,800 to 1,900 mission schools which had not yet been thoroughly inspected to see whether or not they met the required standards. P293. Meeting 1009, 13 July 1959: Mr Jones. Among the objectives of the five-year educational programme (1953-1958) which had not yet been attained, he mentioned the establishment of a full-scale teachers' college, the training of a specific number of indigenous teachers, and the introduction of manual arts into all the schools in the Territory. P303. Mr Bottomley (United Kingdom) noted that: A growing number were completing the six primary standards. P304; The number of children who went on to post-primary schools was still disappointingly small. P304; 39 per cent of the pupils in primary schools were girls. P305. Mr Edmonds (New Zealand): Educational policy seemed sound; favourably impressed by the school construction programme and completion of the Malaguna Technical Training Centre; other significant developments were the formation of thirty local government council schools, and the creation of a Teacher Training Division. P308. Meeting 1010, 14 July 1959: Mr Rasgotra (India): Most of the 2,700 schools run by the missions had only one teacher. It was to be regretted that secondary education had not received the attention it deserved. Steps should be taken to make the wages and status of teachers more attractive to New Guineans. P316. Meeting 1011, 14 July 1959: Mr. Vellodi (India): 50 per cent of children and 90 per cent of adults are illiterate. Only 24 indigenous students were receiving secondary education. Not a single indigenous student at an institution of higher learning. The Trusteeship Council should adopt specific recommendations requesting the Administering Authority to take the necessary measures to solve the problem of education. P322. Mr. Salomon (Haiti): The number of primary and secondary schools was still inadequate. The only way to attract young people to teaching careers and consequently to solve the recruitment problem was to raise teachers' salaries and improve housing conditions. A satisfactory standard of education must also be maintained – expand inspection to achieve closer control over educational establishments. P325.

**South Pacific Post, The Drum, 7 July 1959, p. 1.** Some teachers refused to volunteer to mark native exam papers during the term break so HQ ordered them to do so. Drum is on the side of the teachers – some who work 10 hours a day.

**JC Archer to Secretary Department of Territories, Admission of Senior Education Officer and District Education Officers, Welfare Branch, to a Guild of Inspectors, 8 July 1959. ED53 f6.** The Administrator of the Northern Territory asks for a copy of the guild's constitution to see if his schools inspectors can be admitted to membership.

**GT Roscoe, Transfers and Postings of Native Teachers 1960, 15 July 1959.** It is desired to limit as far as practicable the transfers of Native Teachers and to avoid dislocation of school routine so often consequent upon such transfers... no teacher will be considered for a transfer who has not served for at least two years in his present District.

**Education Advisory Board, Minutes of the Thirteenth Meeting held in Port Moresby, 15 to 17 July 1959.** The Director Native Affairs, Mr AA Roberts, was welcomed as a new member of the Board. He was a school teacher before he came to the Territory. Roscoe said that the Plan for Universal Primary Education was coming up against some real difficulties – buildings, transport, staff, equipment etc. These difficulties were not unexpected. When the plan was first discussed with the Minister in October last, the minimum time in which it could be put into effect was assessed at 10 years, but this was not now expected to happen. The Plan quoted 27,000 pupils attending Administration Primary Schools, but in actual fact there were still only 17,000. The first stage of Port Moresby High School is finished. If Port Moresby and Rabaul High Schools open in 1960, and if in five years' time the schools had reached what he regarded as a satisfactory stage, we would have done very well. Last year the Administration opened 16 new schools. There were 58 new native teachers posted. This year there were 80 Administration teachers in training, 40 were doing one-year courses and will be available for posting this year. These would not even replace the losses. The teacher training potential was not as high as Members had been apt to think. Roscoe had put up a plan to subsidise building schemes for mission teachers' colleges and other

schools, and the Department of Territories had suggested that we should admit mission teacher-trainees to our own teachers' colleges. The Secretary had evidence that if six teachers' colleges were built for the missions at this stage they would not have the intake potential at the proper level of training. The output of mission trainees last year was 207, which was much to the good, but still not nearly enough. This year's number unfortunately would be down because of the lack of trainees. Roscoe suggested that the Board should put up to the Administrator some definite proposals regarding assistance to the Missions for other school buildings. They need not be in a hurry to build Teachers' Colleges and Intermediate Schools. The present need was Continuation Schools for children who had finished Standard III, to bring them up to Standard VI. Many of our students at present in Standards IV, V and VI were not being taught efficiently because the native teachers were not up to the standard required to teach efficiently. The answer lay in boarding schools. Fr Dwyer hammered home the point that every effort should be made by the Board to persuade the Minister for Territories that education beyond the 4<sup>th</sup> or 5<sup>th</sup> Standard was impracticable unless it was by way of boarding schools. He urged, and the Board agreed, that this be referred to His Honour as a priority matter. The Draft Estimates does not include extra money for increased Grants-in-Aid for Missions, because policy approval had not yet come back. All indications were that education would receive much more sympathetic consideration than ever before. Mr RC Ralph the A/Chief of Division, Primary (T) Schools had undertaken the re-writing of the Syllabus for Native Schools which would now be the Syllabus for Primary Schools (T) covering everything up to Standard VI. Mr Boisen reported that the Secondary School buildings in Rabaul were ready for handing over. The classes would transfer to the new building in the near future. Regarding the position at Port Moresby, the Chairman stated that the first stage of the building would be completed in August. A Headmaster had been appointed and sufficient additional staff would be available by the beginning of 1960. His Honour the Administrator had approved the setting up of three new District Education Committees in the Milne Bay, New Ireland and Madang Districts. Mr Goodman told the Board to replace Course 'S' it was proposed to have short practical courses in four centres, Port Moresby, Goroka, Madang and Rabaul. These would be organised by the Regional Inspectors with the assistance of the District Education Officers. It was proposed to commence these courses on 17.1.60 for about six weeks and to round off with similar courses in January 1961. Practical testing would be given between February-December 1960. During the twelve months between each course the candidates would be asked to do some directed reading.

**CR Lambert to Public Service Commissioner, *Formation of Guild of Inspectors in the Department of Education – Enquiry by the Northern Territory Administration, 17 July 1959. ED53 f7.*** The enquiry is forwarded for reply.

**GWJ McMeekin to the Director of Education, *Report of Inspection Tour by Area Education Officer Goroka, 20 July 1959. ED5096 f57.*** Generally the Prep and Standard I in most of our schools are approximately the correct age, but the average age rises rapidly in Standards II, III and IV... for several years to come we will have a large number of over age pupils in our schools. Of the 15 mission schools visited by Mr. Cerda Pavia 13 were operated by the Lutheran Mission. Mr. Pavia's main complaints were: Poor quality, disinterested, lethargic teachers. Most of the teachers are untrained... or have forgotten what they have learned. The Rev R Goldhardt frankly admits their insufficiencies and doubts very much if they will ever be of any use. Predominant use of Kato. The children learn a tongue for which they can have no possible use. Unsuitable and often dirty buildings. The buildings seem to reflect the attitude of the majority of the mission teachers – dismal. Insufficient materials. Lack of mission supervision. One school has not been visited by the missionary for nearly three years.

**GT Roscoe to District Education Officer Manus, *Confidential Staff Report, 24 July 1959. Ed20 Pt10 f36-37.*** Five reports are returned for rewriting to include the A to E ratings next to each element assessed.

**South Pacific Post, *School Chance Sought, 24 July 1959, p. 3.*** The Roman Catholic representative on the Legislative Council, Fr J Dwyer told the Council that "something

had to be done to see that every native child who reached the fourth or fifth standard got the opportunity to attend a boarding school...the present and most urgent need in the Territory."

**JT Newnham to the Director of Education, *Concern about some Aspects of the Course for the 'C' Course Trainees, 25 July 1959. ED3017 Pt1 f109-110.*** He would like another staff member to enable evening supervision, correction of assignments, the preparation of materials and individual help in the preparation and assessment of lessons.

**VD McNamara to the Director of Education, *Uniformity of Assessment in Confidential Staff Reports, 27 July 1959. ED20 Pt10 f44-45.*** Suggests 50% of teachers receive a 'C' rating, 20% each for 'B' and 'D', and 5% each for 'A' and 'E'.

**GT Roscoe to the A/Assistant Administrator, *Administration/Missions Conference, 27 July 1959. ACC 8 Box 47 File 62.4.2 f66.*** Roscoe submits only one item for the conference: "An outline of the plan for universal primary education with special reference to mission and administration co-operation in its several developmental stages." "In its overall scope it will cover all matters which I believe could profitably be discussed on this occasion."

**GT Roscoe, *Attendance of Children at Council Schools, 27 July 1959. ED5254 Pt2 f66.*** Children from outside a Local Government Council area have no rights entitling them to attend the Council school.

**GT Roscoe to Teacher-in-Charge, Teacher Training Centre Rabaul, 27 July 1959. ED3021 Pt 1 f66-67.** It is possible that you and the students are seeing too much of each other, and that you are really over-working yourself.

**GT Roscoe to the District Education Officer Daru, *Primary "A" School - Daru, 28 July 1959. ED399 f8.*** Poor test results for the school. Hope that the appointment of a new teacher will improve matters.

**GT Roscoe, *Intake to Secondary 'T' Schools, 28 July 1959.*** "It is hoped to use a modification of the Subsidy and Scholarship Examination for selection of students to enter Secondary 'T' Schools and the integrated High Schools. It should be noted that the intention is that students will enter the Secondary 'T' Schools at Standard VIII; thus it will be the Standard VII students in Intermediate Schools and their equivalent, who will sit for the examination."

**GT Roscoe, *Statement on Secondary Education by Director of Education, 28 July 1959. ED1002 Pt1 f124-125.*** The Rabaul Town Advisory Council would like the Director of Education to define the future policy of the Administration concerning Secondary Education and subsidisation of Secondary Education in Australia. Roscoe replied, "It is not the function of the Director of Education to define either the present or the future policy of the Administration. That is the prerogative of the Honourable the Minister for Territories. The Director has the humbler role of planning and directing operations designed to put the Minister's policy into effect. However, this does involve interpreting the policy laid down by the Minister and making it known to all who are interested... It is the intention of the Minister for Territories that Secondary Education, both adequate and efficient, should be made available to all children in the Territory without the distinction of race or class... The Minister has made it clear on several occasions that the subsidy of Secondary Education in Australia is not intended to be a permanent measure, but it will be continued until proper facilities for Secondary Education have been provided within the Territory... The Minister has approved the construction of two Intermediate High Schools. Rabaul will have the advantage in that its first stage includes a Science Block, whereas Port Moresby will have only six classrooms. These will be day schools. The Administration is not yet prepared to commit itself to the provision of boarding facilities... I did not say, as reported in the *South Pacific Post*, that secondary education within the Territory would be second rate - what I did say was that we cannot offer a full range of courses until we have all the buildings we require, including science laboratories and domestic science rooms."

**GT Roscoe, *Schools with Rural Training, 29 July 1959.*** "Agricultural work is either too heavy for the students attending primary schools, or else the children are too old to be attending such schools. When agricultural training is attempted in conjunction with post-primary education, as is the case with an Intermediate School, the education side of the training suffers. The post-primary school designed to teach agriculture and not to achieve academic education would be legitimate and should be satisfactory. In view of the above facts, this Department is no longer pressing the policy of "Rural Bias" in conjunction with academic education. At this stage of our development two types of rural or agricultural training are relevant. Low-level technical extension classed in agriculture, to be run in conjunction with low-level classes in carpentry; these latter are now being introduced by the technical division. These would be run in co-operation with local government councils. Agricultural training schools absorbing students from the Standard 6 level and concentrating entirely on agricultural pursuits, with only sufficient English and Arithmetic and other academic studies to maintain the learning previously obtained. There is no prototype at present and the land problem would be greater. Districts should proceed with caution with this type of school and before raising any hopes the matter should be discussed with the Director."

**GT Roscoe to the Director of Native Affairs, *Assistance from Council Funds to Mission Schools in Council Areas, 29 July 1959. ED5254 Pt2 f67-68.*** Gives the background to this issue and suggests to finalise the matter, a sub-committee be formed at the forthcoming Administration/Missions Conference, consisting of two Mission delegates, the Director of Education, the Director of Native Affairs, the Senior Officer Local Government Council Affairs and the Executive Officer Mission Relations Branch (Department of Education).

**United Nations Trusteeship Council, *Report of the Drafting Committee on New Guinea, 29 July 1959. Document T/L.939.*** 1. At its 1018<sup>th</sup> meeting, on 20 July 1959, the Trusteeship Council appointed a Drafting Committee composed of representatives of China, Haiti, Italy and New Zealand to propose... conclusions and recommendations on conditions in the Trust Territory of New Guinea. P27. In Section V. Educational Advancement, the Drafting Committee made the following comments: Noted with satisfaction the enthusiastic interest of the indigenous people in education; particularly welcomed the important contribution of local government councils towards the establishment and maintenance of schools in their areas. Noted the increased expenditure on education; the measures to improve the standards in mission schools, particularly the appointment of inspectors, and the training of mission teachers to bring them up to the required standards. Commends the progress achieved in primary education. Hopes this will be further accelerated. Urges the Administering Authority to seek ways of reducing the incidence of wastage in primary. Intensifies its efforts to attract a larger number of indigenous persons into the teaching profession. In relation to post-primary education the Drafting Committee noted the plans to open another secondary school next year and that eighteen other schools will shortly be raised to an intermediate standard. The Committee endorsed the view of the Visiting Mission that the number of pupils in post-primary schools is too low to meet the growing demand for better educated New Guineans and the needs of the Territory, and hopes that there will be a further increase in the number of secondary schools in the Territory. P29

**GT Roscoe to His Honour the Administrator, *University of New Guinea, 30 July 1959. ED4 No 2 f100-101 and ED/1094 f5-6.*** Roscoe says it will probably be ten years before a university is needed as a teaching but he suggests it might well be established within five years as a research institution, preferably affiliated with the National University. For the moment Roscoe suggests the formation of a University Planning Board to: watch and assess the developing need for a university; collect and digest information relevant to the establishment of a university; formulate tentative plans regarding constitution, affiliations, faculties, sites, buildings, etc; advise the Administrator. Roscoe favoured siting the university at Kudjip, between Minj and Banz in the Central Highlands. Cleland discussed the idea with Roscoe on 15 August and noted on

the file "While the idea is sound it is premature to devote time and thought at this stage. Education has a full time task now. B/f in a year's time."

