

THE BLATCHFORD COLLECTION - 1961

Introduction to 1961: *The attempt to recruit trained teachers from Australia was disappointing. Only 40 of the anticipated 100 teachers arrived in the Territory. The E Course, on the other hand, proved a success with 55 teachers graduating from the first course and 65 from the second. Hasluck had hoped that these teachers would open new schools in remote postings, but a large proportion was used to relieve overcrowding in existing schools.*

An investigation into the running of the Department, called for by E Course principal Salt, commenced in January and Roscoe seriously considered resigning. Instead he asked for the immediate appointment of his replacement, first to the position of Deputy Director and then to Director upon Roscoe's retirement. The position was advertised in April 1961, LW Johnson's appointment was announced in September and his arrival set for February 1962.

The plan to recruit Training Masters was scrapped. Students coming through the education system were too young to become teachers while those of a suitable age could be handled adequately by the Territory colleges. Approval was given to recruit 150 Cadet Education Officers in 1962. Roscoe wanted them trained at Kerevat but, as it would take at least three years to build a college, he recommended that the Department of Territories recruit the number that could be accommodated at ASOPA plus those who could be trained at State colleges.

Hasluck announced a five-year plan for the Educational, Social and Economic Advancement of Papua and New Guinea in October 1961 and set targets. Funds were scarce; Education was made more accountable and asked to produce specific and detailed plans to achieve the Minister's objectives.

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 6 was 'Community Development.' One education paper was presented to the course: Lamacraft, KR, 'The Role of the School in Community Development.'

Department of Education, Education System in Papua-New Guinea - 1961. Ed5260 Pt12 f7. A diagram showing levels and types of education available and the age of students at these levels.

Territory of New Guinea, Annual Report - Supplementary Reports 1959-60, circa January 1961. ED/408 f25-27. Towards the end of 1960, to meet a long felt need, a Syllabus Revision Committee comprising experienced teachers from Mission and Administration schools is set up under the Chairmanship of the Acting Superintendent of Schools. The draft Syllabus was completed, roneoed and distributed early in January 1961. Selected teachers were asked to try out the draft syllabus and forward their comments for consideration at a later session. The staff of ASOPA is also examining it, and will forward their comments in due course. It is intended then when the comments have been considered and the draft has been approved to have the Syllabus printed and distributed to all schools, Government and Mission.

GT Roscoe, *Special Instruction Course for Selected Native Staff, Restricted Circular Memorandum No. 5 of 1961, 2 January 1961. ED/290.* Roscoe has agreed to provide 23 native teachers to disseminate knowledge concerning elections for the newly constituted Legislative Council. A two week induction course will end 14th January 1961 and then the officers will be assigned to area for 3 weeks. A list of the teachers participating is provided.

GT Roscoe, *Review of Administrative Procedures, Circular Memorandum No. 1 of 1961, 3 January 1961. ED/415.* A review of administrative procedures within the Department of Education has been commenced by a committee consisting of two representatives of the Public Service Commission (D Morland and K Blaich) and one of our own senior officers, S Nielson. The enquiry will begin at Headquarters but will thereafter be extended to a cross-section of the District Education Offices. The enquiry is expected to last from six weeks to two months. The party expects to leave Port Moresby for New Britain on or about 14th January, and thereafter to visit Lorengau, Madang, Goroka, Mendi and Kerema. It must be emphasised that the purpose of this enquiry is not to find fault with anyone, but to assist in promoting the smooth and efficient working of the administrative side of the Department's activities. It is requested that all officers approached by the Committee will co-operate to the fullest extent.

D Owner, *Central Residential Training, 4 January 1961. ED/416 f4-5. [1]* I am glad to see that something has come of proposals put forward by Mr Chenoweth about a year ago at which time he discussed with me a need for development of training specifically for officers of the Public Service in being Public Servants as well as being efficient members of particular Departments and in particular professions. **[2]** The prospect for 1961 in teacher training gets gloomier every day. If we take too many of those that have passes Standard 7 level for teacher training, the numbers available in two years time in Standard 9 will be less and the numbers reaching Junior will further be less... It is unlikely that we will have any indigenous students in any number available to enter teaching from matriculation level for another five or more years.

GT Roscoe, *Applications for Course in Diagnostic Testing and Remedial Teaching, Circular Memorandum No. 2 of 1961, 4 January 1961. ED/5151.* Places are available for two European teachers to attend the course at Queensland University from June to August 1961.

B Roberts to Director of Education, 6 January 1961. ED/5260 f21. Roberts asks Roscoe if the Department can make use of Miss Olive's offer to produce a set of reading books for schools.

Summary of the Conference on Central Residential Training, 6 January 1961. ED/416 f10-12. 12 pages. Gunther was chairman and the conference was attended by heads of all departments. The Chairman stressed the urgency of the integration, wherever possible, of Departmental training and training facilities. In support of this he made the following points: The quickening tempo of events in the Territory which places upon us the need for forward planning and the provision of training facilities as part of the Target Date Plan is pertinent to this need. Departments are developing independently their own proposals for training, accommodation and facilities... it is apparent already that planning must provide for some of the training requirements of Departments on a central basis. The experience of other underdeveloped countries shows that provisions should be made for a central residential training organisation. Roscoe explained that Teachers' Colleges need to be dispersed to enable teaching practice to be conducted at neighbouring schools without long travel. Cadets are now

being trained at ASOPA. Mr Rowley has suggested the establishment of a big Teachers' College in the Territory to train Cadets, but that suggestion has not yet been considered. Dr Scragg considered that the development of the University-College at Ultimo, New South Wales, would be a useful parallel for the development of a similar institution in the Territory. It was resolved to form three sub-committees and take further action once their reports had been received. The sub-committees were [1] To explore the widening of the technical colleges to provide for evening adult education (Messrs Henderson, Newby and Carter); [2] To investigate the man power which would be available from schools over the next five years at the various standards, and the type of vocational guidance information to be made available at schools (Messrs Roscoe and Chenoweth); and to consider the early establishment of a central training institution including site and facilities, and taking in the extension of the present Public Service Institute and proposed Department of Native Affairs training and including core training common to Departments (Butler, McCarthy and Chenoweth).

ATT Stanley, *Permanent Records, Circular Memorandum No. 2 of 1961, circa 6 January 1961. ED/333 P2 f88.* Permanent records for all primary schools are: Pupil Admission Register, Attendance Rolls, Time-tables, Programmes of Work, Examination Books, and Monthly Reports. Administration primary schools also keep Time Books and an Inventory of Non-expendable Material, and Administration 'A' schools keep Pupil Record Cards. The Examination Book contains the question and results for exams held in June and November. Each class has its own book.

GT Roscoe, *Female Teachers' Tour for 1961, Circular Memorandum No. 3 of 1961, 9 January 1961. ED/5247.* Planned for 6th September 1961. Open to both Mission and Administration teachers. DEOs should forward recommendation by 25th April 1961.

GT Roscoe, *Examination Results – Teacher Training, Circular Memorandum (R) No. 2 of 1961, 10 January 1961. ED/3003.* Results for Standard VI and IX will be forwarded to DEOs in a few days for filing. Applicants for teacher training will apply through the DEO who will check their exam results and recommend their fitness to undertake teacher training.

GT Roscoe, *Insurance of School Pupils, Circular Memorandum No. 3 of 1961, 11 January 1961. ED/2205.* Lloyds of London through Harvey Trinder (NG) is prepared to insure 'A' student against incurring hospital and medical expenses whilst at school. This should be arranged through the P & C Association and will not be subsidised by the Administration.

GT Roscoe to His Honour the Administrator, *Political Enlightenment, 16 January 1961. ED/26 A/1-27 Pt 5.* When in Rabaul Roscoe addressed 90 native teachers and took the opportunity to tell them about the constitution of the Legislative Council and the forthcoming elections. Ephraim Jubilee asked for notes explaining the difference between Communism and Democracy. Roscoe asks if Cleland wants him to prepare the notes.

GT Roscoe, *Communism and Democracy, circa 16 January 1961. ED/26 f59A.* 7 pages giving the history of communism and linking democracy with Christianity.

GT Roscoe to HA Williamson, 16 January 1961. ED/5260 f25. Roscoe is thinking of asking the Minister for approval to employ Miss Olive at Port Moresby Teachers' College to put together a set of readers. Roscoe asks Williamson, a NSW Inspector of Schools, if she is the sort of person who could do this work.

SH Johnson to Director of Education, Regulations No. 21 of 1960 – Amendment of Regulation, 17 January 1961. ED/386 f25. The above Regulations which were designed to allow headmasters to consent to the medical and dental treatment of pupils in certain cases, have been disallowed by the Governor General in Council. Care should be taken to get the prior consent of the parent or guardian in the case of all pupils in future.

GT Roscoe, "S" Course Written Examinations, Circular Memorandum No. 5 of 1961, 18 January 1961. ED/157. Will be held on 20th February 1961. There are two papers each of three hours duration. One is on Education and the other on General Method. Candidates who pass the practical and the written exams will be awarded the "S" Certificate. Students will be advised of their results.

GT Roscoe to His Honour the Administrator, Recommendations by the New Guinea Institute of Inspectors of Schools, 18 January 1961. ED/53 f 5. I would in principle support the suggestion that every year at least on visit should be paid by a senior officer of this Department to another state or territory... such a visit should be initiated by the Director, rather than an individual officer or the Institute of Inspectors. I think too, that an officer should receive very specific instructions and should furnish a full written report.

BA McLachlan to Director of Education, Report on Visit to Lae – 10th to 12th January 1961, 19 January 1961. ED/382 f11-12. The Chief of Secondary Division reports on her visit to discuss with the DEO arrangements to open the Lae High School at the end of January; the feasibility of commencing a Secondary School for Native girls at Dregerhafen; and to inspect house and land under construction for a Girls' Continuation School in Lae.

GT Roscoe, Statement of Inspection Duties of Regional Inspectors of Schools from Director of Education and District Education Officers, Circular Memorandum Restricted No. 4 of 1961, 19 January 1961. ED/322. I take this opportunity to re-affirm my original intention at the time the duty statements were prepared. The Regional Inspectors are responsible for the guidance and assessment of the staffs at Teachers Colleges, Secondary Schools, Post-Primary 'T' Schools and 'A' Schools and the DEOs are responsible for the guidance and assessment of the teachers at Primary 'T' Schools (including AEOs).

GT Roscoe to the DEO Popondetta, November and December Journal – Mr R Clark, 23 January 1961. ED/352 Pt2. In these reports Mr Clark refers to a detailed syllabus in Social Studies for Standards 1 and 2 that he has prepared for Native teachers in his district. Would you please ask Mr Clark to send a copy of this work to me? I would also like to see a copy of his Guide for Native Teachers in Language to which his notes make reference.

GT Roscoe, Attendance by Mission Teachers at 'E' Course in Rabaul, May 1961, Circular Memorandum No. 7 of 1961, 23 January 1961. ED/3028. The Director has approved the enrolment of ten mission teachers who are at the moment unregistered and who desire to receive qualifications which will allow of their registration. On receipt of applications the Director will make a decision as to their suitability. It is understood that the mission applicants will be responsible for their own board and lodgings and will not, in consequence, be a charge on the Administration. Applications will need to be in the hands of the Director not later than the 17th February.

D Owner to Director of Education, South Pacific Commission Seminars – Programme for the Next Two or Three years, 24 January 1961. ED/344

f103-105. You have asked me for some thoughts on seminars to be conducted. The topics upon which this Department could use guidance might include: The function of District Education Officers. Guidance in the field of native staff. Teacher training for native teachers. Orientation work for European teachers. Techniques for teaching English to non-English speaking indigenes. Curriculum studies. The development of social studies for native teachers. I think we should make it clear that in seeking the aid of the South Pacific Commission or any other learned body... we should not allow it to be assumed that we do not know where we are going... I am quite confident that we can make as good a stab at solving the problems as any other country but it would be useful to have the experience of other Territories to guide us. We are on the threshold of political and economic changes in this country which were not envisaged clearly even a few months ago... The people will not remain tree dwellers in the villages and there will be pressures therefore from the top and from the bottom and the result may be a very unpleasant political picture as the pressure increases. We are contributing to the pressure from the top by educating the people... showing them a way of life which they may not succeed in having for themselves... Because others have come through this period of unrest and have seen where their particular forms of training have fallen short, we may be in a position to gain from experts in this field.

GT Roscoe to Public Service Commissioner, Appointment of Miss Victoria OLIVE, BA. Retired from Department of Education, New South Wales, 27 January 1961. ED/5260 f28-29. Roscoe seeks approval to appoint Miss Olive on a temporary basis to write a set of books for schools, and secondly asks the PSC to approach the Minister for her employment on a year to year basis at a teachers' college. Roscoe would also like the Minister's view on employing those who may have retired from Australian departments and who have made a particular contribution to the work of that Department and who are still vigorous physically.

GT Roscoe, Pre-Entry and Auxiliary Training Classes, Circular Memorandum No. 8 of 1961, 31 January 1961. ED/118. Commence week beginning 6th February 1961. DEOs are requested to organise classes in their districts. The rate of pay is 30/- per hour and teachers may not be employed for more than four hours a week. Pre-Entry Classes: Each class will consist of one standard, minimum of ten students, conducted outside working hours, six hours a week (3 hours English, 3 hours Arithmetic), and will follow the Departmental Syllabus. Auxiliary Division Classes: minimum of five students, entitled to one hour tuition per day in working hours, also expected to attend two hours out of work time classes, secondary students will be enrolled with the Secondary Correspondence School in Brisbane. Supervised Correspondence Groups: students of varying standards, minimum of ten, six hours a week (3 English, 3 Arithmetic).

VD McNamara to Director of Education, Problems of Implementing Conflicting Instructions on Primary Teaching Method and Primary Teacher Training, 2 February 1961. ED/2203 29-31. Teacher Training Masters are receiving conflicting advice from HQ. McNamara asks: [1] What syllabus may Training Masters train their students to use? Current Primary T? Revised Primary T? Or NSW Primary A? [2] May Training Masters use the materials and techniques devised for teaching English as a second language? [3] May Training Masters train their students to teach Prep. classes? McNamara offered the information that he had spent the past two months working on the curriculum revision. "I understand from you that the revised syllabus, after close scrutiny and trial this year, will be implemented, possibly in a very much modified form, in 1962. Imagine the result if this year's trainees, trained to use a Primary A type syllabus, go out next year into

Primary T Schools where they will be required to use the Primary T Syllabus (revised version).”