**KR McKinnon to Director of Education, Report of Seminar Held at Balimo 25<sup>th</sup> June – 3<sup>rd</sup> July, 31 July 1959. ED5074 Pt5 f33-41.** "During the last two years there have been two major factors contributing to improved standards in Mission Schools of this District staffed by Europeans. The first factor has been regular inspections and the detailed reports arising from these inspections. The second factor has been the S Course which provided a background and theory basis for teachers. The benefits of both of these factors have been readily apparent in the schools, but a stage was reached when there seemed to be a feeling among teachers that something else was needed." The seminar consisted of a number of 30 minute papers followed by discussion and 13 demonstration lessons, including 7 concerned with the teaching of English. At the end of the report is a note, dated 5 October 1959, from KL Goodman A/Chief of Division, Teacher Education to Roscoe saying, "This appears to have been an extremely valuable and profitable gathering for all concerned. I have replied to Mr McKinnon in an appropriate manner."

**1 August 1959: Taxation introduced into the Territory.**

**Trusteeship Council – 24<sup>th</sup> Session, Conclusions and Recommendations on Conditions in the Trust Territory of New Guinea, Adopted by the Trusteeship Council on 3<sup>rd</sup> August 1959.** This has been summarized in the Draft Report of 29 July 1959.

**GT Roscoe to the District Education Officer Manus, Teacher Training, 3 August 1959. ED5104 Pt7 f114.** "A decision not to persist in the 'A' Course of Training for Teachers in Administration Training Centres during 1960 has already been promulgated. This decision has been reached after careful consideration of the many factors involved in the training of students of such a low educational standard. Missions may, of course, continue to conduct their own Training Centres at 'A', 'B' or 'C' Course level and they will be subsidised by this Administration. It is felt that it is preferable to wait a little longer and try to staff our schools with more competent teachers, trained over a longer period and at a higher academic level than those who have been taken into 'A' Courses at Administration Teacher Training Centres during recent years. This decision, also, is partly influenced by the anticipated opening of the Port Moresby Teachers' Training College, where some 70 students will be accommodated from the beginning of 1960, or as soon as possible after that date. At the present, it appears likely that the expected enrolment of trainees for 1960 may be adequately accommodated at Port Moresby, Rabaul and Dregerhafen. New and additional staff will have to be found for these three Centres and, probably, they will be withdrawn from schools for this purpose."

**GT Roscoe to the District Education Officer Gulf, Inspection Reports by Regional Inspector of Schools, Papua, 3 August 1959. ED5080 Pt2 f88-89.** "Two points in particular are not satisfactory. The first is the use of a Probationary Teacher, i.e., not a qualified teacher, in full charge of a class; the second is the disregard of departmental instructions limiting the teacher-pupil ration to 1:30. A Probationary Teacher is one who is still learning to be a teacher, that is, who is still being trained. He cannot be said to be undergoing training if he is in full charge of a class, and he surely cannot teach numbers such as those shown in the May report; Maka is in charge of 65 pupils and Vilavae of 54. Those of last year's trainees who did not obtain a pass, and so did not graduate as teachers, were in some cases sent out, not as "Probationers", but, to quote the covering letter that went with each one, as "Supernumeraries", with the express instruction that they were not to be put in charge of a class. Each was to assist a qualified teacher, and to receive further training from him. Many classes exceed the prescribed maximum, and the Kikori Prep class has 100! Some in Prep are reported as being 16 years of age. That is absurd. You are therefore instructed that throughout the District classes are to be reduced to a reasonable working number, having regard to the ability of the teacher, the maximum to be 30. As for the Probationary teachers, before the end of the school year, they are to be referred to the Chief of Division of Teacher Training either to be certified

as having fulfilled requirements, or to be required to go to a Training Centre for another year, or else dismissed."

**WC Groves, 3 August 1959. Groves Collection Box 1 File 18.** The letter was sent to undisclosed recipients to expand on the text of his Sixth Frank Tate Memorial Lecture. "I want to draw your attention to... the devotion and personal loyalty during the period concerned of the comparatively small band of people who unflinchingly shared my faith in the cause we were together serving. For me, it is the memory of these great hearts, of true missionary vocation, that will be the highlight of the whole inspirational experience for long after all other memories of the venture may have faded... The second is my fairly detailed treatment of the role of the Christian Missions, and the valuable and co-operative part played by so many of them, in the Papua and New Guinea educational enterprise, and the third, a fairly detailed treatment of the theme of 'blending of cultures' in its educational implications."

**GT Roscoe to Assistant Administrator, Administrator's Visit to the Madang District, 3 August 1959. ED5092 Pt4 f17-18.** Roscoe provides the Administrator with background information for his visit.

**GT Roscoe to VD McNamara, Uniformity of Assessment in Confidential Staff Reports, 5 August 1959. ED20 Pt10 f49.** *Note: McNamara must have been highly regarded as Roscoe rarely addresses anyone by their Christian name. He is addressed as 'Dear Mac'.* "Most raters tend to be too generous; indeed they seem to regard C or Average as a term of abuse; and most avoid using the extremes. Thus the distribution often reduces to something like this:

A	B	C	D	E
3	60	30	7	0%

But unfortunately no two raters distort in the same way, and this means that their judgments cannot be compared or combined. There is really no satisfactory way of comparing ratings by different judges of different groups... Obviously this greatly restricts the practical usefulness of ratings... but it is far better than what we had before, which was no system at all."

**GT Roscoe, Uniformity of Assessment in Staff Reports, 6 August 1959. ED329 f17, Ed20 Pt10 and ED361 f19-20.** Repeats much of what is said in the letter to McNamara. "Every officer's personal file at Headquarters should contain an annual report on his work and efficiency. If the distribution followed the normal pattern it would likely assume such a form as this:

A	10%
B	20%
C	40%
D	20%
E	10%

Roscoe explains that most inspectors tend to be generous and the pattern is skewed as mentioned in the letter to McNamara. He defines the ratings in an attempt to maintain a common standard.

'A' means Outstanding – the top 5%; an indication of suitability for accelerated promotion. 'B' means Superior – rated higher than 85% of his fellow officers; ready for promotion to a higher level. 'C' means Good – the same quality as 75% of his group; progress normally. 'D' means Fair – the bottom 10% of the group; capable of improving himself. 'E' means Unsatisfactory – not used very often; not likely to raise himself and would be well advised to seek some other occupation..

**G. T. Roscoe to the Public Service Commissioner, New Guinea Institute of Inspectors of Schools, 6 August 1959. ED53 f8-11.** An interim executive has been

appointed (Crouch, Gibson, Goodman, Lamacraft and Neilson) and a proposed constitution (attached) sent to all twenty-seven members. Once adopted, an application will be made to be admitted to the Australian and New Zealand Association of Institutes of Inspectors of Schools. Northern Territory officers will be invited to join the P&NG Institute but it may be more beneficial for them if they join the South Australian Institute.

**Department of Territories to Administration, Plan for Universal Primary Education, 7 August 1959. Acc 8 Box 47 File 62.4.2 Pt2 f4 and ED/4 No2 f106.** In a radiogram the Minister for Territories stated: In the 1959/60 Estimates Education is to be given a high priority of claims. In shaping the Education estimates full regard is to be paid to teacher training as a means of achieving our prime objective of extending primary education. Administration teacher training centres are to be available to the fullest extent possible for the training of mission teachers. The Minister asked the Administrator to: Endeavour to make provision in the 1959/60 Estimates as recast for additional encouragement of mission education with a target of £50,000 to £100,000. Consider the provision of additional subsidies to missions as follows: (A) Subsidise building of intermediate schools on a 50-50 basis of cost. The capacity for staffing and the standard of the building would be considered in giving approval. (B) Additional enrolments in 1960 academic year in mission intermediate schools to be subsidised at £20 per capita. This to be additional to present aid. (C) Increase teacher trainee allowances from £20 to £30 per annum; the numbers in respect of which payment is to be made to be announced in October in each year so as to apply to the following academic year. (D) Increase the subsidy of trained teachers by £10 per capita except 'C' teachers which is by £30 per capita. 3. Place an additional Administration teacher training college on the design programme for 1959/60. The Minister also approved an approach for the loan of the services of an officer on the Commonwealth Office of Education to assist in the development of English teaching programmes.

**South Pacific Post, First Pupils, 7 August 1959, p. 1.** 72 Secondary pupils will move into the new high schools at Port Moresby and Rabaul after the September holidays. At present 39 are attending Ela Beach Primary School and 37 are at Kamarere Primary School.

**GWJ McMeekin to Director of Education, Programme of Work: Primary (T) Schools, 10 August 1959. ED5096 Pt6 f62.** He was going to use his Education Officers to prepare a complete program of work for Standards I and II, over the Christmas vacation, but Johnson informs him that certain parts are already in the hands of the printers and could be ready by February. "I gained the impression from Mr Johnson that the work program involved the use of new techniques, particularly in the teaching of oral English." McMeekin asks for an update.

**GT Roscoe, Standard Issue to Primary 'A' Schools, Circular Memorandum No. 51 of 10 August 1959. ED/2203 (C/1).** Provides a revised list of basic materials to be issued.

**GT Roscoe, Teacher Training, Circular Memorandum No. 52 of 1959, 10 August 1959. ED/3004 (D/1-26-1).** Teacher trainees who will complete the two year 'A' Course in 1960 will not have to pass the entrance examination which comes into force in 1960 but will sit for a Special Examination in English. This concession will not be extended beyond November 1960.

**South Pacific Post, Don't Bring Them Home, 11 August 1959, p. 3.** Roscoe advises parents with children in secondary schools in Australia to leave them there as the new high schools in the Territory are of intermediate standard at best and won't be first rate for at least five years.

**South Pacific Post, Natives Proud of their Own School, 11 August 1959, p. 4.** Hanuabadan natives help to clean Hagara School.

**South Pacific Post, Tuition Almost Personal, 11 August 1959, p. 8.** Roscoe say the average class size at the new secondary schools in Rabaul and Port Moresby would be 15.

**South Pacific Post, High School Teachers all Fully Qualified, 11 August 1959, p. 9.** Three quarters would be graduates of Australian or New Zealand universities.

**South Pacific Post, Secondary School, 11 August 1959, p. 12.** The Editorial is critical of the standards expected at the Territory High Schools and the expected teacher turnover. Says this will encourage many Europeans to leave.

**South Pacific Post, The Miserly Pittance, 11 August 1959, p. 12.** Editorial, "The Commonwealth grant of £13 million (up £1million) to the Territory this year is a classical example of how practice mocks promises, for, in the light of what this country needs financially, the amount the Government has allocated it is peanuts."

**South Pacific Post, Children Suffer at Sogeri, 12 August 1959.** There have been three teachers so far this year. The parents claim that the children are suffering. The Education Department says no.

**GT Roscoe, Alternative 'S' Course for Mission Teachers, Circular Memorandum No. 53 of 1959, 13 August 1959. ED/157 (A/13-1-1C).** "Arrangements are being made to provide a short course for non-indigenous Mission teachers who were not able to enter and qualify for the modified course of training, known as the 'S' Course, that was conducted for them during 1957 and 1958. This qualification is an authority for the Education Department to pay an annual allowance of up to £400 in respect of the holder who is engaged on full-time teaching duties with his or her respective Mission. During January and February 1960 and 1961 there will be held at Madang, Rabaul, Goroka and Port Moresby short courses of six weeks in which the practical aspects of teaching will be emphasized. In between will be a course of reading and four assignments. The final assessment will be decided upon performance in these four assignments, the results of short written tests given at the end of each of the short practical courses, a practical test at the end of the second short course and reports by the officers-in-charge. For those who do not reach a satisfactory standard in all of the above, a practical test of teaching and a short oral test given at the end of a probationary period of teaching during 1961. It is not the intention of this Department to repeat this or similar arrangements for those Mission teachers who do not bother to qualify at this low level by the end of 1961. Except in special circumstances, where prior approval has been given by the Director of Education, only those Mission teachers who were resident in the Territory prior to December 31<sup>st</sup>, 1956 and who failed, or were prevented from presenting, in the 1957 or 1958 'S' Course Examinations will be accepted for this Alternative 'S' Course."

**GT Roscoe, Functions of Area Education officers, Circular Memorandum No. 54 of 1959, 13 August 1959. Ed20 Pt10 f55A and ED/20 (A/1-20).** The Area Education Officer is to be a professional adviser and assistant to the teachers in the Primary T Schools – lesson preparation, school time-tables, work programmes, methods of teaching subjects, relationships, and raising the professional status of teachers generally. At first all appointees will be Education Officers, but it is possible, later, that Auxiliary Division teachers may be given a limited responsibility over small groups of schools."