GT Roscoe, *Teacher Training 1961 - Objective, Circular Memorandum No. 9 of 1961, circa February 1961. ED/3016.* As from the commencement of 1961 teacher training in TPNG will be consolidated into four centres. The Rabaul Teachers' College occupying a large section of the Malaguna Technical College will house the 'E' Course and the training of these officers will take six months. The Goroka Teachers' College working largely in make-shift buildings will train 'A' Course teachers over a one year course and Wards Strip will train 'B' and 'C' course students, both over two years. Training of Cadet Education Officers will be undertaken at ASOPA over a two year period. A disciplined attempt will be made to see that the work being put in in teacher training follows a unified programme and that the guidance work applied subsequently to the native teachers graduated from the colleges will also follow the same pattern. It is planned, almost immediately accommodation is available, to run continuous refresher courses for native teachers (Administration and Mission) at both the Wards Strip Teachers' College and the Goroka Teachers' College. In association with these native teachers it is planned to bring in in groups of two or three, Area Education Officers who will use the period in the native training establishments to bring up to date their own methods, sharpen their own skills and advance their professional development through contact with teacher training staffs and the staffs of the demonstration and practice schools attached to the teacher training colleges. For District Education Officers and Inspectors of Schools, it is planned, on a somewhat tentative basis admittedly, that one of these officers at a time may be attached to Headquarters for a period of one or two months perhaps three, during which time attendance at the teachers' training college for specific in-service training will be obligatory. The above will be placed in operation progressively as circumstances permit. There is every indication that the continued success of the 'E' Course from the recruitment point of view is assured. Further it would appear that the numbers entering teacher training 1962 will be sufficiently small to allow of some expansion of the in-service training demands at least of the Wards Strip Teachers' College which will have additional buildings and conveniences by the end of the 1961 school year.

GT Roscoe to Director of Special Education Services, Brisbane, 3 February 1961. ED/26 A/ 1-27 Pt5 f69-70. 'A' Schools: They follow the Primary School Syllabus of NSW. Originally we followed Queensland, because I am a Queenslander, but later we found the majority of our pupils and our teaching staff came from NSW, so we bowed to the will of the majority. No child is barred from a Primary 'A' School on racial grounds. All the Chinese children, most children of mixed race, and a few Papuan and New Guinean children who are so far advanced that their parents speak English in the home, attend Primary 'A' Schools. I am not very happy about the system of sending teenage children away from home to a boarding school in Australia for a year at a time. The effect it had on my own three children was to make them independent too early. On retirement I propose to visit Europe for a year and then... go back to the university and I have quite an ambitious programme of studies.

GT Roscoe, *Monthly Report for January, 3 February 1961. Groves Collection Box 3 File 9.* The new draft syllabus for Primary 'T' Schools is being circulated for criticism and comment by teachers in the field. DEOs have been asked to arrange local conferences on the proposed new syllabus and the results of these discussions will be collated at the DEOs Conference in Port Moresby in March. The Syllabus Revision Committee will meet again in May to consider proposed amendments and

the final draft will then be sent to the Government Printer. It is hoped to have the new syllabus in use by the beginning of 1962. The principal changes are in English... to introduce into all schools the techniques of teaching English as a foreign language. Our best introduction is through Frank Johnson's two books, "Oral English for Preparatory" and "Oral English for Standard One." Thousands of copies have been distributed to Government Stores throughout the country. Every native teacher should have a copy of each book and know how to use it. During 1961 the Division of Teacher Training will make efforts to ensure that European teachers in the field know what methods are being taught to native teachers in the Teachers' Colleges. It is very important that native teachers should not be confused by contradictions between methods taught in College and methods advocated by European supervisors in the field. Every European teacher working in this country must consider it part of his job to train native teachers with whom he is in contact. The Director visited Rabaul from 8th to 13th January in order to inspect the 'E' Course... The general impression gained is very favourable. Plans are on foot to develop the 'E' Course as a possible substitution for the 'S' Course and Missions are being invited to nominate teachers to take the six month's course at Rabaul. There will be ten vacancies for Mission teachers. The full examination results of the 'A', 'B' and 'C, Course Teachers' examinations have been published. A number of students who came close to passing, have been granted provisional passes and will sit for a supplementary examination at the end of February. Reports from Canberra indicate that of 100 male Education Officers it was hoped to recruit this year, only 34 are likely to arrive in the Territory. The result is when the teachers at present receiving Course 'E' are ready for posting not all can be used to open new schools. Approximately one-third will have to be posted to increase the teaching staff at overcrowded Primary schools.

GT Roscoe, ABC Broadcasts – English for Papuans, Circular Memorandum No. 10 of 1961, 3 February 1961. ED/5030. The broadcasts based on the Oxford English books II and III will commence on 13th February 1961 at 8.30 a.m.

The N.G. Crash Programme, Article in 'The Observer', 4 February 1961, p.16-17. Until Mr Hasluck ordered a change of policy in education several years ago, the aims of the Education Department appeared to be twofold. On the one hand, selecting the best pupils from primary schools throughout the Territory, the department sought to provide at the main towns and administrative centres the kind of training that would equip them for specialist occupations, as clerks, teachers, tradesmen, medical assistants, etc. On the other hand, those pupils whose future lay probably in rural enterprises received a training specially designed to fit them into the rural milieu. In 1958 Mr Hasluck publicly criticised the achievements of his own education service in Papua and New Guinea... The first aim of the education system, in his view, was to create universal literacy in English. To that end the Administration recently recruited 60 untrained Australians with the intermediate certificate as a minimal qualification, who will receive six months' training in techniques of teaching English as a foreign language and will then teach in village schools. One of the critics, Mr Don Barrett, the elected member of the Territory's Legislative Council said "it was training native people on a large scale for an economy that did not exist."

G. T. Roscoe to Public Service Commissioner, Retirement of Director of Education, 6 February 1961. ED/20 Pt 12. When I was appointed as Director, the Minister said that my appointment would give time for the selection of a really first-class man as my successor, and that this man should be appointed Assistant Director some time before my retirement so that he should prepare himself for the job. You have recommended, and the Minister has approved, that my period of service be extended, first to 30th June 1961 and later to 30th June 1962, and I have

agreed to stay that long. Sometimes I have regretted it. When the Acting Public Service Commissioner, at the request of Mr Salt, instituted an enquiry into the efficiency of the Department of Education, I seriously considered tendering my resignation. Mr Owner told me that if I did, he would feel bound to support me by refusing to take office as Acting Director, which would leave the Department in the hands of Mr Ralph - a sick man - or Miss McLachlan. He said that the interests of the service were more important than personal feelings, which is of course, true. I shall not therefore abandon my post without adequate notice, but even if I stay till 30 June 1962, that is less than seventeen months away. If the Minister's plan for training my successor is to be put into effect, it is time to think of selecting him.

DM Cleland to President of the New Guinea Institute of Inspectors of Schools, Annual Visits to Neighbouring Territories by Senior Officers of the Department of Education, 8 February 1961. ED/26 f19. Cleland advised that the Minister had approved such tours of duty in the past but the present proposal was not specific enough to put to the Minister. Specific proposals should be submitted through the Director of Education and give the name of the officer, the purpose, itinerary, specific benefits, reason that this officer is the most suitable, and other particulars.

KR McKinnon to Director, Recruitment, 9 February 1961. ED/22 Pt4 f86. "As you well know recruitment has fallen far short of expectation with only 37 officers arriving out of 100 promised. The full reasons for this are not clear but among them would be (1) Timing of advertisement. (2) Delays in interviews. (3) Delays of acceptance letters to candidates. I have often been told by teachers that it takes extra-ordinary resolution to continue with the application in the face of no advice from Canberra. I suggest that we capitalise on the present housing programme, which will leave us with spare single quarters, by reopening recruiting. The fact that Mr Butler has expressed reluctance about making a submission to Canberra should not deter us. The matter is important enough to pursue again." On 17th February, Roscoe penned a note on McKinnon's minute which said, "Much that you say is quite right, but recruitment is not in the hands of this Department. Mr Butler's reluctance to advise Canberra is based on previous experience. If the Department of Territories will not take advice from the PSC, it will certainly not listen to me." Owner, who McKinnon had suggested to make the submission to the PSC, asked McKinnon to ring him on the matter (21st February)

D Owner to Director, 10 February 1961. ED/2203 f33-34. Owner is referring to McNamara's letter to the Director of 2 February 1961. "I have discussed with you in brief, the difficulties which confront Mr McNamara in advising Training Masters on how to organise courses for this year. In the first place I think it should be made clear that I do not want Mr McNamara advising Training Masters, particularly as he himself is most confused over what it is all about. As far as I can see, the only person who has any real doubts or is utterly confused, is Mr McNamara. The new syllabus as prepared by Mr McKinnon and his committee, I will say without any fear of contradiction from anybody, that the Preparatory Grade in that syllabus is based upon the concepts set down in the NSW Curriculum almost entirely. I am firmly of the view that Mr McNamara is not inclined to ease the way for the implementation of the Teacher Training Courses for this year. His Duty Statement required him only to inspect Teacher' Colleges, and I would be glad if you would relieve him of his responsibility in the case of the Goroka Teachers' College and pass this responsibility, together with the inspections of the other two colleges, over to myself alone. In short, I think you must make a decision whether you propose that I should be entirely responsible for the running and efficiency of these three Colleges. If you do

make that decision then I would be glad if you would relieve me of the burden of Mr McNamara's confusion." On 13th February Roscoe noted on the file that McNamara was being transferred to the Papuan Region and "I shall advise him that Port Moresby Teachers' College is not on his inspection list."

D Owner to Director, *Unqualified Persons as Teachers*, 13 February 1961.

ED/18 Pt3 f64. Owner cites a few examples of uncertificated people being employed on a temporary basis or in emergency situations in schools. "What is needed I think, is a policy concerning the employment either on a casual basis or on a temporary basis of people who do not have qualifications as set forward by the duty statement. Emergencies will no doubt arise within our Department but I look with some askance at a practice which virtually means that we take somebody off the street to undertake the important task of teaching for a period of more or less indefinitely. The question of how much is to be paid to these people is another very contentious one since they do not hold any qualifications for the task. My own recommendation would be that we employ in teaching duties only those people who have approved qualifications."

RC Ralph to Director, *Unqualified Persons as Teachers*, 14 February 1961.

ED/18 Pt3 f65-66. Ralph gives the background to some of the unqualified appointments and adds "I agree in principle with Mr Owner but we should maintain flexibility so that we are not tied down by our own rules when an emergency does arise."

DM Cleland to Secretary Department of Territories, *Contact with Indigenous People*, 20 February 1961. ED/5256 Pt1 f53-74.

This is a 22 page report summarising district responses to the Minister's concern with statements made to him by observers that "we are not as closely in touch with the native people as we used to be; that the gap between Administration and the indigenous population is widening; and that we have imperfect knowledge of various changes that are taking place among the indigenous people."

GT Roscoe, *Revision of Syllabus for Primary "T" Schools*, Circular

Memorandum No. 12 of 1961, 21 February 1961. ED/5069. The draft syllabus is not approved for use in schools, except to a limited extent by way of experiment... In its final form it will come to me for approval or rejection. If approved it will be printed and distributed, with a view to putting it into use from the beginning of 1962.

GT Roscoe to DEO Kerema, *Monthly Newsletter for January*, 22 February

1961. ED/396 Pt 2 f66-67. "I note your advice that there should be no further extension of Administration schools in the Gulf until you have more teachers and more buildings. But is it not largely in your own hands? I do not remember a single case in years where I suggested the establishment of a new Primary "T" School anywhere. Usually the initiative comes from the DEO, in response to local pressure. Generally the DEO opens more schools than he can staff with the teachers available and then calls loudly for help. As for buildings, it is only very recently that the Administration has assumed any responsibility for the construction and maintenance of Primary "T" buildings. The Minister himself thinks that the local people should provide both the school buildings and the houses for native teachers and should keep them in repair. Until August 1960, the Administration did not accept the responsibility of providing such buildings. Please remember that the Director of Education is NOT a building authority, and you are not responsible for carrying our repairs and maintenance. The Department of Public Works has accepted responsibility for the maintenance of existing school buildings. You should write to the Regional Works Officer detailing the maintenance jobs that need to be done in your district.

Do not assume that the Gulf is worse off than other districts. You should read the scathing reports the Regional Medical Officer at Goroka sends in on the unhygienic conditions in boarding schools in the Highlands. What these fellows don't know is that if we had waited for proper buildings there would not have been any schools at all."

GT Roscoe to His Honour the Administrator, *Admission to the Territory of Native Teachers from the Pacific Islands*, 23 February 1961. ED/5298 f20.

The Rev P Chatterton has received permission from the Minister to bring in two Samoan teachers if he repatriates two Samoan pastors. Roscoe says, "It is of course well understood that the Minister for Territories has very definite views on the restriction of entry of natives from the Pacific Islands to this Territory." Nevertheless Roscoe asks Cleland to approach the Minister to see if more Samoans could be allowed in. Cleland's curt reply was "This is against policy and will not be submitted."

South Pacific Post, *Natives Like Glamour of Urban Education*, 24 February 1961, p18. Most Papuans and New Guineans are anxious to send their children to school. More than this, many of them are anxious to send their children to town schools.

Department of Territories, *Administration in the Territory of Papua and New Guinea*, March 1961. Groves Collection Box 9 File 34. This article was printed in the 'Monthly Staff Magazine' of the Reserve Bank of Australia. It provides a good overview of Australia's involvement and contribution to TPNG and includes: history from German administration in 1884, development of Local Government Councils since 1949, reform of the Legislative Council in 1961, revenue from 1949/50, and overview of Health, Education, Agriculture, and Native Affairs.

Department of Education, *Duty Statements*, March 1961. ED/20 Pt 12 f4 and f88-92. Duty statement for the following positions: Superintendent Secondary Schools, Superintendent Primary Schools, and District Education Officer Grades 1 and 2.

GT Roscoe to the Public Service Commissioner, *Organisation - Department of Education*, 1 March 1961. ED/20 Pt 12 f93-95. Some weeks previous Miss McLachlan had seen the PSC to press her case for the creation of a Superintendent of Secondary Schools position. She was told it would be several months before the matter could be finalised and to make some temporary arrangements. In this letter Roscoe makes a formal application for the above position and also asks for an additional Superintendent of Primary Schools to provide one Superintendent for 'A' schools and another for 'T' schools. As a temporary measure he asks approval for McMeekin to fill the secondary position and Shanley and Boisen to fill the primary positions as Ralph (Chief of Division Primary) will be going on 3 months leave in August and McKinnon (Acting Superintendent Primary) will be on leave for the rest of the year from June.

GT Roscoe to Public Service Commissioner, *Reclassification of the, TPNG Department of Education*, 2 March 1961. ED/20. Donated from Roscoe Collection. Roscoe submits a 15 page proposal for the reclassification of the professional positions in the Department. The need has arisen from the rapid growth of the Department since the last reclassification, the need to attract and hold recruits, and a comparison of Territory salaries with those in the Australian states.

GT Roscoe, *Monthly Report for February 1961*, 3 March 1961. ED/166 and Groves Collection Box 3 File 9. Forty teachers recruited from Australia arrived in the Territory on 24th and underwent an induction course at the Public Service

Institute from 27th February to 3rd March. Twenty-two of these teachers are being posted to Primary schools. Four of the wives are also Trained Teachers and are being posted in the service. K Goodman, Superintendent of Primary Schools is in Australia interviewing applicants for the second E Course. McKinnon and Westmore visited Lae, Rabaul and Goroka in connection with the building programmes, staffing and school supplies. Lamacraft, Chief of Division Technical, returned from leave on 22nd February and Mr Oberg returned to duties as Headmaster of Lae Technical School. Roscoe names 38 Primary 'T' schools that have been opened this year. A Secondary Boarding School for girls has opened at Dregerhafen with 28 students. Enrolment at Port Moresby Teachers' College is almost 90 but Goroka is a disappointing 60. John Natera, the first Papuan student to enter the University of Sydney has commenced studies in Agriculture. The Missions have asked the Administration to advise and assist their Teachers' Colleges to obtain better results.