**SA Nielson to GT Roscoe, 13 August 1959. ED53.** The Interim Executive of Inspectors of School decided to postpone the framing of a constitution and affiliation with the Australian and New Zealand Association of Institutes of Inspectors of Schools until the current round of promotions to District Education Officers and Inspectors are finalised.

**GT Roscoe, Notes for Teachers, Circular Memorandum No. 55 of 1959, 13 August 1959. ED/22.** Forwards to field staff, an article 'What is Reading' by JC Cagg, from NSW Education Gazette, Vol53 No5 May 1959.

**GT Roscoe, *Science Material, Circular Memorandum No. 56 of 1959, 14 August 1959. ED/1127.*** The new Stores Vocabulary has a fairly complete range of Science apparatus and materials for requisition by Headmasters of Intermediate and High Schools.

**Department of Education, *Suggested Rules for Parents and Citizens' Associations, undated 1959.***

**GT Roscoe to the District Education Officer Goroka, *Low Standard Technical Education, 20 August 1959. ED5096 Pt6 f63 and ED/1127.*** "A Council Technical School is entirely different in purpose from a Junior Technical School. In the Council School instruction should be with any means of communication; instruction should be entirely practical; basic in its approach to the problems of the area, and no tools should be employed which would not be readily available to the villagers. The work envisaged is such as would be possible to the individual villagers to improve their conditions of existence. These are short courses of two or three months duration... The Junior Technical School has been designed to accept over-age pupils from Standards IV and V to give them an elementary trade training, chiefly in carpentry, but including other useful activities such as maintenance of bicycles, to give a continuation of instruction in English and Arithmetic, and give simple theory lessons on trade tools and practices. Instruction will be in English and courses run for two years."

**Teacher Training Conference, Port Moresby, 21 to 25 August 1959.** See Circular Memorandum No 71 of 25 September 1959 for details.

**South Pacific Post, *Good Job, 21 August 1959, p. 12.*** Cleland says there has been an impressive improvement in the education for Madang children.

**GWJ McMeekin to Director of Education, *Area Education Officers, 24 August 1959. ED20 Pt10 f61.*** "You state that it is necessary for the Mission Education Officer to be notified when it is the intention of the Area Education Officer to commence work in an area. In some districts there are no officers of the Missions that can be regarded as Education Officers or even engaged in education liaison. Would re-iterate a proposal to have every Mission nominate one person within each district to whom all correspondence on educational matters can be addressed."

**HW Jackson to CR Lambert, 25 August 1959. ACC 8 Box 47 File 62.5.9.** The New Tribes Mission asks permission for Japanese Christian Missionaries to work among the native population of New Guinea.

**GT Roscoe to His Honour the Administrator, *The Provision of Scholarships to Mixed Race and Native Children to Enable Them to Attend High Schools in the Territory, 25 August 1959. ED/1002 Pt1 f29.*** "With the provision of two High Schools in the Territory, the need to send Native and Mixed Race children to Australia is greatly reduced. It is felt that it is much more desirable that these children should be provided with their secondary education in the Territory. This would reduce our expenditure on each pupil by a very considerable amount, probably cutting our expended per head from about £500 to less than one third of this. What is more important than the financial saving, is the fact that the pupils will not be divorced from the environment in which they later have to make their living. Sending the children to Australia has been noted to cause some difficulty of re-adjustment on return, and also to bring in to the Territory a false feeling of superiority by the pupils who have been fortunate enough to be selected for study in Australia. What is requested at this stage, is the approval to make the scholarship normally allotted to Native pupils to go to Australia, tenable at one of the two High Schools providing satisfactory living accommodation can be arranged. It is further requested that in lieu of the subsidy and assistance given to Mixed Race pupils, a series of scholarships be arranged to enable these people to study at the same integrated schools. A start could be made in the 1960 school year." *Note: On the bottom of the page, dated 11 September 1959, Cleland wrote, "Approved in principle. I should like to see details when worked out." Roscoe made a note the same day, to discuss the matter with Mr Lamacraft.*

**RC Ralph to Director of Education, Reports on District Education Officers, 26 August 1959. ED/329 A/1-20C f15.** Reports have now been submitted on Messrs Beresford, Nielson, McKinnon, Madden and Stanley and also on Mr Shanley as Acting Inspector. "I have been struck by the high quality of our District Education Officers, by the grasp each has of his District and its problems, by the zeal, energy and sincerity of each man. Together they form a team of which the Department may well be proud. In my assessment I have felt compelled to award high marks." Ralph asks whether a narrative should be placed on each file for appeals purposes.

**Territory of Papua and New Guinea, Policy Workshops Rabaul, 29 August to 2 September 1959(?). ED47 A/1-52 Pt1 f138-144.** The topic of the workshop was: "What forms of direct or indirect racial discrimination exist in the Territory? How can these be overcome? What measures are necessary to enable the various racial groups in Papua and New Guinea to live in harmony?" The workshop discussed discrimination under the headings in the list made by the United Nations of forms of discrimination practiced in the various parts of the world. These were: A. Inequality of Recognition before the Law: Liquor Law, Censorship, Firearms, Naturalisation, Penalties, and Allowances. B. Inequality of Personal Security. C. Inequality of Freedom of Movement and Residence. D. Inequality in Protection of Freedom of Thought, Conscience and Religion. E. Inequality in the Right of Peaceful Association. F. Inequality in the Treatment of those Born out or Wedlock. G. Inequality in the Right to Marry and Found a Family. H. Inequality of Opportunity for Education or the Development of Ability or Talent. I. Inequality in the Right to Participate in Government. J. Loans to Euranians. K. Inequality in the Enjoyment of Free Choice of Employment. The main inequalities expressed in terms of education were the differences between European and native schools in such things as curricula, supplies, maintenance of buildings and funding.

**KL Goodman to the Education Librarian University of Melbourne, 31 August 1959. ED53 f13-14.** Asks for a list of journals and books that might be suitable for the Institute of Inspectors of Schools.

**Territory of Papua and New Guinea, The Practicability of Introducing Universal Primary Education in the New Britain, Western Highlands and Madang Districts, Mount Hagen, 31 August to 4 September 1959. ED47 A/1-52 Pt1 f132-137.** The Western Highlands as a whole is not ready for universal primary education. Several pockets in the district have expressed the desire for education and intimated that they would be prepared to provide the necessary facilities, namely land and buildings. On known population there are 2,000 teachers needed. Recommendations: Informal conferences between the missions and the Administration to discuss ways and means of introducing the programme. These to report to the District Education Committee. European teachers spend a period in staffed schools until they understand the local situation and then transferred to supervisory duties. Missions should be encouraged to rapidly expand teacher training through increased GIA for construction and maintenance of teacher training institutions. The salaries for Administration and Mission teachers to be equal for equal qualifications. Where possible, the native people should supply land, buildings, food and maintenance of buildings for Mission and Administration schools. No fees should be charged. The Administration should supply the equipment, furnishings and school materials. School units consisting of one class for thirty children, a teacher's house, two toilets and five acres could be supplied for £600. There is an immediate need for ninety units. Training at higher levels other than teacher training should be restricted. A minority recommendation was that primary education should be regarded as the completion of Standard IV.

**Hasluck on Plan for Education. 'A Time for Building', p 225.** By September 1959 Roscoe had prepared a fuller plan for the development of education and cleared it through the Public Service Commissioner.

**GT Roscoe to Public Service Commissioner, Staff Morale, 1 September 1959. Ed340 A/1-20D f8 and ED/20.** "In recent weeks repeated public statements have been made to the effect that staff morale in the Public Service is low. In conversation

with His Honour the Administrator I stated that I did not believe this, as the District Education Officers' Conference had given me the impression that the working spirit of the field officers was particularly good. However during my recent tour which covered the Eastern and Western Highlands, the Sepik District, New Ireland and New Britain... I found good reason to modify the opinion I had previously held. The working spirit of the field officers *is* good... but they speak quite freely of a lack of confidence in the central Administration and of uncertainty regarding the future of this Territory. In particular, they refer in terms of nothing less than hostility to the Department of the Public Service Commissioner. The dissatisfaction and resentment is not solely to the introduction of Income Tax. The officers are upset at what appears to them to be a progressive deterioration in the conditions of service... I am sure it would do no end of good if some of our field officers could meet him (the Public Service Commissioner) and learn from personal contact that he is not the "monster" that they imagine him to be." Roscoe notes transport as area of contention. Vehicles are available from the Government pool from 9 a.m. to 4 p.m. but field staff need to leave early and arrive home late and thus cannot use these vehicles. Two officers have purchased motor-cycles but cannot even claim fuel.

**KL Goodman to Liaison Officer Netherlands New Guinea, 1 September 1959.**

**Ed53 f20.** Advises him of the formation of the Institute of Inspectors and invites qualified persons to join.

**GT Roscoe to District Education Officer Bougainville, *Oral English in Lower Grades*, 1 September 1959. Ed5107 Pt5 f60-61.**

Roscoe has just spent a week in conference with Administration and Mission Teacher Training Masters. One of the longest discussions was on oral English. He passes on some tips to the DEO.

**South Pacific Post, *Another Attack on Hasluck*, 1 September 1959, p. 1.** Mr. Daly (Labor) said in the House of Representatives last week that Hasluck should step down until charges against him had been investigated. He has lost the people's confidence. (Mainly because of the introduction of taxation in the Territory from 1 August 1959.)

**South Pacific Post, *No Confidence in Minister*, 1 September 1959, p. 12.** Editorial says Hasluck should readjust his thinking on Territory affairs. "The Minister is too naïve to make a successful politician and too clumsy to make a statesman. It appears that he is too inept to make a successful prima donna."

**RW Brownlie to District Education Officer Port Moresby, *Monthly Report for August 1959*, 3 September 1959. Ed5082 Pt2 f2-3.** Sister Fairhall (LMS) apparently believes that pastors will lose prestige with villagers if they do not promote children each year, even though promotion is unwarranted and the pastors are unable to teach the higher grades found in most of the schools.

**GT Roscoe, *Subsidy Examination 27<sup>th</sup> and 28<sup>th</sup> October 1959*, Circular Memorandum No. 60 of 1959, 3 September 1959. ED/1120.** Includes psychological and aptitude tests. Exams will be marked centrally and DEOs will be advised of the results.

**P Jensen to the Regional Inspector of Schools Rabaul, *Regional Conference Rabaul*, 4 September 1959. ED5104 Pt7 f53.**

If it is essential he will attend the conference but in order to keep up his schedule he is now working 58 hours a week and cannot afford the 10 days lost attending the conference.

**GT Roscoe to District Education Officers and Inspectors, 4 September 1959.**

**Ed340 A/1-20D f5-7.** Roscoe has discussed staff morale with the Public Service Commissioner who reassures field staff that all is well. Those with motorcycles should submit for mileage allowances. Those not receiving cooperation from other department should provide details so that Roscoe can take the matters up with the appropriate directors.

**GT Roscoe to the Public Service Commissioner, *Interview with the Honourable the Minister*, 4 September 1959. ED/4 No2 f104.** Roscoe has been chosen to attend the South Pacific Commission's Seminar on Education in Brisbane from 16<sup>th</sup> to 27<sup>th</sup>

November 1959. "If it is possible for the Honourable the Minister to spare an hour for me to see him during my stay in Australia, I should appreciate the opportunity very much indeed... The Minister entirely understands that the key to the whole problem of Universal Primary Education is the provision of adequate teaching staff... the potential number of candidates for teacher-training, both in Administration and Mission schools, are quite disappointing.... I should like to be able to tell the Minister in person how much I appreciate his sound grasp of the problems and the very solid backing he has given me in attacking them. I would also like to discuss with him some half-formed schemes I have for overcoming these difficulties. These schemes are not yet sufficiently mature to set them out in writing for official approval. My own thinking would be stimulated and my ideas clarified by personal contact with Mr Hasluck himself."

**South Pacific Post, Board Chairman Attacks Department, 4 September 1959, p. 4.** Apprenticeship chairman attacks the Works Department because, due to lack of housing, it cannot employ apprentices.

**South Pacific Post, History is Written, 4 September 1959, p. 18.** The Education Ordinance was written in 1957 to prepare the way for compulsory education. This has never been enforced – lack of schools and teachers and the impossibility of policing school attendances in remote areas. However for the first time, compulsory schooling was declared on 14<sup>th</sup> August for Yule Island.

**FC Barron to the Director of Education, Continuation Schools, 5 September 1959. ED/5111 Pt6 f75-76.** Outlines proposed placement of students for 1960 and mentions officers due for leave.

**GT Roscoe, New Brick School Being Built at Medina by Local Villagers with Administration Assistance, 7 September 1959. ACC8 Box54 File 74.1.2.** Press release: The three cement brick buildings with galvanized iron roofing will cost £1,250.

**GT Roscoe, Functions and Authority of District Education Officers and Inspectors of Schools, Circular Memorandum No. 63 of 1959, 8 September 1959. ED/201.** "The responsibility for district administration rests with the District Education Officer. The Inspector's place is in the field; his functions are professional rather than administrative. On all administrative matters and on professional matters concerning Primary (T) Schools, Mission Education Officers should approach the District Education Officer. On matters concerning the professional management of Secondary and Intermediate Schools, Primary (A) Schools, and Teacher Training Institutions, they should contact the Regional Inspector."

**CR Lambert to HW Jackson, 8 September 1959. ACC 8 Box 47 file 62.5.9.** Denies permission for Japanese missionaries to work in P&NG. "In recent years applications by several Missionary organisations for the introduction to the Territory of Missionaries from Asian countries, have been refused as a matter of policy... and its main purpose is to avoid, if possible, those conditions which have acted against the interests of indigenous people in other dependent areas whenever immigrating groups from Asian have entered their country."

**South Pacific Post, Finest Native School, 8 September 1959, p. 14.** A native in Chimbu, Sivi, had built a school so the brightest of the village children will be able to go to university.

**GT Roscoe, Items for Issue to Schools Approved only for an Issue of Basic Education Supply, Circular Memorandum No. 65 of 1959, 9 September 1959. ED/201.** Lists the items such schools are entitled to receive.

**GT Roscoe, Department of Education, 10 September 1959. ED/4 No2 f105.** One page summary of achievements during 1959, written for the Annual Report of the Public Service Commission.

**CR Lambert to His Honour the Administrator, Entry of Japanese Missionaries into Papua and New Guinea, 10 September 1959. ACC 8 Box 47 file 62.5.9 f16.** Forwards a copy of Lambert's letter of 8 September.

**South Pacific Post, *Teachers Needed*, 11 September 1959, p. 5.** Roscoe says 1,000 European and 10,000 native teachers are needed for primary education. He would settle for 100 extra for next year. He would send them to the outstations and the natives could build the schools.

**South Pacific Post, *No Schools for Wewak*, 11 September 1959, p. 5.** The Department cannot declare Wewak and area for compulsory education as there are not enough schools.

**South Pacific Post, *School is a Hazard*, 11 September 1959, p. 7.** Goroka Town Advisory Council was told the Goroka pre-school is an eyesore.

**South Pacific Post, *Medina has a New School*, 11 September 1959, p. 7.** A cement brick building has been erected due to the cooperative efforts of the village community, pupils and the Administration.

**South Pacific Post, *First Secondary School*, 11 September 1959, p. 9.** Rabaul and Port Moresby High Schools are ready to open at the end of the month. 60 pupils are to enroll. Will follow the Queensland Syllabus to Junior standard.

**GT Roscoe, *Regional Conference of District Education Officers, Wewak*, 15 September 1959. ED283 A/15-21 Pt3 f87-89.** Five pages of Roscoe's comments on the 26 resolutions made at the conference. Of interest are: The conference recommended that Area Education Officers, instead of spending all their time traveling from school to school, should conduct short courses of approximately two weeks duration for Mission Native teachers in their areas, with follow-up visits to schools. Roscoe comments that this is accordance with the idea that the primary function of an Area Education officer is in-service training of Native teachers and not inspection of Primary (T) Schools. Roscoe notes the conference's support to establish Continuation Schools (Standards V and VI). Roscoe agrees with the suggestion that in making staff reports the use of the symbols "C" Plus and "C" Minus should be permitted but will have the matter discussed at the next Inspectors' Conference probably held in Port Moresby during December. Roscoe approved that District Conferences of District Education Officers should be held once a year. Roscoe appreciates the need for suitable work programmes for Preparatory, Standard I and Standard II and it is intended to set aside a group of experienced teachers to work full time on these projects as soon as they can be set free from other duties. The conference recommended that Grants-in-Aid in respect of Mission Teachers be paid direct to the teachers and not to the Missions. This was recommended to the Minister as long ago as October 1958, and it was understood that the minister was in favour of the suggestion. However, it has not yet been formally approved and the matter will be taken up again. The conference recommended that the utility of correspondence courses be further considered at the next Regional Conference after the year's results are known. Roscoe says that it is a definite instruction from the Minister that they must be provided. I have my own doubts about the effectiveness of correspondence tuition... (but) any recommendation to the Minister for a change in the provisions must be based on facts and not opinions.

**GT Roscoe, *Teacher Training – Examinations 1959, Circular Memorandum No. 66 of 1959*, 15 September 1959. ED/3009.** "A" and "B" Course trainees will sit for one hour examinations in English Method, Method in other Subjects, Arithmetic Method, School Management, and English; and a one and one half hour examination in Special English. These will be held on 16 and 17 August 1959.

**GT Roscoe to the Assistant Administrator, *Supply of School Materials to Catholic Schools in Port Moresby*, 16 September 1959. ED/5277 f59-60.** This matter has been raised from time to time and it has always been ruled that nothing shall be done which would introduce the factor of state aid to European schools in this Territory. Roscoe quotes previous correspondence dated 3 February 1951 and 6 December 1957 and summarized at those dates.

**GT Roscoe to the Public Service Commissioner, *Messrs. G. W. Gibson and V. D. McNamara – Temporary Transfers*, 18 September 1959. ED/20 Pt10 f78A-78B.**

On 4<sup>th</sup> September Roscoe asked for permission for Gibson to fill the position of Chief of Division, Primary Education, while Ralph is on leave. Ralph was acting in the position while Newby was seconded. McNamara was to fill Ralph's previous position of Superintendent of Schools. The PSC wanted to be assured that these were the most senior officers for the positions. Roscoe said there were four others more senior – one was not suitable (GS Crouch) and the other three (Boisen, Dobbyn and Barron) did not want to come to Port Moresby. Ralph, at Roscoe's request, had been revising the Syllabus for Primary Schools, and had completed a considerable amount of this work when he went on leave. Gibson and McNamara are to complete the task.

**GT Roscoe to District Education Officer Wewak, Continuation Schools, 18**

**September 1959. ED/5111 Pt6 f76-77.** "My understanding of the Continuation School idea was that we have outstation Primary (T) Schools completing up to Standard IV only, with a centrally located Continuation School catering for all those capable of doing an academic course. Those not capable of such a course would, if resources, permitted, do extension courses in, for example, carpentry, agriculture etc... For the majority of pupils, Std. IV must, of necessity, be the end of the road for some years to come. Indeed, you will remember that one of the main ideas behind the establishment of Continuation Schools was to free the outstation Primary (T) Schools of the necessity for having the upper 2 standards (V and VI) so that there would be a greater overall turnover of students in these schools. This was considered one way of implementing Departmental plans for Universal Primary Education since we cannot expect a large output from our Teacher Training Centres. Only those considered most capable of an academic course would be taken further than Standard IV, the rest would terminate their schooling at this level."

**GT Roscoe, Preparation of Lesson Programmes, Outlines of Work and Notes of Lessons, Circular Memorandum No. 69 of 1959, 21 September 1959. ED/5022.**

Administration and Mission Education Officers who have prepared such material should send a copy to Headquarters to consider its suitability and the desirability of its publication and distribution.

**GT Roscoe, District Education Officers' Conference, Port Moresby, 1959, Circular Memorandum No. 68 of 1959, 22 September 1959. ED/283 A/15-21 Pt3 f83-86.**

Eighteen District Education Officers, four Inspectors of Schools and senior Headquarters' staff attended the conference at Konedobu from 8 to 12 June 1959. Thirty-seven resolutions were put to His Honour. Roscoe reports progress: Over the next seven years, to open as many schools as possible leading to Standard IV. As many as possible graduates from these schools to go to continuation schools. Roscoe said this is in effect what is being done now. Adequate facilities for A, B and C course teacher trainees. The Missions to be invited to share such facilities, and the provision of regular seminar for Administration and Mission teachers. Roscoe said that these had been approved as policy. To avoid classes being crowded with overage pupils; to encourage starting school at 5-7 years; to set maximum entry ages for various levels of education – 13 years for Standard V, 15 years for Standard VII. Roscoe commented that this was a sound suggestion which is departmentally approved. Area Education Officers to develop one school, to a high standard, to serve as a model for the surrounding Mission schools. Roscoe approved this recommendation saying both DEOs and AEOs should accept this as an intimation that efforts should be made to carry out this resolution. Other resolutions referred to: Leaving Mission liaison to the DEOs; Appointing a trained infants' teacher to every teachers' college; Using physical education tables in Primary T Schools; The training and recruitment of manual arts teachers be expedited, buildings be provided for these teachers and the provision of Junior Technical and Council Technical Schools be expedited; Guidance services to be provided to students while they are still at school; Native teachers be issued with furniture, including bed mattress, table, chair, cupboard, pressure lamp. Roscoe was sympathetic but said resources were not available to issue furniture to teachers; An accurate method be found to determine the correct age of children in the 5-10 year group; An independent survey and reallocation of transport; A uniform policy for payment of student transport; More funds be allocated for hiring boats,

aircraft and road transport; Fore-ordering of school supplies; Standard procedures be set for District Education Officers; Each district be provided with a shorthand typist; a monthly allowance to be paid to trainees engage in productive work at Junior Technical Schools. Roscoe regrets that this cannot be put into effect; Insurance cover be provided for Administration officers traveling on inspection duty (the PSC has made a statement which will be circulated shortly); Rations to be provided for boarding schools Roscoe says that each District Education Officer is given a fund certificate for vocabulary stores, from which the first priority is to provide rations for the teachers and their families. The second priority is for rations for students in Secondary and Intermediate boarding schools. Resident students in primary schools are the third priority and it is left to the discretion of the DEO to make the funds go as far as possible. Funds for assistance to local effort in building Primary (T) Schools be controlled by the DEO not the District Commissioner Roscoe said that there was not prospect of current arrangements being altered. Carpenter-instructors to be appointed at major education centres; New schools only to be established on the written approval of the Director of Education. Roscoe said any other procedure would be highly irregular and not approved. To expand project work particularly as related to average students; To provide correspondence tuition to Mission teachers and all Pre-Entry and Auxiliary Division students; To reduce the size of staff reports; The inspector confer with the DEO before finalizing his report; That all staff reports be made by both inspector and DEO; Inspection of DEOs to be made annually; Written comments be added to the letter markings on the reports; That a Territory Institute of Inspectors of Schools be formed and affiliated with the Australian and New Zealand Association of institutes of Inspectors of Schools. Immediate steps to be taken to appoint two selected Auxiliary Division Officers as AEOs. Roscoe says this will be done in 1960.

**South Pacific Post, Hasluck Backed by Menzies, 22 September 1959, p. 2.**

Menzies, "All I can say is that he has pursued policies which have the warm approval of the Government, and that he himself enjoys my complete confidence."

**DM Cleland to Secretary, Department of Territories, Education Advisory Board – Thirteenth Meeting, 24 September, 1959. Acc 8 Box 34 File 33.14.1 and AD33/14/1 f17.**

Cleland forwarded two copies of the minutes, a summary of the Board's recommendations, Roscoe's comments and advice that he agreed with Roscoe and authorized him to act as he has suggested, subject to a separate submission being made where finance not already authorized is involved.

**District Education Office Goroka to Director of Education, Inspection Report on Primary (A) School Aiyura, EHD, 24 September, 1959. ED325 f3-4.**

New Building:  
- In your C/1-30-1 of 5<sup>th</sup> June, addressed to me you said, "It is expected that a tender for it... will be accepted in the next ten days, and construction should commence immediately." Work has not now (Sept. 24<sup>th</sup>) started on the new building and... the present building may become untenable in November.

**HH Reeve to President, St Joseph's School P&C, Port Moresby, Provision of Free Books and School Supplies to Pupils of Catholic Schools, Port Moresby, 24 September, 1959. ED5277 f6.**

The matter of the free issue of educational supplies to Catholic European schools in the Port Moresby area has been before this Administration on various occasions since 1948. As far back as that date it was determined, as a matter of policy that such assistance could not be granted and the Mission authorities were so advised. Assistance will readily be given to Native Mission schools and to Asian/Mixed Race schools (in areas where the Administration has not a school of a similar type). His Honour regrets that he is unable to extend the scope of assistance... and, under the circumstances, considers that no useful purpose would be served by him receiving a deputation from your Committee.

**GT Roscoe, Report on Teacher Training Conference, 21 to 25 August 1959, Circular Memorandum No. 71 of 1959, 25 September 1959. ED/3008.**

The conference was attended by four teachers from four Mission Teacher Training Centres in Papua and five teachers from the four Administration Teacher Training Centres.

Recommendations included: The nomenclature of A, B and C Course certificate be replaced by Infant Teacher's Certificate (Standard 6 entry and one year course) and Primary Teacher's Certificate Class 1 and Class 2 Grade 9 entry and two year course). Teacher Training Syllabus to be revised. Approved Training Centres to be allowed to hold internal examinations for certification. A five member Primary Syllabus Revision Committee to be established. Lesson Notes and Work Programmes to be freely exchanged between the twenty-four Teacher Training Centres and funds set aside to print suitable programmes. Purchase be made of Bush Books one to six, the Longmans Papua and New Guinea Reader one to six, and Oxford English Course be purchased along with supplementary readers. A Teachers' Journal or Education Gazette be considered.

**South Pacific Post, High School Opening, 25 September 1959, p. 3.** Port Moresby High School is to open Monday 28<sup>th</sup> September. One-fifth of the pupils are "full-blooded" natives. No racial trouble is anticipated.

**N Thomson, Pre-School Teacher Training Scholarships, 28 September 1959. Acc 8 Box 54 file 74.1.2.** The Public Service Commission advises of two scholarships available to girls who have passed the leaving certificate. Tenable at Sydney or Brisbane.

**HH Reeve, Statutory Boards – Fees and Allowances, 28 September 1959. Ed18 f111.** His Honour has approved effective from 1 July 1959, an attendance fee of £5.5.0 per day and a traveling allowance of £3.10.0 per day plus cost of transport for members other than Public Servants. The declaration includes District Education Committees and the Education Advisory Board.