GT Roscoe to DEO Kerema, Primary 'T' Schools and Staff Postings in the Gulf District, 7 March 1961. ED/5079 Pt 5 f73-74. The matter of school buildings, whether of classrooms, Education Officers' houses, or Native teachers' houses, is no longer a matter for this Department – it comes under the Department of the Administrator, under the personal direction of the Assistant Administrator, Dr Gunther. Complaints about buildings, therefore, though they may relieve your feelings, serve no useful purpose and make unnecessary reading to an already overburdened staff.

South Pacific Post, First Papuan at University, 7 March 1961, p5. Has photo. John Natera to enter Sydney University to study Agriculture.

GT Roscoe to DEO Kerema, Primary 'A' School Kerema, 7 March 1961. ED/5079 Pt 5 f72. When it was known that the Primary 'A' School was definitely to be established and that a teacher had been posted to Kerema for the purpose, there was no justification whatsoever for you to canvass parents in favour of correspondence tuition.

Department of Education, Assistant Director - Duty Statement, 7 March 1961. ED/20 Pt 12 f54.

JT Gunther, Special School Building Program Well Advanced, Administration Press Statement No. 16, 8 March 1961. Groves Collection Box 3 File 14. Living quarters are already available for a number of the trained teachers who recently took up appointment in the Territory. The program provides for construction of 217 classrooms, 16 school dormitories, 86 Single Officers Quarters, 128 Native Teachers' Quarters and 24 three-bedroom houses for married teachers. All classrooms and living quarters will be in readiness for the teacher trainees who will finish their course at Rabaul on April 30th.

Education Balimo to Educoff Konedobu, 8 March 1961. ED/5076 Pt 5 f185. The following telegram indicates that three teachers are trying to cope with 176 pupils spread over 5 classes. PLEASE EXPLAIN HOW TO MANAGE 7 STANDARD ONE, 110 STANDARD THREE, 27 STANDARD FOUR, 11 STANDARD FIVE, 21 STANDARD SIX, WITH TWO FIRST YEAR A ASSISTANTS AND ONE 6 ASSISTANT STOP SUGGEST TEN ADQUATE TRAINING STAFF OR RELAXA TABS AND INSRUCTIONS ON PREVIATION OF NEVERSE BRACKDOWN... EDUCATION BALIMO

Urgent Education Daru to Urgent Educoff Konedobu, 9 March 1961. ED/5076 Pt 5 f185. PLEASE FORGIVE BALIMOS EMOTIONAL OUTBURST STOP REQUEST APPROVAL STATION PERRY BALIMO FOR PERIOD OF THREE WEEKS... EDUCATION.

The handwritten note on the telegram said, "No Action. Balimo forgiven." Approval was radioed the same day for Perry to be stationed at Balimo for three weeks.

RC Ralph, Primary Education, 13 March 1961. Ralph Collection. This is a paper presented to the Conference of District Education Officers held in Port Moresby 13th to 17th March 1961. Points made are: "I have asked the Director to advertise within and without the service, the position of Superintendent of Primary Schools. (This refers to a new position for 'A' schools)... The position of Superintendent Primary 'T' Schools falls vacant when Mr Goodman leaves us later in the month... I have asked for either a Supervisor, or a very experienced man of DEO II status, to help at HQ. With such an officer at HQ the Chief of Division and Superintendents would find more time to go out into the field. At present, they are tied too much to their desks, and tend to grow out of touch with what goes on... Postings cost me more worry and loss of sleep and weight than any other phase of the work. The number of aged and maimed parents dependent on ex-trainees would amaze you. It is further complicated by those teachers who, though they do not blatantly say so, just will not leave home. If a woman took her husband's name it would be much simpler. We have no complete list of married couples. As it is Mr A may be sent to Manus and Mrs A to Daru. Allied with this is the awkward habit a teacher has of having up to four names and of choosing any two as the whim seized him... The Subsidy Examination: The Intelligence Test and Vocational Guidance have been abandoned, and we are left with an exam comprising papers in English and Arithmetic only. It is known that many teachers, some of them Administration, largely confine their teaching to these two subjects to the exclusion of the non-examinable subjects." Other topics covered were: education of children in urban areas, continuation schools, school hours, bus fares, re-classification of the Department, and the Standard VI Exam.

GT Roscoe, 1961 Inspection Programme – Papuan Region, Circular Memorandum No. 15 of 1961, 15 March 1961. ED/332. Due to unforeseen circumstances, the Inspection Programme dated 6th March 1961 and issued by Mr VD McNamara, Regional Inspector, has been cancelled. Addressees will be advised in due course of the revised programme. (This may have been because McN was to tour Hollandia. SPP 21 April 1961).

RC Ralph to Director of Education, Ranking of District Education Officers Already Inspected, 20 March 1961. ED/329 A/1-20C f18-19. Ralph finds it difficult to rank DEOs. He suggests a reordering of the existing inspection reports but Owner, the acting Director points out that now some officers will move ahead of other officers. Owner suggests that graduate and non-graduate DEOs be rated separately.

GT Roscoe to Ven Archdeacon BW Roberts, 20 March 1961. ED/5260. Roscoe informs Roberts that he is aware of Miss Olive and attempting to have her employed as a temporary officer. "The dear soul has clearly set her heart on visiting New Guinea before the close of her life and it does look like she may be successful."

CR Lambert to Public Service Commissioner, Department of Education – Recruitment of Deputy Director, 22 March 1961. ED/20 f168. The Minister approved on 17th March 1961 the creation of a position of Deputy Director, to be advertised within and outside the Service and the position be abolished immediately the retirement of the present Director of Education. Advertising action will commence immediately. The qualifications and duties to be as set out in the duty statement of 1 March 1961.

GT Roscoe, *Journal of the Public Service - Distribution, Circular Memorandum (Restricted) No. 11 of 1961, 22 March 1961. ED/116.* Some officers are not receiving their copies. DEOs are asked to check distribution.

LA Cass, *Monthly Newsletter for March 1961, 23 March 1961. ED/396 f131-132.* The Mission authorities appreciate that one man cannot be expected to visit some 200 establishments in under three years but they are insistent on inspections.

GT Roscoe to Chairman Promotion Appeals Committee, *Provisional Promotions as DEO2, 28 March 1961. ED/13 Pt2 f 166-167.* Roscoe has ranked his provisional promotees in the order of Stanley, Shanley, Doonar and then Cochrane. The appellants he ranks in order as McMeekin, Taylor, Baglee and Miss Moore. He says that Taylor want to go back to a post-primary school and Miss Moore has never acted in a DEO position.

GT Roscoe, *Departmental Nomenclature, Circular Memorandum No. 16 of 1961, 29 March 1961. ED/1.* Lists titles attached to certain positions to bring uniformity and avoid confusion.

GT Roscoe, *Scholarships to Enable Natives to Attend Secondary Schools in Australia, Circular Memorandum No. 17 of 1961, 29 March 1961. ED/1023.* The exam will be the Territory Standard VII exam. 20 places. Should be under 14 years on 1st January 1962. Candidates not successful will be considered for admission to a Territory High School.

Department of Territories, *Progress of a People, 10 April 1961.* 32 page booklet prepared on the occasion of the opening of the Legislative Council. It covers: The Country and Its People, The Beginning of Order, and The Progress of Order Since 1945. This third section embraces: The Public Service, Communications, Government Expenditure, Economic Development, Health, Education, and The Legislative Council. Finally there is a quote from the Minister: "So long as you need our help you can depend on us to give it. So long as you want us to stay you can depend upon us not to desert you. We believe that New Guinea and Australia need each other and can help each other. Our wish is to work in partnership with you, going hand in hand, doing things together for the benefit of this country and all its people."

GT Roscoe to Area Education Officer Saidor, *Area Education Officer's Journal, 7 April 1961. ED/348.* Extracts from the March journal of J Paynter: "13.3.61 1655. Arrived the bank of Warop River to find it in flood. This left me in a quandary as I had no food or clothing with me. Saw L/Rover on opposite bank so decided to take a chance and swim the river. The current was far stronger than I thought and I was swept 300 yds downstream before making other side. Sustained bruises to body and lacerations to feet and legs... 1730. Left Sel and set out by L/Rover for Saidor. Arrived at Bidin River to find it in flood and impossible to ford. Decided against swimming... Sunday. I accidentally sustained a gunshot wound to the foot and this will limit my walking considerably." *The comment from HQ was, "After having survived the perils of these few days it is probable that you will last until retirement if you are duly cautious in your dealings with floods and firearms."*

LA Cass to Director of Education, *Area Education Officers, Buin and Kieta, 10 April 1961. ED/5107 Pt 6 f 43.* Asks for two AEOs as the district has 300 Mission schools, the majority have not been visited since registration began in 1957 – it is an impossible task for one man.

Territory of Papua and New Guinea, *Inauguration of Session of the Legislative Council: Guide to Proceedings, 10 April 1961.* Who will be there, what to do and when.

Territory of Papua and New Guinea, Legislative Council Debates, Fifth Council First Meeting of the First Session, 10 to 14 April 1961. Volume VI No 1. Mr Guise: Our aims should be (d) to build a university college in Papua and New Guinea, this college to be affiliated with universities in Sydney. 11 April 1961 p16. Dr Gunther: There has only been a decision for a one per cent loan for the construction of hostels to provide accommodation for school children. The loan for schools has only been a proposal and I can assure the Bishop that it is currently before the Minister. 13 April 1961 p 34.

House of Representatives, Answers to Questions, 11 April 1961. p 698. (b) Up to three free places in the Australian School of Pacific Administration are offered each year to qualified mission teachers from Papua and New Guinea to enable them to undertake a teacher training course.

CR Lambert to His Honour the Administrator, Contact With Indigenous People, 13 April 1961. ED/5256 Pt 1 f 76-77. Among the measures the Minister asked to be taken was that the suggestion that pidgin and Motu be taught at ASOPA should be referred to the Committee of the School Council as recommended by the Administrator.

CE Beresford to Director of Education, Report on Patrol Visit to West Coast of New Ireland. East and West Coast of Namatanai, 14 April 1961. ED/5103 Pt 5 f 133. "At Panamecho school I left rations and supplies for three months, but the teacher in charge was not present. It appeared from enquiries I made there that he had left the school to visit friends during the Easter break and had not yet returned. A note was left for him to furnish a written explanation."

GT Roscoe, Applications for Positions in Teacher Training, Circular Memorandum No. 13 of 1961, 13 April 1961. ED/3016. Vacancies exist on the staffs of Goroka and Wards Strip and further vacancies will exist at Rabaul during April or May of this year. These vacancies are on several levels from Acting Lecturer through to Acting Principal. Applicants should forward a written application to the Director.

GT Roscoe, Maintenance Subsidy for 1961, Post Primary Students in Mission Boarding Schools, Circular Memorandum No. 18 of 1961, 16 April 1961. ED/5178. £20 per capita per annum for students in registered or recognised post-primary schools entering Standard Seven this year after successfully passing Standard Six last year and those who received the grant last year and successfully passed Standard Seven at the end of that year.

GT Roscoe, Differences Between Junior Technical and Community Technical Training, Circular Memorandum No. 19 of 1961, 17 April 1961. ED/4033. 4 page document setting out the what is expected from each type of training. Community Technical work is directed towards specific local problems e.g. how to build a better fireplace. Junior Technical Schools are established where full technical training is not available or the students do not have the requisite qualifications for full technical training. This type of training is expected to make the students into semi-skilled, useful men to work in specific trades.

South Pacific Post, Table Tops to Transport Children, 18 April 1961. Parents of students at Port Moresby High are angry that their children have been transported on the backs of table-top trucks when visiting various places in the town.

P Hasluck, Deputy Director of Education Wanted for Papua and New Guinea, 20 April 1961. Acc 8 Box 5508 File 45.1.2 f63. Single or married.

GT Roscoe, *Display of Australian National Flag, Circular Memorandum No. 20 of 1961, 20 April 1961. ED/26.* Tells how and when to display the flag.

GT Roscoe, *Acquisition of Land, Circular Memorandum No. 15 of 1961, 20 April 1961. ED/267.* Gives procedures for acquiring land. When it is proposed to establish a new Administration School, clear title should be vested in the Department of Education. In the past some embarrassment and needless delays have occurred because of incorrect procedures.

South Pacific Post, *Dutch Interest in NG Schools, 21 April 1961.* An inspector of schools from Dutch New Guinea is at present touring the Territory comparing education standards. When he returns to Hollandia he will be accompanied by the inspector of schools in Port Moresby, Mr McNamara.

GT Roscoe to District Education Officer Kavieng, *Patrol Report, 21 April 1961. ED/5103 Pt 5 f134-135.* It is the Minister's expressed wish that we should open new schools and bring opportunities of Primary Education to places that hitherto have none. The trouble about this is that some of these new areas are very difficult to access. Your report gives clear evidence that a Native teacher who is not visited frequently is apt to become negligent or even to absent himself from duty without permission. Even with a European, there is a danger of demoralisation if he is left alone for long periods in an isolated posting... I remember Mr Blythe, the MEO at Namatanai, and his wife, very well. When the first two children were babies she used to accompany him on patrol and take the babies with her, even into areas that were virtually uncontrolled. I asked him once if there was not certain risk about this. He said not at all, that where primitive natives were concerned, the presence of his wife and babies was a better safeguard for him than an armed escort... Note: Roscoe will be in New Ireland on 5th May and will travel to Madina for the official opening of the school.

RK Lewis to Director of Education, *Monthly Newsletter – April 1961 West New Britain, 21 April 1961. ED/396 Pt 2 f194-195.* Some antagonism from the Catholic incumbent to the Administration school.

Education Advisory Board, *Minutes for the Seventeenth Meeting of the Board Held at Goroka, 24 to 27 April 1961.* This is filed under 13 June 1961 which is when the minutes were written.

TL Stanley to Director of Education, *District Education Officer's Journal – April 1961, 30 April 1961. ED/5093 Pt 5 f23-27.*

South Pacific Post, *Work on School, 25 April 1961.* After considerable delay, work has started on the second stage of Port Moresby High School at Boroko.

GT Roscoe, *Area Education Officer's Journal, Circular Memorandum No. 35 of 1961, 26 April 1961. ED/348.* Of the two copies required by the Director, one should be forwarded direct, the other through the DEO who may add comments.