**PD Hayes, Report of Inspection of Lomat Primary T School, 28 September 1959. f50-51.** Possibly a new inspection form. It consists of two pages of assessment on ten elements: Organisation and Duties, Records, Curriculum and Methods, Discipline, Attainment and Progress of Pupils, Minor Organisation, Living Accommodation, Health and Hygiene of Pupils, General Remarks, and Rating of Efficiency.

**South Pacific Post, Teacher Tours Prove Costly, 29 September 1959, p. 6.** Ten teacher trainees go to Australia each year. £12,000 has been spent in six years.

**South Pacific Post, US Education Director to Lecture in Moresby, 29 September 1959, p. 10.** The Department of Education of the American Trust Territory in the Pacific, Dr RE Gibson is to deliver the Camilla Wedgwood Memorial Lecture at the opening of an education seminar to be held 9-12 November 1959. This will be the first of a series. Gives a biography of Wedgwood; the main points are that in 1944-5 and 1946-7 she was in P&NG making a survey of native educational problems. In 1949 she was appointed senior lecturer in native education at ASOPA, a post she held until her death 17 May 1955.

**South Pacific Post, New School, 29 September 1959, p. 8.** North Lae Primary School is under construction.

**House of Representative Debates, Estimates 1959-60, 30 September 1959.** Calwell would like to see white and native children educated on the spot rather than sent to Australia.

**AE Stephens, Report on Teachers' Refresher Course M'Bunai, 30 September 1959.** The main obstacle encountered throughout the course was that of the Mission teachers' lack of English. Lesson plans were discussed and presented. A week was spent in instruction in the filling in of records and forms. Periods were also devoted to the making of free materials and teaching aids.

**GT Roscoe, Teacher Training Certification, Circular Memorandum No. 73 of 1959, 30 September 1959. ED/3009.** Roscoe extends concessions for mission teacher trainee entrance requirements till January 1961.

**GT Roscoe to the District Education Officer Goroka, Stores Procedure, 30 September 1959. ED/5096 Pt6 f92-93.** Summarises procedures from schools ordering supplies until they arrive.

**GT Roscoe to District Education Officer Goroka, *Teaching Aids*, 30 September 1959. ED/5096 Pt6 f94.** "You would not credit how hard it is to get anything at all printed for use in schools. So far as the actual design of the aids, Mr Mottershead has resigned and Mr Mackie is proceeding on leave with the intention of finding other employment in Australia, this means that for the time being the Visual Aids Branch ceases to exist. McNamara is proceeding to Headquarters as Superintendent of Schools... and this matter of teaching aids will be right on his list of duties.

**Territory of Papua and New Guinea, *Careers in the Department of Education*, probably October 1959. ED/22 Pt3 f76-77**

**GT Roscoe to District Education Officer, Manus, *Refresher Courses*, 1 October 1959. ED/5104 Pt7 f62.** Congratulates Mr Stephens on his course and sends some lesson programmes prepared by the Teacher Training Centre.

**RW Brownlie to Director of Education, *Monthly Report for September 1959*, 2 October 1959. ED/5082 Pt2 f32-33.** Reporting on an education patrol to the Bush Mekeo (Kaupo) Division, Brownlie says, "The outstanding fault in the schools which were functioning was that absolutely anyone had been allowed to attend regardless of age, number of students per teacher or number of grades per teacher. This is a reflection on the inadequate European supervision which has been provided." He recommended expelling all over-age students once they are literate in the vernacular.

**GT Roscoe, *The Staff Meeting*, Circular Memorandum No. 74 of 1959, 5 October 1959. ED/20.** Extracted from Vol. 15 No. 7 of the 'Educational Record'.

**HH Reeve to His Honour the Administrator, *Mission Teachers' Subsidies*, 5 October 1959. ED/4 No2.** Summarises correspondence on this matter throughout 1959. Roscoe had assumed the Minister would approve the recommended increase in subsidies and authorized their payment. When the Minister approved the subsidies at a lower level it meant that the Mission teachers had been overpaid £50,000. To revert to the lower level would involve a reduction in payment to teachers. Cleland wishes to discuss the matter with Roscoe.

**South Pacific Post, *Parents Protest Poor Conditions*, 6 October 1959, p. 1.** Ela Beach parents criticize wartime hut used as classroom.

**South Pacific Post, *More Teachers for Territory*, 6 October 1959, p. 5.** Hasluck told Parliament the Territory intends to recruit 32 instructors and 20 cadets this year. Of 400,000 children 15,538 are at Administration and 24,500 are at mission schools. In the past 5 years the number of native schools has risen from 88 to 272, native teachers from 222 to 523 and European teachers from 86 to 207. Mission schools are improving. Non-native enrolments are 1,930. 966 non-natives are assisted to attend secondary schools in Australia.

**South Pacific Post, *Give Natives Self Government Now*, Member Says, 6 October 1959, p. 7.** Gough Whitlam.

**South Pacific Post, *Education Can We Afford It*, 6 October 1959, p. 7.** Roscoe told the Legislative Council £50 million was needed to achieve universal primary education within the next 15 years. Once achieved £10 million would be required for yearly maintenance.

**South Pacific Post, *Education Speech*, 6 October 1959, p. 9.** Roscoe is to address the Royal Institute of Public Administration at Konedobu on 15 October. He will deal with the purpose of Australian Administration, our obligations towards dependent people, the blending of cultures and the need for universal primary education.

**South Pacific Post, *Scholarships for Teachers*, 6 October 1959, p. 9.** Two more scholarships for Pre-School teacher trainees.

**South Pacific Post, *Increase in Mission Aid*, 6 October 1959, p. 10.** Roscoe told the Legislative Council mission aid was up £27,300 in the last financial year (to £274,800).

He would like GIA to increase. Says he was the originator of the plan for universal primary education.

**South Pacific Post, Education Gets Larger Slice, 6 October 1959, p. 12.** Roscoe's budget speech to the Legislative Council made the following points: £1,538,700 has been requested; expenditure this year up 25%; the sub-divisions of native and non-native education have been replaced by primary and secondary education; a new sub-division of teacher training has been added; special attention will be paid to universal primary education; pre-service and in-service training of native teachers and provision of increased assistance to missions (financial and professional); The Department is to be reorganised to provide greater supervision of teachers; District Education Officers have been increased from 11 to 18 (15 Districts and 3 relief); 4 regional inspector positions created.

**VD McNamara to the Director of Education, A Serious Cause of Low Morale Amongst Officers of Our Dept, 8 October 1959. ED/340 a/1-20D f17-18.** "We are developing a large and dissatisfied class of Grade 1 Education Officers... they are worse off than they were in Australia... promotions and appeals procedures in this service are so slow. The formula laid down by you in June is: confirm Inspectors (since done); advertise vacancies for DEO I's (not yet done); confirm DEO I's; advertise vacancies for EO III's; confirm EO III's; advertise EO II's; confirm EO II's. It was seven months from the time the Inspectors were gazetted to confirmation... it will be 1961 before the new EO II's are confirmed in their positions. I am sure that you will agree that this is intolerable. We have in the service teachers of ten years' experience who are still Grade I Education Officers. I suggest that before the end of November we advertise, in one gazette, vacancies for DEO I's, EO III's, and EO II's, with the aim of confirming all appointments by the middle of 1960." (*Loch's Note: These were advertised in December 1959*)

**FC Barron to the Director of Education, Continuation Schools, 10 October 1959. ED/5111 Pt6 f88-89.**

**GT Roscoe to His Honour the Administrator, Local Government Council Schools – Staffing with Mission Teachers, 12 October 1959. ED/5254 Pt2 f84.** In June 1959 Roscoe had discussed with the Administrator the suggestion of staffing a Local Government school with a Mission teacher if the Department of Education could not provide a teacher. It was agreed to await developments. At a conference on the relationship between Local Government Councils and education, held in Goroka in August 1959, it was suggested that the Loma Council should erect two schools which would be staffed with approved teachers from the Seventh Day Adventist Mission. There is no possibility of this Department being able to provide sufficient teachers to staff the schools. In fact less than 40 Administration teachers will qualify this year and I have been compelled to advise District Education Officers that no new Administration Primary Schools can be opened in 1960. It is perfectly true what the District Education Officer says, that if we do not permit the Missions to start these schools the educational work of the Native Local Government Councils will have to be abandoned. On the other hand, there is no escaping the fact that denominational teachers will give denominational religious instruction and that not merely during the period set apart on the timetable for Christian Doctrine. This is particularly the case with the Seventh Day Adventist Mission, who correlates their specific Theology with school subjects in a particularly thorough manner. Seventh Day Adventist Schools do not conform to the departmental syllabus as so the schools of other Missions. Under the circumstances I am not prepared to recommend approval of the proposal. However I am duty bound to bring the matter under Your Honour's attention and ask your guidance. *Note: In a handwritten note on the bottom of the letter Roscoe adds, "H. H., I do not support the proposition to staff NGLC Schools with Mission or Mission trained teachers. Perhaps the situation could be saved by a repeat of the 'crash' training course for teachers for low grade classes. Relief may arrive from subsidy plan for Mission school building, a subject which I confess I have not advanced very materially." On 14 October Cleland noted, "I agree entirely with the Director's recommendation." Roscoe passed the matter to his Teacher Education Division with the comment "Suggest you examine the 'crash' course proposal."*

**South Pacific Post, *Apprentices Hampered by Housing Problems*, 13 October 1959, p. 8.**

**South Pacific Post, *Apprentices cost Board £20,000*, 13 October 1959, p. 9.** The apprenticeship scheme has turned out five apprentices in four years at a cost of £20,000.

**GT Roscoe, *Teacher Certificate Examinations - 1959*, Circular Memorandum No. 75 of 1959, 13 October 1959. ED/3009.** The Special English Examination for 'A' and 'B' Course Certificates has been abandoned for the Teachers' Examinations to held in November 1959. This means that all candidates, whether qualified for entry to these respective courses, or not, will be eligible for the award of a certificate upon the successful completion of their Course and if they reach an acceptable pass standard at the written and practical examinations... must gain at last one half of the marks allotted for the subject, English.

**GT Roscoe, *Attached Number Syllabus*, Circular Memorandum No. 76 of 1959, 15 October 1959. ED/5069.** Two pages outlining what is to be taught in Prep, Standard I and Standard II.

**GT Roscoe, *The Problems of Education in Papua-New Guinea*, 15 October 1959. ED/385 f2.** This is an address given to the P-NG Regional Group of the Royal Institute of Public Administration, in Port Moresby and printed in the *Pacific Islands Monthly* of December 1959, January and February 1960. Roscoe talks of early German administration, the Pacific War, post-war objectives, taxation, aims, blending of cultures, demand for English, growing population, supply of teachers, raising standards, jobs, the place of Pidgin and the vernacular, missions, and Local Government Councils. A few quotes from the speech are presented below. "As a newcomer to the field of native education, I learnt to share Mr Grove's views. I felt that a place should be kept in native education for the use of the vernacular, and that the people's old ways of life should not be completely broken down. To some extent I shared Mr Grove's vision of the Papua and New Guinea of the future, consisting of happy communities of peasants reasonably enlightened and living in modest comfort; but without the complications and frustrations and material paraphernalia of modern civilization. Experience has shown that this pleasant dream is unlikely to come true.... I was appointed Director of Education on September 1<sup>st</sup> 1958, and two weeks later the Minister discussed educational policy with me. I outlined a plan, already discussed with the Administrator, for Universal Primary Education and Universal Literacy in English. This was accepted in principle by the Minister. Later, it was worked out in detail and received his approval in January 1959... Our main trouble at the present time is that very few make teachers in Australia are applying for appointment to the Territory service. We can actually recruit young women to the limit of the quota allowed in the Estimates, but what we need most of all are single young men who are qualified teachers and have the spirit of pioneers... A proposal is at present under consideration for the extension of our recruiting campaign to overseas countries.... Local Government Council areas are prepared to devote a considerable proportion of their revenue from local taxes to the construction of permanent school buildings. In fact they are doing this to such an extent that the Department is embarrassed because we cannot provide them with trained native teachers. The Department plans an emergency programme of teacher-training in 1960 to provide the maximum possible number of "A" certificated teachers to staff such schools."

**GT Roscoe, *Duties of Senior Headquarters Officers*, Circular Memorandum No. 77 of 1959, 16 October 1959. ED20.** There is a staff shortage at Headquarters. Owner is seconded to the PSC and Newby seconded to the Department of the Administrator. Goodman proceeds on leave in November until March and Ralph is on leave and expected back at the end on November. Roscoe will be in Australia from 15 November to 3 December. To meet this situation McNamara has been brought to HQ to act as Superintendent of Schools as second to the Chief of Division, Primary Education and McKinnon will be posted to HQ to assist the Chief of Division, Teacher Training.

**H. H. Reeve, *Administration-Missions Conference*, 16 October 1959. Acc 8 Box 47 File 62.4.2.** Reeve forwards the draft agenda and informs Roscoe that he should be

present when agenda items concerning the Department of Education are discussed. The missions asked for the following to be placed on the agenda: Lutheran: There should be some clarification as to the function of the Conference itself. Methodist Overseas Mission: That a closer liaison be established between the Administration and the Missions so that in any matters involving serious disputes both Administration and Christian Missions may be made aware of the situation at once and thus use any mutual help and influence available. Methodist Mission New Guinea District: The Administration should encourage the Christian Missions in the establishment of hostels to meet the needs of outstation children of all races who may be denied a higher education due either to lack of money or accommodation, and that such hostels be subsidised and directed on the same as is existing for pre-school centres. That "A" Certificate be retained, and compulsory education to be introduced in areas where schools are firmly established. The Rev DE Ure: Provision to be made for postage on educational and medical returns.

**GT Roscoe, *Teacher Training – 'A' Course - 1960, Circular Memorandum No. 78 of 1959, 19 October 1959. ED3003.*** "As the urgent need for a rapidly increased number of Native Teachers has been emphasized recently from several directions, it has been decided to continue during 1960 the 'A' Course of Teacher Training in Administration Centres. Candidates will be chosen from students at Intermediate and Secondary Schools, upon a competitive basis from the following groups: (a) Those who failed standard nine. (b) Those who have complete standard eight. (c) Those who failed standard eight. (d) Those who have complete standard seven. (e) Those who failed standard seven. The course will be for one year and the probable centres where it will be conducted are Dregerhafen, Popondetta and Goroka. Courses for the 'B' Teachers' Certificate will also be organised during 1960, possibly at Rabaul and Idubada, while the course for C Certificate will be conducted at the new Teachers' College in Port Moresby.

**GT Roscoe to the District Education Officer, Goroka, *Local Government Council Schools – Staffing with Mission Teachers, 19 October 1959. ED/5254 Pt2 f91-92.*** "This is a matter of policy. I have discussed the matter with His Honour the Administrator and I have to tell you that the proposal is very definitely not approved... However in view of the circumstances I am prepared to consider the appointment of two teachers for the proposed school, provided these teachers are found by you or by the council locally... Such teachers will be required to accept the discipline of the Department, teach the Departmental Syllabus and to abstain from any teaching associated with a Mission if they should happen to come from one of the Missions... His Honour the Administrator views the matter (lack of teachers) very seriously and as a result of our discussions I have agreed that in 1960 the Department will conduct an emergency training programme for native teachers. I am not at all happy about training Administration teachers at the "A" Certificate level, but it is the only way in which we can get adequate numbers of teachers quickly."

**South Pacific Post, *Meetings of the Pacific Commission, 20 October 1959, p. 14.*** Senior Education Officers from fourteen Pacific Territories will meet at the University of Queensland from 16-17 November.

**South Pacific Post, *new School at Medina, 20 October 1959, p. 14.*** New building due to self help.

**GT Roscoe, *Illegal Schools, Circular Memorandum No. 80 of 1959, 26 October 1959. ED156.*** Roscoe says that the Education Ordinance states that schools must be Registered, Recognised or Exempt. Any other schools are illegal. DEOs are to report such schools to the Director and from 1 January 1960 prosecutions may be initiated. District plans are to be drawn up after consultation with the missions and no new schools are to be opened without the Director's approval. It was originally planned that lower elementary schooling should be left to the Mission Village Schools, and that on completing Standard II children would be transferred to Village Higher Schools operated by the Department of Education. Some missionaries evidently believe that this arrangement still holds. The arrangement... has never worked and has in practice been abandoned. The terms "Village School" and "Village Higher School" are no longer in use.

All schools for indigenous children are referred to as Primary "T" Schools (i.e. Primary Schools with a Territory Syllabus). They are classified in four types, T.1, T.2, T.3 and T.4, according to the degree of development of the area in which they are operating. *Loch's Note: I have not encountered the use of T.1, T.2, etc in previous documents. It is aligned with a statement Roscoe made in his speech 'The Problems of Education in Papua-New Guinea' made on 15 October 1959 where he said he classifies education areas under four heads – (i) Areas of minimum contact, (ii) Areas of limited contact, (iii) Areas of frequent contact, and (iv) Urbanised areas. In his address to the Admin/Mission Conference 26 October 1959, Roscoe explains the link, with T.1 being Areas of minimum contact and T.4 Urbanised areas. (P8-10 of his speech).* "Missionaries have also occasionally quoted an assurance given by the then Director that no new Administration Schools would be established in competition with Mission Schools... (This) has been largely nullified by the exemption of the majority of Mission schools. Until the institution of the Plan for Universal Primary Education, an Exempt school was regarded by the Department as virtually non-existent...There is no intention whatever of "competition" between Administration and Mission schools... but it will no longer be acceptable for a Mission to operated an inefficient school and to protest against the establishment of an Administration school in close proximity thereto."

**DM Cleland, Opening Speech to the Administration/ Missions Conference, Administration Press Statement No.60, 26 October, 1959. Groves Papers Box 1 file 15 and Acc 8 Box 54 File 74.1.2 Pt1.** "Many of our problems relate directly to the availability of money and materials, to the recruitment of more staff, and to our need for more buildings and more equipment for a thousand and one purposes. In time those needs will be met, but neither money nor material things can alone solve the problems of successfully guiding the Native people through the transition stage, from primitive village life to full and responsible citizenship in a democratic society. To achieve that we have to establish in the minds of the Papua and New Guinea people an entirely new concept of social responsibility, and ensure that they grow towards a full comprehension of all that is involved in democratic citizenship."

**GT Roscoe, Universal Primary Education, 26 October, 1959. ED/4 No2 and Groves Papers Box 1 file 15.** This was an address to the Administration/ Missions Conference. "It has been my lot this year to speak on the subject of Universal Primary Education at different times at various audiences. In February I addressed the Conference of the Lutheran Mission at Wau. In June I spoke on the same subject to the District Education Officers' Conference. A fortnight ago I read a paper to the Royal Institute of Public Administration. In November I expect to speak on the same subject at the Regional Education Seminar in Brisbane organised by the South Pacific Commission. P1. This year there have been more conferences and seminars at all levels than the Department has ever known before. I have personally attended Regional Conferences of District Education Officers in the New Guinea Islands, New Guinea Lowlands and the New Guinea Highlands, as well as a Conference of all District Education Officers at Port Moresby. There have been conferences within the districts of Education Officers and Missionaries, and a conference of Teacher Training Masters at Port Moresby. Area Education Officers have conducted seminars and short courses for European and Native teachers. I have occasionally had misgivings as to whether we were perhaps not going too far and spending time and money on conferences that ought to have gone into teaching, but my Mission friends have assured me that they have found the conferences and seminars very helpful indeed. P6-7... Accepting the proposition that Universal Primary Education is essential, the question remains whether it is possible. We can determine that only by trying, and fortunately we do know how to go about it... The essence is that the Department, instead of washing its hands of the Exempt schools, should endeavour to raise them to an acceptable standard. P5"

**Resolutions Made by the Missionary Delegates at the Missions/Administration Conference, Port Moresby, 26 October to 3 November 1959. Acc 8 Box 47 File 62.4.2.** After the formal opening the Mission delegates sat in private session for the rest of the 26<sup>th</sup> to confer amongst themselves. The following comments and recommendations

were made by the Missions. That GIA for qualified indigenous medical and education personnel be given to the Missions in the same manner as that adopted in the case of European medical and education personnel. That the Administration should encourage the Christian Missions in the establishment of Hostels to meet the needs of outstation children of all races who may be denied a higher education due either to lack of money or accommodation, and that such Hostels be subsidised and directed on the same basis existing for pre-schools. The immediate introduction of the clauses (of the Education Ordinance) affecting compulsory education in urban and other areas where schools are firmly established and are adequate. That legislation be introduced whereby attendance by all who have been voluntarily enrolled by made compulsory in all Registered and Recognised Schools. That a District Examinations Board consisting of the DEO and MEOs be constituted to supervise public examinations in Administration and Mission Schools. That the approval and issue of textbooks and programmes of work for all subjects in primary and intermediate schools be given priority by the Department of Education. Expresses its appreciation to the Dept of Ed for providing the "S" Course. To bring to realization the present plan for Universal Primary Education in the Territory there must be an unprecedented increase in the amount of the Education Grant from the Australian Federal Treasurer. Recommends that increased GIA to Missions be made available for the provision of the staff of schools, buildings to be used for educational purposes, and educational equipment. Expresses its appreciation of the proposed increase in GIA to Missions with respect to Teachers in categories "A", "B" and "C". Recommends that the Administration give GIA for the building, establishment and maintenance, including pupil maintenance by the Missions of four-year Teachers' Colleges with an intake at the completion of Standard VI and an output at the level of Certificate "B". Asks the Director of Education to introduce Bible reading into Administration Schools. Is convinced that the only solution (to lack of skilled trainees) for years to come is to establish boarding schools, both Administration and Mission, and to maintain therein all students who have passed a qualifying fifth standard.

**South Pacific Post, *Dangers of Western Education Stressed*, 27 October 1959, p. 5.** Dr Gibson (see 29 Sept 1959) said Western Education had dangers; educators can only feel their way to solutions. Dangers include: 1. The production of "technicians" more concerned with materialism than philosophies and culture. 2. The threat to the nation by control of schools by local communities rather than the state.

**N Thomson to GT Roscoe, 28 October 1959. ED340 A/1-20D f19-20.** Roscoe had visited Thomson in his office to discuss matters of staff morale. Thomson had pointed out that the Minister had made a statement of reassurance which was issued for the information of all officers on 18<sup>th</sup> May 1959. Roscoe had not seen it. A further circular was issued on 27<sup>th</sup> August 1959 but when Thomson had visited Kerevat Education Training Centre no one had seen either of the circulars. Thomson asks: What action if any, was taken to comply with the request contained in my Circular No. 43 of 1959 (i.e. 27 August)? What action, if any, is taken generally to ensure that the contents of my circulars are brought under the notice of officers in your Department? There is a handwritten note on the page saying Buckland discussed the matter with Thomson and the circular was being issued immediately.

**GT Roscoe, *Opening of New Schools, Circular Memorandum No. 81 of 1959, 29 October 1959. ED/4 Pt2 f5.*** Similar content to CM 80. "It is intended to eliminate the whole category of Exempt Schools, not by closing them, but by raising their status to that of Recognised Schools... Under the Ordinance, it is unlawful for a Mission School to be opened without prior application to the Director of Education for Registration, Recognition or Exemption... Hitherto Exemptions have been granted unconditionally. In future, exemptions will be granted for one year only, and application for further exemption must be made annually."

**Press Statement No. 3, *Missions-Administration Conference, 29 October 1959. United Church Collection Box 16 File 4 C. I. A. 5.*** A press release outlining resolutions passed by the Missionaries in a private session at the conference. Bible Reading in Administration Schools: The Director of Education supported it

enthusiastically. He told delegates that in 1951 he had pleaded with them in vain to allow him to introduce Bible Reading in the schools. "Speaking as a lay teacher," he said, "I feel that our literature, our history, our philosophy and our morals are all based on the Holy Scriptures, and that a knowledge of Holy Scripture is necessary for the understanding of Western culture." The Director's closing remark that he heartily supported the proposal for Bible reading in Government Schools received a spontaneous ovation from the missionaries. The press release also covered resolutions concerning Compulsory Education and Integrated Hostels.

**GT Roscoe to the District Education Officer, Wewak, *Establishment of Continuation Schools Providing Fundamental Education*, 30 October 1959.**

**ED/5111 Pt6 f97-99.** "While admitting that it is desirable to have fundamental education boarding schools for the older pupils, I am obliged to point out that we must consider the practical situation. We are short of staff, money, and rations, and therefore must concentrate on the group that will give us the most valuable return – at present this means only the brighter pupils at academic continuation schools. Your proposal for non-academic (i.e. fundamental) Continuation Schools will be a future development... In conclusion then, I feel that it would be much better to concentrate on the brighter pupils in academic schools, preparing them for skilled employment to meet the needs of the country."

**Report on Activities of Area Education Officer, Port Moresby for September and October 1959, undated, ED5082 Pt2 f42-45.**

"Village children do not commence school (on the average) until they are almost 7 years old. Two years are apparently spent in each of the Infant and Vernacular Classes before a normal rate of progression is started. Children are 12½ years old by the time they complete Standard 2, that is, by the time we are ready to accept them into Administration Schools. This clearly shows why many of our schools have "men" and "women" in their upper classes."

**GT Roscoe, *Opening of New Schools*, Circular Memorandum No. 81 of 1959, 3 November 1959. ED/4 Pt2 f5.** Roscoe forwards the PSC Circular No. 27 in which Hasluck reassures public servants that their conditions are protected.

**GT Roscoe, *Payment of Supervision Fees*, Circular Memorandum No. 83 of 1959, 3 November 1959. ED/5104.** Personnel outside the Department will be entitled to £1/1/- for a 2 hour session and £1/11/6 for a 3 hour session.

**GT Roscoe, *Training of Officers for Higher Appointments*, Circular Memorandum No. 84 of 1959, 3 November 1959. ED/40.** Officers seconded to the Commonwealth Public Service will in effect on "temporary transfer" and will retain Territory conditions of service but will be assisted with accommodation, transport, and removal of effects.

**South Pacific Post, *Warning Given to Missions*, 3 November 1959, p. 3.** Roscoe warned missions running illegal schools will be prosecuted from 1 January 1960. In many places school have been established without reference to the Department of Education. Roscoe urges missions to lodge applications. District Education Officers will be asked to report on illegal schools. Roscoe places high value on the preservation of good will and cooperation with the missions but they must be reminded of their obligations.

**South Pacific Post, *Native Education Will Take Time*, 3 November 1959, p. 9.** Roscoe told the mission conference last week that development in education was not proceeding fast enough. Cleland said, "The first emphasis must be on education (but) I consider that in view of existing circumstances the grant for education which we receive at present is satisfactory."