GT Roscoe to District Education Officer Rabaul, *West New Britain Newsletter for April 1961, 27 April 1961. ED/396 Pt 2 f197-198.* It is regrettable that conditions at Pomio have again been allowed to deteriorate to the stage where open antagonism is being displayed by the local Roman Catholic incumbent towards the Administration School. This present situation can be directly attributed to Departmental neglect. Opened late 1952 as a boarding school... the teacher in charge carried out enrolments and ran the school along his own lines until it was first visited by the AEO in 1955. This "school" was found to be functioning as a labour camp. The over-age "students" being principally engaged in the establishment of a plantation

for the teacher in charge on his father's land. The Parish priest, accused the students of being guilty of immorality and refused the Mass to both students and staff.

TA Taylor to Director of Education, AEO Kukipi – Details of Duties, 28 April 1961. ED/355 f85.

GT Roscoe, Maintenance Subsidy for Post Primary Students in Mission Boarding Schools, Circular Memorandum No. 23 of 1961, 1 May 1961. ED/5178. Subsidies are to be extended to students who have passed approved Standard Six and Seven internal examinations other than the official Administration examinations.

N Thomson, Approved Leave for Native Teachers Attending Local Government Council Meetings, 2 May 1961. ED/5254 Pt2 f126. Teachers elected as councillors will be regarded as on duty for salary purposes to attend council meetings.

TA Taylor to District Commissioner, Annual Report – Education Gulf District, 2 May 1961. ED/5078 Pt1 f9-15. The Department of Education commenced operation in the Gulf District in 1951 with the establishment of a school at Kinipo. In 1953 a second Station School was established at Kerema. An important undertaking by the DEO at the commencement of the present school year was the complete re-organisation of classes and staff in all Administration Schools within the District. This was necessary because of the general shortage of teaching staff plus over-crowding of schools by scores of over-age and under-ability pupils. Since the enforced retirement of these "professional" pupils – all 16 years of age and above and in some cases married – it has been possible to admit many more pupils of appropriate age... 130 pupils terminated their schooling.

GT Roscoe, Transfers and Postings of Native Teachers for 1962, Circular Memorandum No. 25 of 1961, 3 May 1961. ED/5044. Normally a teacher must serve for two years in a District before being eligible for a transfer to another District.

GT Roscoe, Standard VII and Standard IX Examinations, 1961, Circular Memorandum No. 21 of 1961, 4 May 1961. ED/5026 and ED/5356. To be held in October and will consist of papers in English and Arithmetic.

GT Roscoe to Director of Native Affairs, Native Education Officers and Council Meetings, 5 May 1961. ED/5254 Pt 2 f127. I can see no objection to Native Teachers being members of Local Government Councils. In fact, I think it desirable that teachers should participate in civic affairs wherever possible, and I raise no objection to them being absent from school to attend Council meetings provided that such absences are not unduly prolonged.

South Pacific Post, 'Crash' Teachers On Their Own, 5 May 1961. 58 students were recruited from 1,000 applicants. One terminated his studies on medical grounds and two were found to be not suited to teaching. 55 graduated. The principal, Mr J Salt, said that the past six months had shown him that academic qualifications were not always an indication of teaching ability.

GT Roscoe to the District Education Officer Madang, Staffing, 7 May 1961. ED/20 Pt 12. Roscoe tells the DEO that he is entitled to a DEO 1 to assist him but as there is only single officer's quarters available in the District he cannot find anyone suitable to fill the position. Roscoe asks if there is someone in the District that might fill the position on a temporary basis until a permanent appointment is made.

House of Representatives, Questions, 9 May 1961. p1591. Hasluck: Our major problem in the Territory at present is that, because of the fact, perhaps lamentable, that for many years education was not given the priority it deserved, we do not have large enough numbers of children in primary schools able to produce a high enough annual quota of children capable of taking higher education.

GT Roscoe, District School Histories, Circular Memorandum No. 26 of 1961, 9 May 1961. ED/2230. It would be appreciated if you would list the Administration schools in your District, showing the exact (or approximate) date on which each opened. Any other relevant information would also be of value.

GT Roscoe, Promotion – Native Teachers – Administration Servants, Circular Memorandum No. 27 of 1961, 9 May 1961. ED/5045. Vacancies exist for ten Native Teachers to be promoted to Grade II teachers. DEOs are asked to nominate suitable candidates.

GT Roscoe, Monthly Reports Primary 'A' Schools, Circular Memorandum No. 28 of 1961, 10 May 1961. ED/2230. Three copies to be made. One to be sent to HQ on the first day of the month. One to the DEO and one on the school file.

GT Roscoe, Leave Fares: Auxiliary Division Officers, Circular Memorandum No. 29 of 1961, 11 May 1961. ED/5044. Leave fares are normally paid by the officer for himself and his family from his posting to his home. Application can be made to the PSC in cases of hardship. When this is approved a married man will be required to contribute £15, a single man £12, and an officer under 21 years £7.10.0 and a Travel Warrant for the journey will be issued.

J Newman to President Rabaul Native Local Government Council, 11 May 1961. ED/5098 Pt 6 f44. Newman expresses the thanks of Roscoe and the Department for the interest shown in education. "When posting European staff we have given consideration to your interest in the work of the Department of Education among your people and, as you can see a preference has been given to your schools over many others in the Gazelle Peninsula. This we will continue to do, as we feel that our European staff will be most useful in those areas where the people are most strong in their support of education for their children."

GT Roscoe, Agricultural Projects, Circular Memorandum No. 32 of 1961, 12 May 1961. ED/5040. The Rural Education Officer, Mr C Brooks, has written a book "Lesson Notes for Agricultural Projects in New Guinea Schools." DEOs are instructed that one copy of this book must be made available to each Administration teacher, and MEOs are encouraged to make the fullest possible use of the work. Sufficient stocks are held in Regional Stores.

South Pacific Post, Second Group of Teachers Arrive, 12 May 1961. The second group of "crash" education programme teacher trainees will enter Malaguna College today. Forty will fly to Rabaul today and eighteen arrive from Australia tomorrow. Two new lecturers will also arrive tomorrow – Mr PG Irwin and Mr BJ Boyle. Another staff change at the college follows the resignation of the principal Mr NV Salt who leaves for Britain this month. He will be replaced by Mr N Donaldson (*Donnison?*).

J Newman to Director of Education, Area Education Officer's Journal – Mr P Arblaster, 12 May 1961. ED/358 f59. Outlines Mr Arblaster's in-service work.

GT Roscoe, Assistant District Education Officers, Circular Memorandum No. 18 of 1961, 15 May 1961. ED/20. Roscoe proposes the creation of the above positions at Education Officer Grade 2 level to free up AEOs for in-service training of

native teachers. The assistant DEOs will help the DEOs inspect T schools. DEOs are asked to supply details of the workload involved in inspecting these schools so that a case can be made to the PSC.

GT Roscoe, *Approved Leave for Native Teachers to Attend Local Government Meetings, Circular Memorandum No. 30 of 1961, 15 May 1961. ED/5254.*

DEOs are instructed to grant leave in such cases.

GT Roscoe, *Training Courses for Mission Teachers, Circular Memorandum No. 33 of 1961, 17 May 1961. ED/157.*

There will be no more 'S' Courses. Mission personnel with the Intermediate Certificate or equivalent are invited to apply for the 'E' Course.

GT Roscoe to District Education Officer Port Moresby, *Second District Education Officer Central District, 18 May 1961. ED/20 Pt 12.*

Brownlie the DEO I will continue to act as Superintendent of Schools Secondary. Mr Anderson who was to go to Lae will remain in Moresby until Brownlie returns.

D Owner to Headmaster Malaguna Technical College, *Land for Teachers' College in the Rabaul Area, 18 May 1961. ED/316.*

Problems with obtaining land in Kokopo. Owner suggests land at the agricultural station at Kurakakaul and ask Harrington to investigate the possibility.

TR Hammersley to Director of Education, *Monthly Newsletter, 23 May 1961. ED/396 Pt3 f72-73.*

I feel for some of our staff, days away from Daru, without a bed for themselves or a desk for their pupils. I never cease to be amazed at our Administration which can produce beds for its prisoners but not for its servants. Hammersley has two empty European married quarters available for occupation.

J Glen, *Provision of Additional Classrooms and Staff Accommodation Meets Immediate Need of Education Department, 12 May 1961. ED/358 f59.*

The special building programme planned late last year to provide classrooms and staff accommodation required under the accelerated education scheme has met the immediate needs of the Education Department. Twenty-four aluminium 3-bedroom houses built under contract by the Sydney firm of Dowsett Engineering Limited were completed by April 30th. Territory building firms erected 10 Single Officer's Quarters in the Highlands area... on the date required for the first group of "E" Course graduates trained at the Malaguna Teachers' College. The balance of the special Education building program which was undertaken by the Public Works Department of the Administration is almost completed. This section of the project called for the construction of 217 classrooms, 133 Native Teacher's Quarters, 76 Single Officers Quarters, and 34 School Dormitories. The Native Affairs Department and Native communities assisted in the erection of some of these buildings, and in the Rabaul area students from the Malaguna Technical Training Centre put up several structures as part of their on-the-job training. Prefabricating of some of the buildings was also done by the students in the school workshop. The Administration is now working on plans for additional buildings which will be needed by the Education Department, including classrooms and staff accommodation, for the second group of teachers who will graduate from Teachers' Training Colleges in the Territory.

GT Roscoe to District Education Officer Kavieng, *Reports on Visits to Mandak and New Hanover, 25 May 1961. ED/20 Pt 12.*

It is noted with interest that brick-making and cement brick building construction is being adopted enthusiastically in so many different places. I read with much pleasure this sentence – "I took back to Kavieng with me to village men who will learn to use the brick-making machine and return to Mereran to supervise the construction of cement floors and brick walls

at this school." This is essentially what I hope to achieve by what we call Community Technical Education.

SG Paull to Director of Education, Circular Memorandum No. 18 of 1961, 25 May 1961. ED/20 Pt13 f33-73. This is in reply to Roscoe's request for inspection information, to make a case to the PSC for Assistant DEOs. To summarise Paull's letter: Popondetta Sub-District poses few problems. In the Kokoda Sub-District schools in the Chirma and Wawonga Valley necessitate several days walking to reach; the Ioma Sub-District can be patrolled only by foot; and the Tufi Sub-District has schools scattered along the coast that can only be reached by small craft. To patrol by foot, would entail some weeks of walking. This district could gainfully employ three Assistant DEOs to be stationed at Kokoda, Tufi and Ioma.

CDF Caterson to Director of Education, Conditions for Teacher Trainees, 26 May 1961. ED/3014 Pt3 f51. The Secretary, Department of Labour supports the department's proposal to improve remuneration for trainees.

DM Cleland to District Commissioners, Contact with Indigenous People, 26 May 1961. ED/5256 Pt1 f77. Cleland sent each a copy of his report to the Minister and the Minister's reply emphasising "the responsibility rests on each of you in your own District to emphasise to all the staff the desirability and need to develop closer and better contact, and that every known avenue is to be explored to this end."

GT Roscoe, Secondary Scholarships for Natives – Australian Schools, Circular Memorandum No. 35 of 1961, 26 May 1961. ED/1013. Not all Education Officers nominating candidates... have made a satisfactory statement on evidence of age. A statement by the student's parents or friends will not be accepted as evidence of age. If the age was obtained from a Village book a signed statement by the officer sighting the entry should be attached to the nomination form. In many cases it will be necessary to obtain a statement from a Medical Officer. Competition for these scholarships is becoming keen, and a considerable sum of money is involved.

TA Taylor to Director of Education, Assistant District Education Officers, 29 May 1961. ED/20 Pt13 f10-11. There are 67 Registered or Recognised mission schools in the District which according to the Education Ordinance should be inspected at least once every twelve months. Because of distances and travelling difficulties it would be utterly impossible for a single DEO to effect this even if he spent his whole time in the field for the sole purpose of inspecting Mission schools. Of the Provisionally Recognised schools in the District approximately half have never been visited, and the Provisional Recognition of some of these dates back as far as 1957. Many of these schools are two to three days walking up into the hills, a few of them are in the distant backwaters of the low lying and swampy Delta region. They will have to be inspected some day but for the DEO to take time off to do these long and arduous patrols would mean the neglect of many other aspects of his work... The missions are inclined, without necessarily being dishonest, to take advantage of the fact that the DEO cannot move around to inspect all of their schools. The average Mission's estimation of a school deserving Recognition is far more liberal than the evaluation made by a Departmental officer, thus missions still have many schools "Provisionally Recognised", for which they draw full school supplies, which should really be "Exempt." The true status of these schools cannot be determined until the school has been inspected and reported upon by the DEO or someone delegated with the special authority to carry out inspections... The DEO asked for three Assistant DEOs to be posted to his district.

GT Roscoe to District Education Officer Madang, *Monthly Newsletter for May, 29 May 1961. ED/396 Pt 3 f100.* You are not a chairborne DEO and you are spending a great deal of time away from your District headquarters. I note your remarks about the posting of the 'E' Course teachers and that there are three SOQs still unoccupied. I note too your reason for posting the three 'E' Course teaches in places where they are accessible for supervision. This is a practical necessity, although the Minister and the Assistant Administrator are both eager to see 'E' Course teachers going out into the wild men's country to establish schools where none have existed before. That will come in due course... There is one matter on which I would welcome information from you. I have heard that Jehovah's Witnesses have established themselves in a village not far from the Mission of the Holy Ghost at Sek and that the whole village has left the Catholic Mission and joined Jehovah's Witnesses. I would be glad to have your advice whether this report is true. You might mention also whether there is any move on the part of Jehovah's Witnesses to establish schools. I have instructions from His Honour that approval is not to be given to any school established by this denomination. They are not officially proscribed but there is evidence that they do not teach children to honour the Queen and to obey the law.

GT Roscoe to Assistant Administrator, *Teacher Trainees – Port Moresby Teachers' College, 29 May 1961. ED/3014 Pt 3 f55-57.* At the beginning of 1961 the student intake to the Port Moresby Teachers' College fell short of expectations. During this year, so far, five students have left teacher training for employment with the Department of Posts and Telegraphs. There is an indication that at least this number more may terminate in the second half of the year because the Principal of the Teachers' College states that there are now twenty students who have expressed their dissatisfaction with the present conditions at Ward's Strip. Of these, some half dozen are on the point of considering employment elsewhere. This situation can be attributed, I submit, directly to the paucity of the allowances payable to teacher trainees during 1961 (£16.5.0 per annum later increased to £19.10.0)... I am assured by the Acting Principal that if the students there are in receipt of an amount approximately equal to the urban wage (£156 p.a.), our present difficulties may be overcome. The Secretary of Labour supports this view.

GT Roscoe to District Education Officer Kavieng, *Monthly Newsletter – May 1961, 29 May 1961. ED/396 Pt 3 f98-99.* I am very glad to know that the teachers who completed the 'E' Course are all well established in their new schools and have made a very favourable impression up to date. The general quality of teachers completing the course was high, but I think the few who were posted to New Ireland were among the best. One question I meant to ask you during my visit to Kavieng was whether Jehovah's Witnesses have established themselves in New Ireland as they have in certain other Districts. Although this sect is not officially proscribed, it is looked upon with disfavour because there is some evidence that Jehovah's Witnesses teach their people that all secular government is evil and that civil disobedience under some circumstances is praise worthy. It is not intended to make martyrs of them but neither is the Administration disposed to approve of the establishment of schools by this body.

GT Roscoe, *Teacher Training Examination, Circular Memorandum No. 37 of 1961, 29 May 1961. ED/3009.* Tentative dates for the exams are 6th and 7th November. As a result of discussions at the 17th EAB meeting it has been decided to simplify the setting out of the exams by including one compulsory question and four others to be selected from a further seven questions.

W. C. Groves, *Education and Culture-Contact in Papua and New Guinea: Retrospect and Prospect*, Paper Presented to the Thirty-Fifth ANZAAS Congress, Brisbane May – June 1961, 30 May 1961. Groves Collection Box 9 File 2.

Points made by Groves were: The impact of an alien culture has caused widespread change and adjusting to this change is essential to the well-being and progress of the people. It is the primary function of education to assist in effecting this adjustment through a system of formal schooling for the children, locally-adapted in its content and method and with literacy as its chief aim; and providing for the needs of the community in the various fields of welfare and development. Groves reviews his era making the point that his achievements were limited only by the resources made available during the first decade of the post-war period. He says that the Australian Government has at last come alive to the paramount importance of education for the Territory but adds that there is reason to doubt the complete wisdom of the recently introduced 'education crash' programme as justifying the effort and the cost. He suggests courses of Papua and New Guinea studies be established at the University of Queensland as a first step towards a University College of Papua and New Guinea possibly linked with the University in Brisbane.

GT Roscoe to District Education Officer Mendi, *Monthly Newsletter for May 1961*, 30 May 1961. ED/396 Pt 3 f104. It is a pity that only three 'E' Course teachers were available for appointment to your District so that you have four SOQs standing vacant. I do not know whether you are aware of the reason for this. Originally it was planned to recruit 100 trained teachers from Australia and an ambitious programme of construction of married accommodation was undertaken to provide houses for them, Actually only forty arrived and there were eleven 'M' type residences which had been completed and for which no trained teachers were available. Accordingly, 'E' Course teachers who were married were posted to places where the eleven 'M' type houses had been built. That has left a number of SOQs which were intended for 'E' Course trainees without tenants. They will probably stand empty until the next batch of trainees finishes its course in November... Standing in my room at the present I have a proto-type, two person desk, with a steel frame and plywood top. This was produced at Idubada at a cost of £2.10. When a contractor was invited to tender for the production of 1,000 of these desks he quoted £10,000. You can just imagine what these desks would cost by the time we paid air freight to Mendi.

GT Roscoe to District Education Officer Samarai, *Monthly Newsletter for May 1961*, 30 May 1961. ED/396 Pt 3 f101. Nothing of interest.

JC Doonar to the Director of Education, *Assistant District Education Officers*, 30 May 1961. ED/20 Pt13 f26-27. The Mission operating in this District is the Lutheran Mission and their policy has been to establish schools wherever they have a catechist and ask for recognition. We are required to inspect these schools and recommend them for some kind of status. The work involved here is tremendous. Eighty-one schools have applied for recognition or registration. These eighty-one are spread over seven sub-districts and not one is easy of access. Then again are those schools, exact number unknown, but our latest records show ninety-two, which have been provisionally recognised and, of course the exempt schools. The fact that many of the exempt schools are not schools, does not alter the fact that they must be visited by an Inspecting Officer. Each year the number of teachers being introduced by the Missions is increasing and thus they will be opening new schools, so an inspecting officer in each sub-district will find he will not catch up with them until they stop opening schools. Even then his task is going to be arduous. Time in travelling is the main factor to be considered. Inspectors will be doing a tremendous

amount of walking and when the number of schools concerned is considered it will be readily realised that the number of Inspectors cannot be less than seven for this District.

GT Roscoe to His Honour the Administrator, *Secondary Bursaries, 30 May 1961. ED/5147 and Ed/1119 Pt 3 f33-34.* The maximum a child can receive is £345. Last year three mixed race girls were enrolled... where the fees were £20 to £40 a term higher than in most of the other schools. Although the Department paid directly to the school the amount of the subsidy and bursary, the amount is insufficient to cover the cost of the account and the school has now asked for the amount owing to be paid by the Administration. There is evidence of other abuses. Not all parents pass on to the schools the money received for financial assistance. There is one glaring case of a mixed race parent who owed £571 to the schools attended by his children. He did not pay the bursary to the schools, but instead he went for a holiday himself. The Senior Guidance Officer has made three recommendations to me. First that the Department of Education choose the schools. Second that the money be paid direct to the schools. Third, where the bursary is not sufficient to cover the cost of schooling, parents should be required to pay the balance. Your formal approval for the changes in the rules is hereby requested.

GT Roscoe to District Education Officer Popondetta, *Monthly Newsletter for May 1961, 31 May 1961. ED/396 Pt 3 f109.* I am glad to know that the 'E' Course teachers are settling in successfully. While they were at Rabaul they were repeatedly warned that they must expect to live and work under somewhat primitive conditions. The result has been that most of them have found their accommodation better than they expected. It is a good thing to have it that way. As you are aware, the Building Programme has been taken almost completely out of my hands... in the next financial year it will be carried out by contract and that is expected to put our costs up 25%. Although there will be no reduction in the amount of money available, from the point of view of getting married accommodation erected it is much the same as if we had suffered a cut of £100,000 in the Vote. All of this is very discouraging. It seems that the next batch of Education Officers who are recruited will not be able to receive an assurance of accommodation, but will have to be told that married men must leave their wives behind them and live in single quarters up here for at least eighteen months before they can hope to have married accommodation. Sorry I have to write in such a gloomy fashion but I have to tell you news as it is told to me.

GT Roscoe to District Education Officer Daru, *Monthly Newsletter for May 1961, 31 May 1961. ED/396 Pt 3 f112-113.* There will actually be five mission trainees working with 'E' Course No. 2, and to distinguish them from the regular trainees who will be employed by the Department, we are referring to it as Course 'M'. If I were able I would certainly do a great deal more along these lines. For your own information and not to be passed on to the missions, the policy of the Department of Territories is at present directed towards the establishment of a secular system of education with assistance to missions maintained at its present level but not increased. This of course is contrary of what I had expected and I think it is a mistake. I believe that the maximum development in education would take place by expanding both departmental and mission schools as rapidly as possible. However, the Minister for Territories is the authority that determines policy. I note your advice that you have married accommodation available at Morehead River and Oriomo. I shall ask Mr Ralph to bear that in mind when staff is available... I note your remarks about the supply of furniture, but frankly, in these days there are two matters over which I do not seem to have any control. One is the Building

Programme and the other is the distribution of furniture. At one time when you ask you are told flatly that no funds whatever are available. Some little while later I visit a school and I find new aluminium furniture stacked high underneath it. You are not the only one who thinks the ways of the Administration are past understanding.

GT Roscoe to District Education Officer Kerema, *Monthly Newsletter for May 1961, 31 May 1961. ED/396 Pt 3 f104.* I note your disappointment that only two of the 'E' Course teachers intended for the Gulf District have actually arrived. Unfortunately at the last moment I had to fill one or two urgent vacancies that had occurred. You say in conclusion "I trust you are satisfied to hear that the firm is still plugging along in the Gulf even though we cannot manage anything spectacular." Really that is the situation with the Department as a whole. A great deal of publicity has been given to the 'E' Course which has been described quite inappropriately I think as a 'crash Education Programme'. It is a help to have an additional 100 teachers per annum but it is only a drop in the bucket compared with our needs. The Minister had hoped that all the 'E' Course teachers would be opening new schools in remote areas. In fact, a large proportion of the output has been used in schools already existing and badly understaffed to bring the pupil/teacher ratio down to a reasonable level.

GT Roscoe, *Posting of Education Officers and Teachers, 1962, Circular Memorandum No. 39 of 1961, 31 May 1961. ED/15 Pt6 f53 and Acc 8 Box 34 File 33.7.6.* Recruitment to March 1962: 55 'E' Course graduates; 40 male and 10 female cadets from ASOPA; possibly 40 male and female teachers from Australia; 25 'C' Course and 80 'A' Course graduates. Although we are committed to the Plan for Universal Primary Education, we have to bear in mind the corresponding increase in demand for post-primary education, a demand that we will have to face up to in 1962. Relevant enrolment figures, taken from the February Reports, show the present situation but when we remember the present very rapid increases at the lowest levels, in some six years' time we will be faced with a very great demand for post-primary education. 1961- February Report Figures – Post Primary Schools: Standard IV – 2596. Standard V – 1876. Standard VI – 1167. Standard VII – 502. Standard VIII – 292. Standard IX – 118... Some ASOPA cadets will go to post-primary schools. Cadets should be posted preferably to staffed schools or schools where they can be supervised – for two years. Teachers posted to Primary 'T' Schools will be posted to Districts. It is the responsibility of the DEOs to arrange postings to schools and to advise HQ of the postings. Schools where buildings have been erected under the emergency programme must receive priority. All Primary 'A' postings will be made by the Superintendent of Schools. Approximately 1,000 pupils can be expected to pass from Standard VI to VII next year (double this year's enrolment) and we must be prepared to accept an unknown number from Mission sources. Pupils are nearing the proper age-for-grade level. This means few will enter 'A' Teacher Training as they will be too young to be employed when they graduate. The minimum age is 16 years. More students will have to continue to Standard IX and enter the 'B' Course. Indications point to the majority becoming residents of urban centres... DEOs were asked to indicate to HQ where expansion in their districts, not covered by the present building programme, was likely to occur. They were asked to indicate where new schools will be needed – primary, continuation and post-primary. An indication was to be given as to expected expansion at existing schools – in terms of number of pupils, number of staff and extra classrooms, particularly in Primary 'A' Schools.

Department of Education, *South Pacific Journal of Education, Vol. 1 No. 1 Port Moresby, June 1961. Ralph Collection.* McKinnon is the editor. This journal

grew from McKinnon's 'Technical Pamphlets'. The articles covered such things as Urban Schooling, Language, Reading Skills, Teaching English, Low Cost Classrooms, Education in the Philippines, In-Service Training, and Infant Schooling. It reproduces a quote from an address given by Hasluck to the 24th Summer School of the Australian Institute of Political Science, in Canberra, in January 1958: "... one of the basic tasks in the classroom in the present day is to give the Natives a means of communication one with another and with us. We teach them to read and write. Besides making the indigenous people literate the classroom also needs to give them certain skills, such as arithmetic, which are necessary to their future progress. I feel that primary education in the Territory has to take on a very simple and elementary meaning, close to that of the old village school, where reading, writing, and arithmetic were almost the whole of the curriculum. One of the biggest impediments to the advancement of the people today is that there are not enough of them who are getting as far as this, even though an Education Department and many Mission schools have been operating in the Territory for years. We cannot build except on this foundation, and I would frankly confess that the achievements in education, subjected to this very simple test today fall a very long way below the requirements of policy or the demands the Government have been making."

GT Roscoe, *Participation of Native Teachers in Civic Affairs, Circular Memorandum No. 41 of 1961, 1 June 1961. ED/5254 Pt2 f131.* Department favours, as a matter of principle, the participation by Native Teachers in civic affairs. In most tropical countries the status of the teacher is much higher than it is in this Territory and the more we can enhance his status the more effective will be our educational work. The DEO should try to re-arrange his staff postings so that a Councillor is on a staffed school – it will not be necessary to send a class home.

GT Roscoe, *Pupil Record Cards, Circular Memorandum No. 42 of 1961, 1 June 1961. ED/5147.* Cards for 'A' Schools are available and those for 'T' Schools and all Secondary Schools are being printed. Explains the type of information required.

GT Roscoe, *Travelling Allowance Mission Supervisory Teachers in Civic Affairs, Circular Memorandum No. 43 of 1961, 1 June 1961. ED/5178.* Approval has been given for the payment of twelve shillings and sixpence per day for every day spent in travelling on field work away from their bases.

GT Roscoe, *Standard 7 Examination, Circular Memorandum No. 38 of 1961, 1 June 1961. ED/5356.* The exam is used for selection for secondary education, technical training, and for the 'A' Course. It is recognised as the standard for entry to the trades, and as a standard of attainment by employers in industry. All students who are in Standard 7 in Administration schools must be nominated for this exam. As it is external the papers will be forwarded to HQ.

GT Roscoe, *Children of Native Teachers Attending Primary 'A' Schools, Circular Memorandum No. 20 of 1961, 2 June 1961. ED/5044.* Some have been enrolled at and are attending 'A' Schools. This is a definite move toward integration and a move to be encouraged. This will pose problems with posting the parents but every endeavour will be made to allow the children to continue at 'A' Schools. Roscoe asks for details of such cases.

GT Roscoe to Assistant Administrator, *'B' Course Teacher Training, 2 June 1961. ED/3016 f5-7.* Roscoe wants to extend the course to two years. The Public Service Commissioner has objected and said approval has not been given by the Assistant Administrator. Roscoe has discussed the matter briefly with Gunther but now puts his case formally. Roscoe argues that in order to be effective, especially in

the teaching of English, native trainees require two years of teacher training. "You know how I publicise the slogans 'Universal Primary Education' and 'Universal Literacy in English'. Privately I have my doubts about the 'Universal' part of it but I do not say so in public. I have no doubt that for the fortunate few, which may yet be a considerable number, we are able to make them competent in the English language. You yourself know that our 'E' Course teachers in spite of their short period of training, are going to be very effective. I am confident that 'B' Course teachers who have finished the 2-year Course will be in the same category: those who have done only one year will not."

GT Roscoe to District Education Officer Kerema, *Monthly Report – AEO Kukipi*, 2 June 1961. ED/355 f79. The work done by Mr Barry... indicates that he is not at all familiar with the duties required of an AEO. Most of Mr Barry's time appears to have been spent on work that could have been done equally well by a competent native clerk, e.g. repairing bicycles, adjusting filing systems, supervision of well digging. At no time is there any mention of actual teaching or the giving of demonstration lessons, or any other matter falling within the field of duty of a teacher. At least 80% of his time should be spent with a class, either actually teaching or guiding and assisting teachers.

AP Baglee to Director of Education, 2 June 1961. ED/20 Pt13 f22. Baglee is replying to a request for information to justify creating Assistant DEO positions. "The number of schools in this district totals in round figures 250. Discounting weather, breakdowns, maintenance etc. and if one had control of an adequate boat it would take at least three years to complete a tour of this district. In practice it would take 4 years to do this job... My suggestions are therefore, to place Assistant DEOs in Sub Districts 1, 2 and 3 and AEOs... to areas 4 and 5.

TL Stanley to Director of Education, *Staffing*, 2 June 1961. ED/20 Pt13 f7. I thank you for your interest concerning my application for an Assistant District Education Officer Grade I. Every member of the staff in this District has been given consideration Sir, but I regret that either: (a) The officers who could undertake the work cannot be taken from their present duties. (b) Too junior in status – or (c) Not physically and mentally suited to undertake patrols in arduous country amongst rather primitive people. I regret to state Sir, that even Officers who are physically capable are not willing to undertake work that involves walking and absence from their homes.