**South Pacific Post, *Instruction in School*, 3 November 1959, p. 14.** The Editorial argues that the move to introduce Bible reading into school on its face value seems unobjectionable but we must be wary of the effect of various beliefs on unprepared and very young minds without the consent of the parent. "It is also questionable whether the State, through the head of its education system is wise in giving an opinion... concerning religious instruction. Religion is not the State's business."

**South Pacific Post, *Problems to be Faced in Education*, 3 November 1959, p. 14.**

Roscoe in an address to the Mission-Administration Conference made the following points: Education is on the threshold of unprecedented progress. A necessary condition for advancement is universal primary education which must include universal literacy, for each Papuan and New Guinean, in English. Fr Dwyer said the programme would remain an idle dream unless there was an unprecedented grant from the Federal Treasury. He asked for mission teachers to get the same basic salary as government teachers. Bishop David Hand (Anglican) supported the unprecedented grant as did Roscoe.

**N Thomson, *Scholarships for Public Servants*, PSC Circular No. 57 of 1959, 4 November 1959. ED/54 f5.** Three part-time places and one full time place will be available annually to permanent officers for diploma and degree studies. One post-graduate scholarship will be available for application at any time.

**KR Lamacraft, *Registration, Recognition and Exemption of Schools*, Circular Memorandum No. 87 of 1959, 4 November 1959. ED/156.** Lamacraft is acting D of Ed. (Roscoe is not yet in Australia as he says in a letter dated 5<sup>th</sup> November that he travels from Port Moresby to Sydney on 11<sup>th</sup> November). The memorandum establishes the procedures to be followed to enable a mission school to be classified.

**GW Toogood, *Report of the Committee Appointed to Investigate Proposals of the Director of Education for the Recruitment of Officers Overseas*, 5 November 1959. ED22 f87-88.** The meeting was held on 23<sup>rd</sup> October 1959. Present were Toogood (Dept of Admin and Chairman), Roscoe, FK Milne (Treasury) and FNW Rolfe (Treasury). Roscoe said that the approved quota for next financial year was 32, which was totally inadequate and unlikely to be filled. He needs single males but half of the applicants would be female and the majority of the male applicants would be married. He needs single males to become Area Education Officers who do a good deal of patrolling and accommodation was likely to be rather primitive. The annual intake of Cadet Education Officers is 20 but a scheme is awaiting approval to increase the intake to 50... but it will be two years before the trained cadets are available for posting. The PSC had obtained recruits for other Departments from England, but they were not able to adjust to Territory conditions and left the Territory after only a short period of service. The Committee recommended to clearly indicate conditions of service in any overseas recruitment programme. It also recommended extending recruitment to the country areas in Australia and to advertise in New Zealand. It was not considered practicable to attempt to recruit teachers from Canada.

**GT Roscoe to RW Robson, 5 November 1959. ED/4 No2 f2-3**

*(Robson was the Managing Director of Pacific Publications, Sydney).* "I have an appointment to see the Minister either in Sydney or Canberra on Friday 13<sup>th</sup> November, and I shall travel through from Port Moresby to Sydney on 11<sup>th</sup>, spending 12<sup>th</sup> in Sydney... I hope to present the Minister with an appreciation of the situation in education as it stands at the moment, and of course there are things I can tell him confidentially which I would prefer not to put in official correspondence... We have just concluded the Missions-Administration Conference. I had rather a trying time answering questions without notice, with stenographers to take it down in writing, and journalists to use it in evidence against me. However the general atmosphere of the conference was friendly and cooperative and there was evidence of more confidence in the Department than the Missions have shown on previous occasions... One surprise was a resolution unanimously supported by both Catholics and Protestants for the introduction of Bible Reading in the Government Schools."

**GT Roscoe to His Honour the Administrator, *Appreciation of the Situation in Education as at 31 October 1959*, 5 November 1959. ED/1 A/1 Pt III f53.** Roscoe presented the Administrator with a balance sheet of progress in Education. On the credit side he lists: Support from the Administrator and Assistant Administrator, cooperation from other Departments and the Missions, and loyalty and efficiency from his staff – especially his field staff. The new High Schools at Port Moresby and Rabaul are good and the Teachers' College at Wards' Strip and the Intermediate school at Lae will be a great

help when completed. The Vote for school materials for Administration Schools is adequate for the first time. Although only 40 will complete teacher training this year there will be 210 candidates training in Administration colleges in 1960. A general understanding of policy has improved through many conferences. On the debit side Roscoe lists: Staffing problems – recruitment of European staff is not adequate; discontent due to frustration over transport, equipment, buildings, promotion and appeal delays, and unpaid overtime; absence of HQ staff through secondment, training, etc. Urgent need for Teachers' Colleges, Intermediate Schools and Girls' Schools. Missions have reached the end of their financial tether. Great difficulty in getting printing done. Need for Programmes of Work, Oral English Courses, Readers and Textbooks. "Outside" publishers would do them but the Department of Territories views this with disfavour. The Education Advisory Board has recommended increased maintenance allowances for teachers and students; assistance to missions for buildings; four-year teachers colleges and continuation schools. Roscoe discussed the above matters with His Honour on 9<sup>th</sup> November, just prior to his departure for Australia and his meeting with Hasluck on 13<sup>th</sup>.

**GT Roscoe, Recorded General Knowledge Programmes, Circular Memorandum No. 89 of 1959, 6 November 1959. ED/5030.** Recordings of some 40 programmes are available from Wrigley, the chewing gum manufacturers. The Department will pay postage for those interested in the programmes.

**South Pacific Post, Hasluck Explains the Missions, 6 November 1959, p. 2.** In an address to a public meeting held in Wesley Church, Perth, Hasluck said, "the theory behind this policy of financial aid is that the missions are doing work in health and education, which, if they did not do it would have to be done by the Government. Therefore we help to pay for it."

**South Pacific Post, Hasluck and the Missions, 6 November 1959, p. 10.** Chatterton to the Editor, " While the Minister for Territories was indulging in gloomy forebodings about competition and disunity among Christian mission in P&NG, mission delegates assembled in Port Moresby for the Mission-Administration Conference were discussing their problems in a spirit of amity , tolerance and mutual understanding. Delegates were unanimous in voting this conference the best ever." Also formed a Christian Council of P&NG to promote cooperation among affiliated bodies and united action for the welfare of natives. D. Hand (Anglican) chairman, G. Young (Methodist) Treasurer and Chatterton (LMS) Secretary.

**TA Taylor to Director of Education, DEO Tour of Inspection, Administration Schools Gulf District, 9 November, 1959. ED/5080 Pt2 f98-106.**

**Territory of Papua and New Guinea, The First Camilla Wedgwood Memorial Lecture and Seminar, Port Moresby, 9-13 November 1959. Ralph Collection.** This 89-page report consists of a brief biography of Wedgwood, a copy of each paper, comments on the paper by a designated person and a summary of subsequent discussion. The seminar was attended by 41 people. The eight papers presented to the seminar: Dr RE Gibson, *Problems of Education in a Multi-Lingual Society*, 9 November 1959; GT Roscoe, *The Tiom Experiment*, 10 November 1959. Ralph Collection; Rev P Chatterton, *The Legitimacy of Lingua Franca*, 10 November 1959; EO Richert, *Phonetic Tolerance Among Native Societies*, 11 November 1959; FC Johnson, *Preparation of Suitable Text Material for the Teaching of English*, 11 November 1959; KR Lamacraft, *The Problems of Integration in Education*, 12 November 1959; VD McNamara, *Teaching Civics and Social Studies in a Multi-Racial Society*, 12 November 1959; L Niall, *Education of Native Women as an Aspect of Cultural Assimilation*, 13 November 1959.

**KR Lamacraft, Examinations, Circular Memorandum No. 90 of 1959, 11 November 1959. ED/2203.** He considers that there is an over-emphasis on exams in primary schools, especially when the subsidy exam is due. Suggests 30 minutes a night homework and two exams a year.

**TP&NG, Public Service of Papua and New Guinea- Salaries and Allowances, Administration Press Statement No. 70, 11 November 1959. Groves Collection**

**Box 3 File 12.** Hasluck announced that the Public Service Association has accepted his offer for increases in the present rates of Territorial allowance and Child allowance. Gives the amounts.

**KR Lamacraft, "LM" Oral English Syllabus for "T" Type Schools, Circular Memorandum No. 91 of 1959, 13 November 1959. ED/5030.** Being dispatched in lots of 100. Each District will receive approximately 500 copies.

**Hasluck on Plan for Education, 13 November 1959, 'A Time for Building', p 225.** "He (Roscoe) came to Canberra for discussions with me in early November. The major item was the recruitment of more European teachers and measures to expedite the training of native teachers. A further proposal was for the encouragement of mission schools by raising the rates of subsidy and providing capital grants for buildings. He also expressed the view that the aid of native local government councils should be obtained in providing buildings for schools, with Administration co-operation in the supply of materials. He stressed the urgent need for teachers' colleges in the Territory and faced the problems of building and staffing them. He also tackled several ancillary needs. I approved his proposals in principle and directed Lambert to give prompt attention to them and give me an early submission on the precise measures to be taken to put them into effect. (Minute of 13 November 1959) This memorandum and discussion were the first substantial, constructive and practical proposal I had received in eight years in response to my repeated requests for giving high priority to education. It marks the beginning of a new era in providing schools in the Territory."

**P Hasluck, Minute of 13 November 1959. ED22 Pt3 f139.** *Loch's note: I do not have a copy of this minute but it is quoted in an undated letter from Lambert to the PSC towards the end of January 1960. The letter has been catalogued on 31 January 1960. Lambert writes, "In a minute addressed to the Department (of Territories) on the 13<sup>th</sup> November, 1959, the Minister stated, inter alia, 'I discussed with Mr. Roscoe a suggestion that he put forward for a major effort for the recruitment of at least 100 single male teachers in the financial year 1960/61, additional to the normal progression of recruitment on the Education Department. I should like the Department to examine all aspects of this proposal and in consultation with the Administration, reduce it as early as possible to precise recommendations.'"*

**South Pacific Post, Do the Missions Achieve a Lot? Hasluck, 13 November 1959, p. 2.** Conclusion of Hasluck's address in Perth.

**South Pacific Post, Hasluck on Territory. Recognise Right for Self Government, 13 November 1959, p. 2.** New Guinea natives sooner or later would claim the right to determine their own future and the Australian Government would recognise that right. The more slowly we change them the more soundly the change will be established. The worst kind of nationalism we could get in the Territory is one based on resentment against whites. One way to unify the people is through the Christian religion... another is English.

**South Pacific Post, Increase Grants, 13 November 1959, p. 6.** "Mission schools would get greatly increases grants in 1960, the Minister for Territories, Mr Hasluck, said today. From January 1, annual grants for native teachers and teacher trainees which now range from £20 to £60 according to qualifications would rise to £30 to £90."

**South Pacific Post, Mr Halligan Retires, 13 November 1959, p. 10.** Was assistant Secretary to Department of External Territories in 1941 and later became Secretary. He ceased to be Secretary on 28 May 1951. Biography.

**South Pacific Post, Plans for the Schools, 13 November 1959, p. 19.** An article by Renata Cochrane who quoted in formation provided by K Lamacraft, acting Chief of Division, Secondary Education. In future years all non-European students will be able to take their scholarship examination at the end of Grade 7 (not 8 or 9 as before). A student who passes may then go to a secondary school either here or in Australia but "they must also be sufficiently advanced in culture and social customs to allow for the successful mingling of the races." The syllabus in P&NG high schools is designed to fit

students for the European way of life whereas Secondary Schools at Sogeri and Kerevat are designed towards the needs of native people. The Queensland syllabus is to be followed.

**Roscoe says he will be in Australia from 15 November to 3 December 1959.** To attend a Regional Education Seminar organised by the SPC at the University of Queensland 16-27 November. Source: Circular Memorandum No. 77 of 1959, 16 October 1959 and address to Admin/Missions Conference 26 October 1959.

**FJ Schonell, *Opening Address to the South Pacific Commission Regional Education Seminar, 16 November 1959. ED/344 f74-79.*** What has happened in Asia and Africa during the last 10 years has great significance for those formulating policies for the education of native peoples. After the war India, Ceylon and Burma gained their independence. The pessimists doubted whether they had enough trained leaders and pointed to the fact that they were technically backward compared with Western standards, and that in addition huge numbers of their populations were illiterate. These were followed by movements towards independence everywhere. Indonesia, Malaya, Sudan, Tunisia, Morocco, Ghana, Singapore, with aspirations in Aden, Uganda, Cyprus. Now what lessons have these events and the aspirations of these people, for the powers of the South Pacific Commission. I believe they are these: In the present day world movements of native groups towards independence is rapid, and they are not necessarily related to economic or educational levels of the groups. We need, therefore, both quantity and quality in education in our native dependencies. In other words we should speed up education both at primary and secondary levels. The longer we keep a native people entirely dependent on us, the less responsibility we give them, the more do they regard education as something imposed by us. We must beware of giving native peoples a too practical education, an education that is 'only what the community needs.' Look beyond the merely minimal community requirements... provide higher education even if standards are lowered.

**L Rolfe to the Assistant Administrator, 17 November 1959. ED5277 f62.** The Chairman of the Port Moresby Convent Schools P&C argues that the assistance asked for is to go to the pupils not the school so the question has not been answered correctly. (See Reeve 24 Sept 1959).

**South Pacific Post, *Territory System is Superior, 17 November 1959, p. 3.*** The Director of Education of the American Trust Territory Dr RR Gibson said the Territory system was superior in many ways to his.

**South Pacific Post, *Agriculture in Schools, 17 November 1959, p. 8.*** Greater emphasis will be given to the teaching of agriculture in P&NG schools under a plan announced today by the Minister for Territories. Agricultural subjects will be taught from primary through to secondary level. School gardens will be used for practical work and demonstrations. The Education Department is to liaise with the Agricultural Department. Agriculture will also be taught in intermediate schools and selected secondary schools.

**South Pacific Post, *Education Seminar, Territory Should Strive of Unity, 17 November 1959, p. 9.*** KR Lamacraft (Chief of Division Secondary Education) in a paper on 'The Problems of Integration', at a recent education seminar said integration was a problem of the whole Territory. A common language (English) and a simple course in Comparative Christian Religion, emphasizing common religious aims and placing differences in the background, are essential.

**South Pacific Post, *the Fight Against Language Barriers, 17 November 1959, p. 14.*** A paper read by Roscoe to the Camilla Wedgwood Memorial Seminar at Port Moresby.

**KR Lamacraft, Circular Memorandum No. 93 of 1959, 19 November 1959.** Goods imported by P&C Associations are duty free if a certificate is furnished to the Customs Officer.

**G Crouch, *Report of Inspection of the Intermediate School at Daru, 20 November 1959. ED/332 f25-27.***

**South Pacific Post, *Seminar on Native Women, Must Educate to Assimilate, 20 November 1959, p. 10.*** The Administration has launched a definite programme for the "Education and Advancement of Women." Miss P Niall at a recent education seminar said native women could only be assimilated through education at all levels.

**South Pacific Post, *Language Studies by the Missions. The Tiom Experiment, 24 November 1959, p. 14.*** Roscoe's speech at the Wedgwood seminar. He summarizes vernacular teaching attempts by Anglicans and Lutherans, who sometimes replace one vernacular with another.

**GT Roscoe to the Public Service Commissioner, *Re-organisation of the Department of Education, 25 November 1959. ED/4 N02.*** The Plan approved by the Minister in February 1959 envisaged: (a) Raising the standard of education in the average mission school to that of the average Administration school. (b) Extending the administration and mission school systems, both vertically and horizontally, to cope with the growing demand for education among the indigenous people. In order that these objectives might be achieved, the Plan proposed: (a) An increased supervisory activity over mission and administration systems. (b) An increase in teacher training activity in both school systems. (c) An extension of post-primary facilities. (d) A revision of primary education facilities in order that children capable of coping with higher education received the opportunity to do so. (e) An extension of technical education to enable low-level manual instruction to be given to suitable groups of children. (f) An extension of ancillary services such as vocational guidance, visual aids and correspondence tuition in order to assist teachers and students throughout the Territory. The approved Plan therefore required the re-organisation of the Department. This has been approved and put into effect. Roscoe submitted amendments to duty statements and details of new positions to fit the new organisation and asked that these be approved.

**South Pacific Post, *Vernacular is Not Nearly Enough, 1 December 1959, p. 14.*** Roscoe continues his Wedgwood address.

**GT Roscoe, *Native Secondary Scholarship Awards, Administration Press Statement No.70, 2 December 1959. Groves Collection Box 3 File 12.*** Reported accurately in SPP 4 Dec 1959.

**HH Reeve to the Director of Education, *Absence from Headquarters, 3 December 1959. ED5269 Pt1 f15.*** On several occasions recently the Administrator, desiring to contact a Head of a Department, was surprised to learn that he was absent from Port Moresby. Advise the Assistant Administrator in advance. (*Roscoe notes on the letter that he always does this.*)

**GT Roscoe, *Course in Diagnostic Testing and Remedial Teaching, Circular Memorandum No. 94 of 1959, 4 December 1959. ED/5151.*** Applications invited for two places for the course at the University of Queensland in 1960.

**P Hasluck, *Radio Broadcast by the Minister for Territories, 4 December 1959. Acc 8 Box 54 File 74.1.2 Pt1 and Groves Collection Box 3 File 12.*** Since I took the portfolio in 1951 I have made a number of visits to the Territory – I think this is my fifteenth or sixteenth... I hope on this tour to meet as many people as I can and to listen and learn from them.... A rumour is being woven about insecurity... We are not going to pull out of the job. As the Prime Minister said when he visited the Territory: "Here we are and here we stay." We know that the end of the job only comes when the Territory – in its own time and in the way of its own choice – attains self-government.

**South Pacific Post, *Hasluck Due Today to Meet the People, 4 December 1959, p. 1.*** His first visit since he introduced taxation.

**South Pacific Post, *Fifteen More for Schools in Australia, 4 December 1959, p. 4.*** List includes Moi Ave, Pauline Bona and Mali Voi. Since the inception of the scheme in

1954 a total of 134 scholarships have been awarded. During 1959, 76 were in Australia. Some 43 have completed courses and returned to the Territory.

**South Pacific Post, *Must Not Fail*, 4 December 1959, p 14.** Editorial: The Minister for Territories today begins a belated visit to the land he rules from afar and to whose people he is not obliged to answer.

**D McCarthy, *Department of Education, Papua New Guinea, Recruitment of 100 Additional Teachers*, 8 December 1959. ED21 Pt3 f130-134.** *Loch's Notes: See Toogood 5 November and Hasluck 13 November 1959 for previous correspondence.* McCarthy, in a Department of Territories Minute, wrote a 5-page analysis of the situation and made several recommendations. The Minister approved his recommendations on 24<sup>th</sup> December (note on the bottom of page 5). The minute was attached to a letter from Lambert to the Public Service Commissioner late January 1960 and received by Roscoe on 8 February 1960. McCarthy points out that any attempt to recruit more teachers from Australia would upset State education bodies. He recommended: (a) Enlisting State co-operation; (b) If States are favourable, intensify publicity measures to recruit trained teachers; (c) Intensify publicity to step up the cadet intake; (d) Develop a campaign to enlist recruits from the United Kingdom, New Zealand and Holland; (e) There should be no attempt to develop lower standards of training for European teachers; (f) Hold discussions to work out detailed plans including timing of each facet of the operation. In summary McCarthy stated that even if the recommendations were implemented there was no guarantee that the goal would be achieved in 1960/61 and three years was more likely. He concluded "most likely that there can be no adequate and long term substitute for the intensification of the present cadet system.

**GT Roscoe, *Broadcasts in Schools, Circular Memorandum No. 95 of 1959, 9 December 1959. ED/5134.*** It is hoped during 1960/61 to make use of radio broadcasts to schools to assist large numbers of native children to acquire fluency in English.

**GT Roscoe, *Sound Equipment for Teaching English, Circular Memorandum No. 97 of 1959, 9 December 1959. ED/5352.*** The Department is acquiring gramophones and tape recorders to trial in schools.

**AJ Cruikshank to Chiefs of Division, *Absence for Headquarters*, 10 December 1959 ED5269 Pt1fF16.** Asks CODs to advise when they will be visiting other Centres so that the Assistant Administrator can be informed.

**GT Roscoe, *Postings of Native Teachers for the School Year 1960 and Transfer of Teachers' Records, Circular Memorandum No. 96 of 1959, 10 December 1959. ED/5044 and ED1.*** A teacher's record card is to be up dated in the District and forwarded to Headquarters for checking for each teacher being transferred out of the District.

**GT Roscoe to the Assistant Administrator, *Search and Rescue Operations, Use of Observers*, 10 December 1959. ED/26 Pt5 f5.** Lists names and contact details of HQ staff willing to participate in these operations.

**VD McNamara, *Proposed Site for Teachers' College*, 11 December 1959. ED/3003 and ED3014 Pt4 f136.** Ward Strip is too far from Practising Schools and daily teaching practice will be continually hindered and obstructed by transport difficulties. Suggests the Town Planner finds 20 acres in the Taurama/Kila Kila area.

**South Pacific Post, *High Pass Average in School Exams*, 11 December 1959, p. 15.** 273 of 317 of children sitting for the Territory Subsidy Examination passed. Names are listed. (European, Chinese and Mixed Race.)

**CF Gribble, *Commission on Education*, 15 December 1959. Groves Collection Box 9 File 41.** The Wesley Overseas Mission asks Groves to speak at a meeting of the Commission on Education in Papua and New Guinea, at a time suitable to him, sometime between 26 and 28 January at the University of Sydney.

**DA Peisker, *Application for Promotion, 15 December 1959. ED21 Pt3.*** He applies for an EO2 position.

**GT Roscoe to the Public Service Commissioner, *Staff Morale, 15 December 1959. ED/340 A/1-20D f22.*** You have been kind enough to authorize the advertising in the Gazette if a considerable number of vacancies for promotion. This will do more to encourage our officers than anything else that could be done immediately. I shall be attending a Conference in Hollandia in March 1960, and shall be proceeding on leave immediately after my return so the Acting Director will be in charge from the second week in March till the end of June.

**GT Roscoe to GJ O'Neill, 15 December 1959. ED/5260 Pt8 f109-110.** Gives advice on how to teach English.

**South Pacific Post, *Four Years of Training, 15 December 1959, p. 14.*** Final instalment of Roscoe's Wedgwood talk.

**HH Reeve to the President of Port Moresby Convent School P&C, 16 December 1959. ED5277 f65.** Quotes from His Honour's letter of December 1957 which says the GIA is to assist the Missions in the work which they are doing in the educational field for the indigenous population.

**NH Wells, *Application for Advertised Position in Papua and New Guinea Gazette of 10.12.58, 17 December 1959. ED21 Pt3.*** He applies for an EO2 position.

**South Pacific Post, *Students Build Own Schools, 18 December 1959, p. 2.*** Medina in New Ireland.

**FC Johnson to the Public Service Commissioner, 19 December 1959. ED21 Pt3.** Application for Promotion to EO3. He has BA and BEc.

**GWJ McMeekin to the Director of Education, *Secondary Instruction: Goroka, 19 December 1959. ED5096 Pt7 f97.*** Informs the Director that the teacher who was to take the secondary correspondence students has been transferred with her husband and cannot be replaced.

**DA Anderson to the Public Service Commissioner, 21 December 1959. ED21 Pt3 f120-121.** Application for promotion to EO3.

**P Hasluck, *Radio Broadcast by the Minister for Territories, 21 December 1959. Acc 8 Box 54 File 74.1.2 Pt1 and Groves Collection Box 3 File 12 and Acc 82 Box 5508 File 45.1.2 Pt1 f22-23.*** "For the past two weeks I have talked to 70 organisations and more than 100 individuals. There will certainly come a time when the people of this country will seek self-government... and when that decision is made it will be the decision of the majority of the people... the indigenous people. At that point in time, it may be twenty, thirty, forty years ahead, or later, they can say either of two things: they can say we will take over this country and we will kick out the whites and we will seize their property. On the other hand they can say, we have advanced in partnership with the whites, we want to continue that partnership... If we do our job well... we need have no fear or feeling of insecurity."

**WR Magnay to the Public Service Commissioner, 29 December 1959. ED21Pt3.** Application for promotion to DEO1

**South Pacific Post, *Lae School Changes, 29 December 1959, p. 7.*** When school recommenced in February, the Lae Chinese School will not reopen but there will be two primary schools which will cater for European and Asian children.

**GT Roscoe, *Missions Administration Conference 1959, Comments on Resolutions Relating to the Activities of the Department of Education, 30 December 1959. ED183 and Acc 8 Box 47 File 62.4.2 Pt2.*** The resolutions and Roscoe's comments are: 1) Administration/Mission Liaison: Every possible effort is made to maintain close relations with the missions... scores of appreciative communications on file. In 1960 the Mission Relations Officer will be paying more frequent visits to Mission headquarters and

MEOs. 2a) Bible Reading: Subject to the Administrator's approval this matter will be put to the EAB. 2b) Compulsory Education: I am prepared to recommend the gazettal as soon as I have assurance that there are sufficient places at school for all the children who would be affected. 2c) Increased Grants-in-Aid: Most of these matters are either under the consideration of the EAB or will be considered by the EAB. The Minister approved increased GIA in his radiogram of 7 August 1959. A further recommendation being put forward by me will suggest increases in the £50, £70 and £90 now being paid for registered teachers "A", "B" and "C" respectively, to £80, £100 and £120. 2d) Hostels: I do not regard the question of the provision on hostels as falling within the scope of the operations of this Department. 2e) District Examination Boards: An internal administrative matter within the Department of Education. If outside assistance is warranted the District Education Committees could take a more active role. 2f) Textbooks and Programmes of Work: Every possible step is taken to secure and issue necessary textbooks to registered and recognised schools. I feel it is my duty to point out that this section of the resolution is in the nature of a subterfuge to cover an approach to the perennial question of Government aid to denominational schools at present ineligible for school supplies. There is nothing to prevent a European missionary from preparing a detailed programme of work in conformity with the Departmental syllabus, and submitting it to a publisher, as a private venture. If such a publication came on the market, the Department of Education would provably buy it in quantity. 2g) "S" Course: There are still some mission teachers within the Territory who are eligible to sit for a course somewhat similar to those already held, and action will be taken during the coming year to make provision for opportunities of training for such teachers.

**NN Dachs to the Public Service Commissioner, Application for Promotion, 31 December 1959. ED21 Pt3.** Application for promotion to EO3.