South Pacific Post, *Building Met Needs of Crash Education Schedule*, 2 June 1961. p5. Repeats statistics reported in an earlier entry.

GT Roscoe to Public Service Commissioner, *Recruitment of Education Officers from the United Kingdom*, 5 June 1961. ED/22 Pt5 f36-37. It is gratifying to learn that the Department of Territories is treating seriously the proposal to recruit Education Officers from the United Kingdom, and especially to recruit Graduate Teachers with specialised training in the teaching of English as a foreign language. It is suggested that the number to be recruited annually should be between 20 and 30 and that at least five of these should be Graduate Teachers with specialised training in the teaching of English as a foreign language. If more than five can be secured, so much the better. Recruitment should be restricted to single men, engaged in the first instance for three years, with the opportunity of permanent appointment. There are two officers of this Department in London at the present time who could assist with the interviewing, but Mr FC Johnson and Mr GW Gibson are rather young men and while either might well be associated with the interviewing panel as an adviser, it would be better if a senior officer from Australia House were

Chairman of the Interviewing Committee. Mr Johnson is due back in the Territory on 25th September 1961 and Mr Gibson on 11th November 1961... There is one very serious aspect of this proposal... to which I must draw your attention, and that is the difficulty of providing accommodation even for single male teachers. You will recall that when the recruitment of staff was discussed in the Minister's office in Canberra in August 1960, I was asked to state how many European teachers I could use. I replied that it depended on the provision of accommodation and on the finance available for salaries. The Minister told me to disregard these factors for the moment and to consider only the problem of organising the absorption of the teachers into the service. From that point of view, it is of course true that we could absorb more teachers than we are ever likely to get, but considerations of buildings and finance cannot really be ignored. Mr owner has prepared for me an estimate of the cost of providing accommodation for the new teachers we expect to join the service during 1962. This includes native teachers, 'E' Course European teachers, recruited Education Officers from Australia and cadets ex ASOPA. The estimate shows we shall need £1,000,000 worth of buildings. The point I want to make now is that before the Department of Territories is advised to embark on recruitment of teachers overseas, an assurance must be given that the Administration is capable of providing living accommodation for the teachers we already expect to recruit or train by February 1962.

Territory of Papua and New Guinea, *Legislative Council Debates, Fifth Council, Second Meeting of the First Session, Volume VI No 2, 5 June to 9 June 1961.* Mr Sigob: Mr President, I wish to say something about the education scheme in Finschhafen. When it was decided to establish a crash education programme in the area, it was planned to erect three schools at Finschhafen... The officers of the Native Affairs Department sent carpenters, timber, corrugated iron, nails and other building materials to build three houses. Finally three good buildings were completed for the teachers and schools. Beds, chairs, tables and refrigerators have been provided and everything is ready, but still no teacher has arrived. First of all the people in the area were very glad... but now they said, "Ha, the Administration has told us a lie. It feels no sympathy for us who live in a remote place. Always the Administration is willing to assist those who are living near the main big towns. It is always quick to send them teachers to teach their children." I wish to ask the Director of Education why was no teacher sent to the Finschhafen area from the crash education programme? What happened, did he forget about it? (7 June 1961 p97).

South Pacific Post, *Anger at Education Move, 6 June 1961.* p5. The P & C Association at Samarai is protesting about the transfer of two European teachers when students are being prepared for the subsidy exams.

CE Beresford to Director of Education, *Assistant District Education Officer, 6 June 1961.* ED/20 Pt13 f25. The New Ireland District has 186 educational institutions: 180 Primary T, 3 Primary A, two Post-Primary and 1 Technical. "This means that if I work full time on school inspections alone it would take a full school year to cover them all, provided that sea transport was readily available and I could spend a day at each school. This is exclusive of travelling time, so that if all the schools are to be inspected annually, an Assistant DEO could well be employed full time... Sea transport would be required to inspect 107 of these schools and it would be desirable for the Officer to be dropped off at an area for perhaps a month to carry out school inspections in that area. With the necessity for dealing with a considerable volume of office work, it is not practicable for me to be absent from the Office for

such a long period, whereas the appointment of an Assistant DEO would leave me free for District work both at the Office and in the field."

GT Roscoe to District Education Officer Rabaul, *Cuisenaire Method in Arithmetic*, 6 June 1961. ED/5394 f1-2. Roscoe asks the Deo to nominate once Preparatory class being taught by a European to experiment with the Cuisenaire method.

GT Roscoe to District Education Officer Lae, *Report by Inspector of Girls' Schools on Dregerhafen*, 9 June 1961. ED/319 f8. Roscoe asks the DEO to advise what action he takes to remedy the following deficiencies noted in the inspection report. "All the buildings... are in need of some repair and maintenance work, the only ones to be considered in any way reasonable being the classrooms. The state of the toilet block (is) incredible. The few toilets there are have no seats and are constantly overflowing despite attention by the plumber, The showers and the taps over the basins need repairing and the floor is constantly flooded. I do not consider that the number of toilets and showers is adequate for 134 girls. Miss Neal has stated that the girls have had to use the sea frequently as a toilet. This is a deplorable state of affairs... The dormitories are far too crowded and there are only 106 beds for 134 girls. The Kitchen and Dining Room need a great deal to make them adequate for present needs. With 134 girls and only 70 plates, there has to be two sittings for each meal. Only three out of the four stoves is in working order. I would suggest two new stoves, two kitchen safes to keep the food away from the rats and two kitchen cabinets in which to store the girls' plates, mugs and cutlery. In the Laundry there are only two coppers and this is certainly not enough for 134 girls, if a decent standard of cleanliness is to be maintained."

GT Roscoe to Secretary for Law, *Definition of 'Mixed Race'*, 9 June 1961. ED/1119 Pt3 f35. This Department administers a somewhat complicated system of scholarships, subsidies and bursaries for secondary education in Australia for the benefit of European, Asian, Mixed Race and Native children. European, Asian, Mixed Race students who pass a qualifying examination are entitled to £145 per annum, plus return air fares. These payments are known as Subsidies. If the parent pleads lack of means and submits to a Means Test, he may be awarded a further sum, up to £200 per annum. These payments are known as Bursaries. Native students may qualify for a scholarship which entitles them to be fully maintained at a secondary school in Australia without any prescribed limit of cost, but the examination for these scholarships is competitive. Cases have occurred recently where one child in a family goes to Australia on a Native Scholarship, while another who is not clever enough to pass the competitive examination sits for the Subsidy Examination which is qualifying and claims to be of Mixed Race. There is something wrong when two children of the same parents can be classified one as a Native and the other as a child of mixed race. Another difficulty that arises is that there are families in which the father is a Pacific Islander and the mother a Papuan or New Guinean. The offspring of these unions are described as Mixed Race and claim the same privilege as European-Native or Asian-Native persons. It is quite clear that the Department needs to promulgate some clear definition for Scholarship, Subsidy and Bursary purposes, of what is meant by a Mixed Race person.

Education Advisory Board, *Minutes for the Seventeenth Meeting of the Board Held at Goroka, 24 to 27 April*, 13 June 1961. ED/5103 Pt5 f144. Mr Irvine the Secretary to the Board has retired. Mr Goodman is on leave in Australia and will retire at the end of leave. He has been replaced by Mr Owner. Fr PA McVinney has replaced Rev Jim Dwyer. The Board made the following points: Compulsory Education: Refer to the next Administration/Missions Conference. Capital Loans to

Missions: Rev Ure had been negotiating with the Minister and the Department of Territories. He was hopeful for a grant for a hostel but not optimistic about securing a loan to build a teachers' college. The Board expects that the conditions of the grants will be announced at a post Budget meeting and expressed disappointment that it seems nothing will be available for another year. Syllabus for Secondary School: The Department is waiting to see if NSW is bringing in a four year syllabus followed by a two year matriculation. Re-examine at the next meeting. Classes for Retarded Children: To be raised on Chatterton's return from England. School Supplies: Recommended a revision of the Stores Vocabulary with distribution to be made at the level of Mission Managers, on the basis that he is capable of effecting equitable distribution to Mission Schools within his area. Common Scripture for Use in Primary T Schools: The Mission representatives of the EAB to prepare a syllabus of Bible Readings from the Kingsley Williams translation of the New Testament, to be submitted to the next EAB, and that a period of fifteen minutes each school day be allotted to Bible Reading. The readings to be related where possible to the Departmental Syllabus in Ethics and Morals. Public Examinations: Archdeacon Roberts was concerned about variation of the standard of difficulty from year to year. In the 1958 Standard 9 Exam there was a high percentage of passes. In 1959, 1,141 sat and 372 passed. In 1960 952 sat and 274 passed. The Board recommended the use of numbers instead of names of pupils and schools, and students to be informed of changes to papers. Revised Draft Primary 'T' Syllabus: More copies to be circulated and progress to be discussed at the next meeting. Revision of Forms Prescribed Under the Regulations: To be revised and simplified to assist native teachers. Ethics and Morals: Syllabus content was suitable but not taught well. Recommended that inspectors test this subject and that time be allotted for it in the timetable. Teacher Training: Mr Owner hoped that a fourth College would be built at Madang in 1962 and said it would probably be used for training women teachers. The Board considered that refresher courses convened by DEOs for Mission teacher to be essential. It was generally agreed that one year courses of teacher training to be insufficient and therefore recommended the Department be empowered to pay for two years the maintenance grant for students at Mission Training Colleges where a two year course is undertaken. Temporary Members of the EAB: To ask the Administrator to appoint temporary members to replace EAB members who would be away for extended periods. Maintenance Grants to Post Primary Students: The Board expressed its appreciation for payment of grants to students in Standards 7 and 8 and asked that these be extended to students in Standard 9.

GT Roscoe to Public Service Commissioner, *Creation of Position of Superintendent of Post-Primary and Secondary Schools, 13 June 1961. ED/22 Pt5 f45-46.* Roscoe puts his case for the creation of this position.

Secretary for Law to Director of Education, *Definition of 'Mixed Race', 13 June 1961. ED/1119 Pt3 f36.* The only definition pertaining to race is of 'native' which is prescribed to mean "an aboriginal inhabitant of the Territory, and includes a person who follows, the manner of, the aboriginal inhabitants of the Territory." A person partly descended from an inhabitant of a Pacific island which is not a part of this Territory would not be a 'native' unless he fell within the second part of the definition. No officer of the Administration is qualified to make a determination that a person is a 'native' or falls into some other racial category.

GR Munkley to Director of Education, *Assistant District Education Officer, 14 June 1961. ED/20 Pt13 f32.* In the Southern Highlands there are 37 Mission schools and 14 Administration schools. The staff and number of schools is expanding and in the past twelve months is up fifty percent. There is only one mode of travel

and that is by plane. Air travel in the highlands due to inclement weather involves numerous delays and alterations to schedules to reach places. Many Mission Stations can be reached only by walking several hours and arranging the movement of patrol equipment.

TR Hammersley to Director of Education, Assistant District Education Officer, 14 June 1961. ED/20 Pt13 f31. I think the best example I can give you of inaccessibility of schools in this District is to point out that in my time here I have not visited two of our schools at all. To visit them from Daru requires a round trip of two weeks. Whilst the appointment of an Assistant DEO would greatly relieve the situation, I do feel trained clerical staff to relieve the DEO of non-professional routine office work are also needed. Half of my office work is tied up with ration pays, leave etc. I should be spending that time with our field staff. One Assistant DEO on Daru and another at Balimo would greatly ease our burden of inspections.

PJ Meehan to Director of Education, Nominations for Implementation of Cuisenaire Methods of Teaching Mathematics, 14 June 1961. ED/5394 f3. He nominates Hagara and Kaugere Primary T schools for the Cuisenaire experiment and then criticizes some elements of teacher training. "I have been seriously disturbed over the last few weeks to discover that young teachers emerging from our training colleges, and this includes 'E' Course teachers, have not been shown how to prepare Lesson Programmes. Teachers posted from Rabaul 'E' Course and ex-trainees of both Ward Strip and Dregerhafen have stated emphatically that they have not been shown how to analyse and break up the syllabus and have not been shown how to forward plan their term's lessons. Neither have they been shown how to make up their daily programmes Surely this is a first essential in any form of teacher training. Besides the above I have noticed the deplorable ignorance in recently trained teachers regarding the teaching of tables. I maintain that the pupil who is not thoroughly grounded in tables and mental arithmetic will never advance far in Mathematics."

CD Rowley to Public Service Commissioner, Proposal for Cadet Education Officers to Undertake Practice Teaching in the Territory of Papua and New Guinea, 14 June 1961. ED/3014 Pt3 f199. "I have just received advice from the Chairman of the School Council that the Minister has approved the Council's recommendation that a group of second year Cadet Education Officers selected from cadets with a teaching mark of B+ or better be sent to New Guinea to undertake the final teaching practice in Territory schools, immediately after the conclusion of the final examinations at the School. The number of students to be included in this group will, of course be determined by the ability of the Department of Education to place them in schools." Rowley points out that there are 32 students that received B+ marks. He asks if they have schools and supervisors to cater for them and suitable accommodation for female cadets.

BM Gesling to Director of Education, Asst District Education Officers, 15 June 1961. ED/20 Pt13 f30. There are at present some one hundred Primary (T) Schools in this (Western Highlands) District which should receive annual inspection. Many of these are Mission Schools in the "Provisionally Recognised pending Inspection" category. There are (also) some 600 exempt schools. There are various places that are somewhat inaccessible. In the Jimi Valley it would mean a patrol of several weeks to inspect the schools there. Under the present set up with no permanent staff in the office it is extremely difficult to spend more than a few days away from the office. I could use three Assistant DEOs, stationed at Mount Hagen, Minj and Wabag.

GT Roscoe, *Draft Syllabus for Primary T Schools, Circular Memorandum No. 47 of 1961, 15 June 1961. ED/5069.* The draft syllabus has now been in use for six months. Reports, comments, suggestions and criticism should be forwarded through the District Education Officer to the Director of Education. A second report will be required in November and the Syllabus Revision Committee will meet again at the end of 1961.

GT Roscoe, *Area Education Officers Journal: Mr P Arblaster, 15 June 1961. ED/400 f71.* The DEO is told to confine the AEOs work to schools without European staff and to cease production of the newsmagazine "The Garamut" as it takes him away from his stated functions.

GT Roscoe, *Primary 'A' School Kavieng, 15 June 1961. ED/337 A/15-4-24 f35.* It appears that the DEC wants one woman at the school replaced by another. Roscoe says "I gather that some display of racial discrimination has arisen." Roscoe points out that "The District Education Committee is merely an advisory body, and whilst the Department is always willing to listen to its advice, that advice must be recognised as no more than just that." He tells the DEO to sort it out "in the best interest of the Department and not merely a measure aimed at conciliating the District Education Committee." Loch's Note: Mrs Graydon formerly Miss Helen Poon of Chinese Mixed Race parents was born and educated in Kavieng. She trained for five years as a Pupil Teacher at the Kavieng School under Ethel Walker, and at the conclusion of this apprenticeship Groves had her appointed as a qualified teacher. Miss Walker regards her as a teacher of outstanding ability and Roscoe says, "The only possible grounds for complaint against Mrs Graydon amount to racial discrimination." (Roscoe to His Honour 14 July 1961)

JT Gunther to GT Roscoe, 16 June 1961. Acc 8 Box 34 File 33.7.6. Gunther is replying to Roscoe's proposal to increase the B Course to two years. "We will deliberately withhold the graduation of 40 teachers. My feeling would be that some education is better than no education. Whilst what we are doing is not academically the best we would have brought some learning to perhaps 1200 pupils. As more and more teachers go out you could, perhaps, in a few years time, withdraw some of the less trained teachers and give them another year to improve their skills. Shortly the "A" Course teacher training will have to be abandoned because of the age-for-grade level. This would be another reason why I would feel inclined, at this stage, to continue with the one year "B" Course... There is no obligation upon you to get my approval, but because of the interest of the Minister it would be proper that the Public Service Commissioner and myself be fully informed so that we can answer any criticism immediately when asked why our teacher output, at a critical time of the Education Department's advancement, is curtailed... I make no effort to direct you and must leave the decision to your professional wisdom; all I want to be able to do is to explain, with some conviction, any policy change that reduces the output of teachers, even if only for one year."

CR Lambert to Public Service Commissioner, *Plan for Accelerated Development in Education, 16 June 1961. ED/22 Pt5 f48.* In the absence of a reply to my memorandum (of 1 March 1961), the recruitment drive for trained teachers for the 1962 intake is being planned for July on the same general lines as last year per medium of the metropolitan and larger provincial press, teachers federation journals and State Education Department gazettes. This still leaves, however, the question of the special secondment scheme for training masters... If further action is to be taken in this direction, it would seem essential that it be initiated without delay, and your early advice as to your present intention would, therefore, be greatly appreciated... Preliminary plans are now being made for the

forthcoming cadetship recruitment drive. Your recommendation that the qualifications for cadet education officer be relaxed to the leaving certificate, is receiving immediate attention and, if approved, could be one means towards achieving the increased 1962 target of cadet education officers. It is understood that while the figure of 80+ shown in the 1961/62 recruitment programme had been taken, in the light of past experience for the purpose of realistic budgeting, etc., nevertheless the aim for 150 cadet education officers in 1962, as set out in the approved plan for accelerated development in education, should form the basis of the forthcoming drive. Consequently the early receipt of your views regarding this recruitment... would be most helpful. At the same time, the early determination of training arrangements for an increased intake would seem most essential, particularly if cadets are to be trained outside NSW. This is also a matter of vital concern to ASOPA and it is known that the Principal would welcome an early indication of the training commitments for which he may have to cater in 1962.

CE Beresford to Director of Education, *Monthly Newsletter – June 1961, 19 June 1961. ED/396 Pt3 f140-141.* Reports that none of the Methodist schools has toilets. The teachers would prefer to teach in English rather than Pidgin or Kuanua but most of the Mission' syllabus is printed in Kuanua. He requests a circular from mission headquarters to advise the teachers to, wherever possible, teach in English. He requests additional staff for various areas. He reports that many schools are now being built with brick machines purchased by councils.

GT Roscoe to Public Service Commissioner, *Plan for Accelerated Development in Education, 19 June 1961. ED/22 Pt5 f49-50.* This plan originated as you will remember as a result of discussions which took place in the Minister's office in Canberra in August, 1960. The Minister himself suggested that we should secure Training Masters on loan from the Australian States and that each of these should take charge of a group of students and carry them right through a four year course, first completing their post primary education and then giving them a year of teacher training. On this basis I planned what is referred to in the correspondence as Course 'D' Teacher Training, and on the information I had in August, 1960, it seemed a practical proposition. Later developments have shown that it is not. We are not getting anything like the proportion I had expected of educated boys and girls for teacher training. The 'A', 'B' and 'C' Courses will cope with all the Native teacher trainees we can hope to recruit and there is really no room for 'D' Course Teacher Training. In this regard, the Department of Territories will have to be told that no specially seconded teachers will be required for 'D' Course Teacher Training in 1962... The staff of the Rabaul Teachers' College which conducts the 'E' Course includes four seconded teachers from New South Wales. If any of the four wish to return to New South Wales in 1962, they will need to be replaced. It is possible that two of them may do so... It is agreed that it would be very heartening to have an aim for recruitment of Cadet Education Officers for 1962 set at 150 but the difficulty in recruiting more than 80 plus Cadets is to know where they can be trained. There is no doubt whatever that Cadets should not be trained in Australia, but in the Territory where they can do their practice in Native schools and be taught the techniques of teaching English as a foreign language, not in an abstract way, but by means of concrete classroom practice. This cannot be done at present because there is no suitable accommodation. The Territory badly needs a teachers' college specifically to train Cadets, and this should be approved and planned for immediately. There is a very suitable site at Kokopo near Rabaul but even if this were approved, three years at least would elapse before the college was ready... It is therefore suggested that the Department of Territories should subtract from the total of 150 the number of cadets that can be trained at ASOPA in addition

to those already there and a canvass should be undertaken of the education authorities in other States to see whether they can accept a quota of Territory Cadet Education Officers for training in their own colleges. Personally I am not optimistic about the result of such enquiries, but at least it ought to be made. If an unfavourable reply is received from the States, then it must be accepted that it is not practicable to recruit the extra Cadets... There is a warning which I have already given, but must reiterate. I have already submitted to you an estimate supplied by the Chief of Division, Teacher Training which purports to say that something like £1,000,000 worth of buildings will be needed to accommodate all the new teachers who will be joining this Department in 1962. The Executive Officer (Education) disagrees with these figures. He believes that the cost will be somewhere around half a million pounds. I am not greatly concerned about the accuracy of either estimate, but I am very disturbed at the prospect of having a number of teachers arrive in this country with nowhere to live and nowhere to work. Before the Department of Territories can be advised to go right ahead with the accelerated Recruitment Programme, an assurance must be given by somebody responsible that adequate living and classroom accommodation will be available for the number of new teachers which it is proposed to train.

FN Boisen to Director of Education, *Cuisenaire Methods in Arithmetic*, 19 June 1961. ED/5344 f4. He says that there is only one suitable teacher in the district to undertake this teaching.

GT Roscoe, *Loans to Missions for the Construction of Teacher Training Centres*, Circular Memorandum No. 49 of 1961, 20 June 1961. ED/5178. The Secretary for Territories has advised His Honour the Administrator that approval has been given for the granting of loans to Missions for the construction of Teachers' Colleges and associated schools, subject to approval from the Administration, the Department of Public Works and the Department of Education (the conditions are listed). It is not known definitely whether funds will be made available during the 1961/62 financial year.

GT Roscoe, *Teachers in Remote Postings*, Circular Memorandum No. 21 of 1961, 21 June 1961. ED/20 Pt13 f57. It has come to notice that some teachers in remote or isolated postings are becoming depressed, dissatisfied or discouraged, or all three. District Education Officers are now advised that teachers in isolated postings should be brought into a larger centre once a month...and during term holidays should be brought to the District centre, or other convenient place, to work in conjunction with refresher courses for Native Teachers or in the District Education Officers office. For the monthly visit the teacher should spend one day observing in a school at the centre – this applies particularly to ex-trainees from the "E" Course. District Education Officers may consider devoting one refresher course during the year for the European teachers... Just as important as the teacher in the isolated place is the wife who lives several miles out of a town. Where possible, she should be given a chance to have a day in town, shopping or visiting – a dissatisfied wife may lead to the resignation of a teacher, a resignation which might well have been obviated by a little thoughtfulness on the part of the District Education Officer.

GT Roscoe, *Standard VI Examinations*, Circular Memorandum No. 50 of 1961, 21 June 1961. ED/1096. To be held on 1st and 2nd of November. Gives of procedures to be followed and subjects to be examined.

FC Barron to Director of Education, *Display of the Australian Flag*, 22 June 1961. ED/26 Pt5 f122. The DEO of the Sepik explains that Missions only display the flag during the morning assembly and on special days. They are not flown all day

as the flags are of inferior quality and it is difficult to get replacements. The other reason is that the flying of the flag is usually an indication that a Government officer is in residence in that village and the flying of a flag all day could lead to confusion.

GT Roscoe to Area Education Officer Aitape, Map and General Information – Aitape Sub-District, 23 June 1961. ED/374. The concept of an Area Education Officer is not that of an Assistant District Education Officer. The Area Education Officer has a strictly limited field of activities and is responsible to bring up to a satisfactory standard those half dozen or so schools within his area. His own central school should be something of a demonstration school to which he should invite Mission and Administration teachers. If necessary he can “stagger” vacations... to keep his own school open whilst the others are closed to allow the teachers to attend a refresher course.

LA Cass to Director of Education, Assistant District Education Officers, 26 June 1961. ED/20 Pt13 f34-35. In Bougainville at the present time there are eleven Administration Schools and two hundred and forty-two Mission Schools. These Mission Schools consist of 177 Registered, Recognised or Provisionally Recognised establishments and 63 Exempt or Non-Action Schools. The number of Mission schools is approximate as Mission Authorities have not visited some of the more remote ones for some time and the schools may not now be functioning. The required time for travelling, inspections, and writing of reports would occupy between five and five and one half years. This estimate is based on the opinion of officers of other Departments who know the District well. Since 1957 an average of 17 Mission Schools has been inspected each year. Transport difficulties, the pressure of office work, attendance at conferences and other meetings have contributed to this relatively small number of inspections. At least two Assistant District Education Officers could be used in Bougainville. I would place one at Buin and one at Sohano.

FN Boisen to Director of Education, Assistant District Education Officers, 26 June 1961. ED/20 Pt13 f36. The DEO of New Britain says, “The Missions would regard the idea with great favour. Fr O’Hanlon who is on the job incessantly, stated that he has not seen certain of his schools over the last four years. He also states that unless a deal of assistance is forthcoming, all but a very few missions schools will deteriorate badly. In this district four Assistant District Education Officers would be necessary – two in the Gazelle Peninsula, one stationed in the Talasea sub district and one in the Kandrian sub district.

GT Roscoe, Queensland Junior Public Examination, 1961, Circular Memorandum No. 46 of 1961, 26 June 1961. ED/1128. Sets out the procedures for nominating students for the exam.

GT Roscoe to Public Service Commissioner, Request by the Public Service Association for Extension of the Five Day Week, 26 June 1961. ED/19 f71. It would make less impact on this Department than most other Departments. All day schools work a five day week already. The staffs of boarding schools are rostered for duty or are on call seven days a week. District Education Officers are on call at any time and do a great deal of work outside normal office hours. So far as most of our officers are concerned, it is safe to say that the adoption of the five day week will make very little difference.

GT Roscoe to District Education Officer Kavieng, Monthly Newsletter for June, 27 June 1961. ED/396 Pt3 F163. Please do not be too optimistic about the appointment of an Assistant District Education Officer. I believe these officers are urgently needed in all Districts, but it takes time to collect convincing evidence and prepare a statement which will satisfy the Public Service Commissioner that the

position should be created. You will not be surprised to learn that two or three of the 'E' Course teachers have failed to settle down satisfactorily in isolated postings. I had a message yesterday from Lae to say that one of the 'E' Course teachers in the Morobe District had been medically certified as suffering from nervous collapse with suicidal tendencies and the District Education Officer was leaving Lae immediately to bring him in. I suppose we must expect out of a group of 55 to have a few failures... Sir Donald and Lady Cleland visited New Ireland Schools, especially Medina. I am pleased to know that His Honour has devoted so much time and attention to schools.

GT Roscoe to District Education Officer Madang, *Monthly Newsletter for June, 27 June 1961. ED/396 Pt3 F164-165.* "I am leaving for Rabaul in the morning and I am pleased that the 'E' Course teachers are settling down well. In some other Districts we have had trouble with two or three 'E' Course teachers who found that they could not endure the isolation. I think you will have received a circular memorandum asking you to ensure that people who are posted in lonely places get a chance to go to a populated centre at least once a month." Roscoe mentions his disappointment that the Lutheran Mission is persisting to teach in Kote when he was assured in April at a conference in Goroka that they would make a clean break with foreign vernaculars. Roscoe says he can withhold exemption and thus force the schools to close but if this was to happen he would need plenty of warning so that the Administrator could be informed of the pending action.

GT Roscoe to District Education Officer Wewak, *Display of Australian Flag, 28 June 1961. ED/26 Pt5 F123.* Any citizen has the right to fly the blue ensign, and it is my opinion that a school, whether Administration or Mission, should fly the blue ensign continuously when in session.

GT Roscoe, *Tour of Teachers in Australia, April 1961, Circular Memorandum No. 45 of 1961, 28 June 1961. ED/5387.* Ten native teachers, three of them from Mission schools, will tour for six weeks from late March. Must have at least 'B' Certificate and be able to converse easily in English. The purpose of the tour is instruction, and it will be planned to enable the teachers to observe the influence of geographical factors on land utilisation, to learn about the political and economic organisation of the Australian community and to understand better the function of education in a modern community. Teachers selected for inclusion in the tour will be issued with essential clothing including trousers and blazers while overcoats and winter weight underclothing, will be lent for the duration of the tour. A large suitcase will also be provided.

PJ Meehan, *Inspection Report, 30 June 1961.* This has been included in the collection as a sample of a typical report of the period. The school inspection reports on Enrolment, Buildings, Teachers' Houses, Furniture, Discipline and Hygiene, Grounds, Latrines, Records, and General Remarks. The personal inspection on a teacher reports on Lesson Programmes, Roll Books, Teaching Methods, Relationship with Children, Class Atmosphere and Management, Personal and Professional Qualities. The students were tested in Arithmetic, Tables and Mentals, Spelling, Reading, Comprehension and Oral English, and Social Studies. General Comments were made and the teacher was given an inspection rating, in this case a 'C' which means the teacher was satisfactory.

GT Roscoe, *Half Yearly Grants-in-Aid Payment, Circular Memorandum No. 52 of 1961, 4 July 1961. ED/5178.* Roscoe has withheld payments in cases where quarterly attendance returns were not submitted and where returns did not confirm the postings of teachers as previously notified by the Missions.

GT Roscoe to District Education Officer Samarai, *Monthly Newsletter for June, 4 July 1961. ED/396 Pt3 f160-162.* "I like your opening sentence – "I have covered a considerable distance and visited schools which no other DEO has visited." As you are aware Kwato was the only Mission that has ever made a real success of training women to be village teachers. I still do not understand how these married women teachers manage the school and the family as well but our old friend Dinah Frank with her big family and her long and honourable record of teaching is a typical Kwato product." Roscoe then reports having to transfer a European family because the teacher's wife was having an affair with a patrol officer. The P & C at the new school complained to the Minister about losing their teacher and Gunther told Roscoe not to go ahead with the transfer. Roscoe states, "The victory of the Parents and Citizens' Committee is just one more lesson in the working of democratic government in this country. Anyone who imagines himself aggrieved can communicate personally to the Minister for Territories who will at once call on the Administrator for a detailed explanation. This kind of thing is steadily getting worse and I am very glad that I have only twelve months more of it to put up with... I might as well tell you in case you feel that the Director of Education is unduly indulgent towards adultery, that the Minister for Territories has directed that we must not interfere with the sexual life of our officers. You can see for yourself where a policy like that could possibly lead... I do not know the story of the teachers who were appointed to your District and went astray, but there seems to be a constant wastage of teachers who are apparently misled. Sometimes it is because of misdemeanours which land them in jail. Sometimes they appear to walk off without saying goodbye, but other times they go astray in transit. I shall draw Mr. Ralph's attention to your paragraph and ask him whether he can trace the lost teachers... It is very unlikely that any more money can be made available for improving the Kamonai. On my last two visits to Rabaul the Harbour Master has practically wept on my shoulder. He has not less than seven vessels laid up for repairs and no money is available for the work. I have discussed the matter with Captain Hawley and he tells me that he has only £5,000 available for maintenance for all the Administration vessels and all he can do is to allot it to the most urgent jobs. It is quite unlikely that he would be able to allot any more money to be spent on Kamonai... Applications are being called for promotion or transfer to the position of District Education Officer Grade I. I expect to have at least two other vacancies for District Education Officers in the near future."

GT Roscoe to Assistant Administrator, *Boarding Accommodation at Territory High Schools, 10 July 1961. ED/1001 Pt1 f136-137.* When the decision was made to open High Schools in the Territory, the Minister for Territories ruled that they should not be boarding schools, but that we should wait the possible establishment of associated hostels by Missions or other voluntary agencies. Developments in this direction have been disappointing. There is a Methodist hostel at Rabaul, which has difficulty in paying its way. There have been suggestions that it may have to close down. Some native children attending the Port Moresby High School are accommodated at the LMS Mission at Metoreia, but the children are dissatisfied with the standard of comfort and the domestic duties required of them. Ministerial approval has been given for loans to assist Missions in the establishment of hostels, but up to date no such loans have been made. The need for boarding accommodation in connection with High Schools becomes more pressing each year. Roscoe estimates that there will be 20 native students at the Port Moresby High School in 1962, 15 at Lae and 10 at Rabaul. Roscoe requests Gunther to ask the Minister to reconsider his decision against the provision of boarding accommodation at Administration High Schools.

GT Roscoe, Dates of 'C' Course Examination 1961, Circular Memorandum No. 51 of 1961, 10 July 1961. ED/3009. The examination date for the 'C' Course has been changed to 23rd and 24th October. The 'A' Course exams will be held on 6th and 7th November.

South Pacific Post, 'Crash' Education Programme Pays Off, 11 July 1961, p19. The increase of pupils in Administration schools over the past twelve months had been 9,367. The 1960-61 'crash' building programme had brought about this increase. Similar expansion was planned for 1961-62. Pupil enrolments for the Territory's Administration schools had risen from 18,934 to 27,765 in the twelve months. 81 new primary schools had been opened during the year.

GT Roscoe to the Public Service Commissioner, Employment of Native Teacher in Australia, 11 July 1961. ED/441. The Minister has approved for a native teacher to spend 13 weeks teaching at the Alvie Consolidated School in Victoria. Roscoe asks the PSC if this can be considered as a duty tour.

GT Roscoe to District Education Officer Popondetta, June Report – Mr RJ Gladwin, 12 July 1961. ED/352 Pt3 f89. He is paying regular visits to 5 Administration and 3 mission schools, which form a desirable unit. It is recommended that he does not extend his activities to any other schools.

N Thomson to Director of Education, Overseas Tours of Duty, 13 July 1961. ED/20 Pt13 46-47. The Minister has requested information as to the number and type of overseas tours of duty carried out by Administration Officers over the past five years (not to include visits to Australia). He gives examples of BA McLachlan absent from 27 August 1955 to 7 September 1957 to undertake study leave in USA and then visit England and Manilla; FC Johnson absent from 3 August 1960 to 15 July 1961 to undertake post graduate study at the University of London; GW Gibson absent from 6 July 1960 to 5 July 1961 to undertake study at the University of London; and WC Groves absent from 12 May 1958 to 30 May 1958 to attend a meeting of the South Pacific Commission's Research Council in Noumea.

GT Roscoe to His Honour the Administrator, Business Arising from His Honour's Tour of the Territory of New Guinea, 14 July 1961. ED/337 f36-40, ED5102 Pt3 f91-95 and ED5269 Pt1 f28. There are 56 Exempt Schools conducted by the Methodist Overseas Mission in New Ireland with 116 teachers and 1873 pupils. In most of these schools the teaching is still conducted in the Kuanua language which is not a local vernacular and can be justifiably classified as a foreign vernacular, which therefore comes under the ban imposed as from the beginning of 1961. I had a frank discussion with the Reverend Wesley Lutton in Rabaul on Friday 5th May last... He told me that the Mission was doing its best... He reminded me that it is the policy of the Methodist Mission to hand over all its schools to the Department of Education and to withdraw entirely from the field of primary schooling as soon as the children can be accommodated in Administration schools. What he actually said was "We have 1800 pupils whom I would like to dump in your lap at the earliest possible date." With your Honour's approval we could close these schools immediately... I prefer to proceed gradually. As we open new Administration schools... the children will come to them as quickly as they can be accommodated. I might add that the Methodist Overseas Mission recently approached the Minister for Territories asking that the grant of £400 per year for European Mission Teachers should be increased to £800 per year on the grounds that such an increase would make possible a much greater recruitment of European teaching staff. This request was not approved by the Minister... The Teacher Trainees at the Teachers' College Rabaul are given specific instruction regarding the conditions under which they will

live and work on outstations. I have personally addressed the members of both 'E' Courses and have told them in plain terms that they have come to do pioneer work in an undeveloped country, and that while the Administration will do all it can for their welfare, they must be prepared to endure isolation, to put up with certain hardships and to forego some of the amenities of civilised life... The fact that one 'E' Course Teacher out of 55 found the isolation of his posting unendurable does not reflect on the general body of 'E' Course Teachers. Nor does it indicate that the Division of Teacher Training has been remiss in informing the trainees of the conditions under which they will be expected to work.

GT Roscoe to Mission Education Officer Yule island, 17 July 1961. ED/5260 f101. Roscoe forwards a copy of his reply to a native mission teacher wanting to know why he does not get the same salary as Administration teachers.

HC Cochrane to Director of Education, Assistant District Education Officers, 17 July 1961. ED/20 Pt13 f50-51. Asks for Assistant DEOs to be posted to Kainantu and Kundiawa. At present there are 29 Administration Primary 'T' Schools with 86 teachers and 12 Registered Schools with 67 teachers operated by the Mission. With rapid expansion it is expected the inspection load will double in the next two years.

FC Barron to the Director of Education, Assistant District Education Officers, 18 July 1961. ED/20 Pt13 f55. We have in the Sepik District 28 Administration Schools and 54 registered, recognised or provisionally recognised Mission schools. Most of the schools in the Sepik are accessible by aircraft with walks of up to two hours from an airfield. The remote schools (probably ten) may involve travel by ship or canoe of up to one day each way. With a DEO Grade 2 and a DEO Grade 1, this work could be reasonably covered... provided both DEOs were free to get out in the field regularly. What is badly needed is a capable European clerk or Administrative officer who can handle most of the correspondence. An Assistant DEO could be stationed in the Maprik area. But before the appointment of either an Assistant DEO or a capable clerk can be considered the question of accommodation will have to be overcome. In this district the question of additional staff is almost hopeless.

P Jensen to Director of Education, Assistant District Education Officers, 19 July 1961. ED/20 Pt13 f56. Inspections in this (Manus) District have been severely handicapped through the stark fact that I have no senior officers in the entire area. With the vast increase in office work, necessity to assist with the various building programmes, and the need to be almost ever available for discussions with Mission Authorities and teachers; inspections, no matter how vital they may be, will just have to wait until I can get some assistance in the form of an Assistant District Education Officer and at least one senior Field Officer. As the only means of transport is by sea much time is taken up in travelling. In a place such as this, it is impossible to keep up with our own work – this is unfair to the Missions and unfair to that loyal and non-complaining band of folk who teach in our schools.

GT Roscoe, Teachers' Practical Examinations – Supplementaries ex-1960, Circular Memorandum No. 24 of 1961, 19 July 1961. ED/3009. DEOs were asked to examine their records to determine which teachers had not yet completed their Practical Teaching for they will not be receiving their full pay.

GT Roscoe, Teachers' Examinations 1961, Circular Memorandum No. 53 of 1961, 19 July 1961. ED/3009. Roscoe sent last known posting lists to DEOs in an attempt to locate teachers who still need to be examined on various aspects of teacher training in order to complete their qualifications.

GT Roscoe, Visiting Teacher: Alvie Consolidated School, Victoria, 19 July 1961. ED/3009. Copy of letter sent to native teachers who may wish to be considered for the trip. Teachers with 'C' Certificate and under 25 years preferred.

Rev J McGhee to the Director of Education, Mission Sponsored Students at P.M. Teachers' College, 19 July 1961. ED/3014 Pt3 f99. McGhee is grateful that the Administration is training a Mission teacher. He says the allowance difference should not be a problem but the situation could be resolved if the Administration paid teachers with equal qualifications the same pay.

F Boisen to the Director of Education, New Britain District - Western - Eastern, 20 July 1961. ED/20 Pt13 f52-54. There are 145 schools catering for 13,902 pupils in Eastern New Britain and 101 schools catering for 6,975 pupils in Western New Britain. Boisen says the District needs a DEO II in overall charge and a DEO I for Eastern New Britain and another for Western New Britain.

GT Roscoe, Report on the Teaching of English in the Territory of Papua and New Guinea by GA Pittman, Circular Memorandum No. 55 of 1961, 20 July 1961. ED/5375. "Mr Pittman has made 18 specific recommendations which, if they were carried out, would have far reaching effects. The general tenor of the report amounts to this, that our efforts at teaching English to native pupils are not very effective and that vigorous and definite action along certain lines is necessary if they are to be improved. The conclusions are not very welcome, but they are not unexpected. I believe Mr Pittman's observations are accurate, that his knowledge of the subject is sound, that the criticisms he has offered are well based, and that the advice he tenders should be accepted. In general, the means he recommends to improve the teaching of English in this country involve two things, first a change in the programmes of teacher training to give priority to the techniques of teaching English as a foreign language, and second the provision of a great deal of printed material to aid the teachers." In brief Pittman's recommendations follow. Roscoe's comments are in brackets. The methods used in teaching English should be prescribed in a syllabus (*syllabus now being revised*). The Department should train expatriate as well as indigenous teachers (*ASOPA training is not particularly suitable; E Course is better; would like to train 150 Cadet Education Officers a year at Kerevat*). Teaching of English should not be attempted where there is irregular attendance and no continuity in learning (*will be encouraged but cannot be enforced until there is a place for every child*). Transfer of senior officers between 'A' and 'T' schools should be minimised (*administratively difficult due to promotions*). A Departmental Committee to define and prioritise the aims of English teaching for each stage of primary and secondary education (*will be referred to the Syllabus Revision Committee*). The Department defines its own academic targets and issues certificates in English based on knowledge of structure and ability to use the language functionally (*administrative difficulties with a large number of candidates*). The Primary English Syllabus to be codified in the form of oral drills (*will be considered by the Syllabus Revision Committee*). Adopt the Nauru Primary Syllabus (*will be considered by the Syllabus Revision Committee*). No change to the Secondary Syllabus for the moment. All reading material to include only those sentence patterns in the syllabus appropriate to the child's age. Retain the Oxford English Course; prepare suitable supplementary reading material; amend teachers' books; prepare primers for the Oxford Course; experiment with the Longman's Ship Course; the supply of text books be liberalised; avoid Australian books; try English Primary Courses prepared by the South Pacific commission and the Department of Island Education in New Zealand (*will be done as the opportunity arises*). A simple booklet based on the structural method be prepared for teachers (*Pittman will be*

asked to write it); certain books prepared by the Commonwealth Office of Education to be supplied free to every teacher (*consideration will be given to procuring supplies*); The structural method to be taught to teacher trainees (*being done in the two year 'B' and 'C' Courses*). Hold summer schools to instruct teachers in the structural method (*as the opportunity offers*). Booklet in 12 to include the situational method (*hopefully Pittman will write it*). Expatriate teachers guide five or six indigenous teachers instead of teaching (*need more AEOs*). Intensive in-service training in English for indigenous teachers (*educationally sound but administratively difficult*). Close schools to allow native teachers to attend training courses (*educationally sound but administratively difficult*). Transfer from teaching staff those incapable of profiting from remedial courses (*educationally sound but administratively difficult*).

GT Roscoe, Natives Building Own Technical School, Administration Press Statement, 21 July 1961. Acc 8 Box 55 File 74.1.1 Pt3. Adults who have never been to school are building a community technical school with the help of a native carpenter and two native labourers provided by the Marshall Lagoon Local Government Council. They will undertake carpentry lesson half a day a week.

South Pacific Post, Doubts on Dutch NG Schooling, 21 July 1961, p8. The plan envisaged by the Dutch administration is to have 90 per cent of the civil service positions in West New Guinea composed by Papuans by 1970.

N Thomson, Public Servants and Political Parties, Public Service Commissioner's Circular No 23, 21 July 1961. ED 26 Pt5 f128. A Public Servant may become a member of a political party if he so desires. There is, however, an ingrained tradition in the Public Service of loyal and impartial service to the Government of the day, whatever its political views may be. It is a REQUIREMENT of all public servants that they loyally, faithfully and efficiently carry out the policy of the government. Forbidden to divulge information.

N Thomson, Auxiliary Division – Secondary School Scholarships, 24 July 1961. ED 402 f13 and Ed/1162 f1-2. Some months ago the possibility was discussed between Mr D Owner, then acting Director of Education and Mr Chenoweth, of this Department, of introducing a scholarship scheme to allow specially selected Auxiliary Division Officers to proceed for full-time schooling to the Third Division. The Minister has approved a scholarship scheme for full-time study for the Junior Examination based upon – Leave without pay; An allowance for out-of-pocket expenses and for the subsistence of wife and family; Free board and lodging at the school. I would appreciate advice whether it would be practicable to introduce such a scheme in 1962.

S O'Hanlon, Conditions of Training of Mission Sponsored Students at Port Moresby Teachers' College, 24 July 1961. ED 3014 Pt3 f102. When all the deductions you mention have been made a sum of about £50 would be left for pocket money and incidental expenses. We would not consider that excessive.

GT Roscoe to Public Service Commissioner, Promotion Auxiliary Division Officers Qualified for Third Division Appointment, 25 July 1961. ED/402 f11. The following officers have passed the Queensland Junior Public examination and Roscoe recommended their promotion to Third Division: Vincent Eri, Oala Oala, Mata Tau, Leonard Bundu, Gereva Leva, Isaac Dailala, Gaeana Vegofi, August Tamdodo, and Abana Gara.

TL Stanley to Director of Education, Assistant District Education Officers, 25 July 1961. ED/20 Pt13 f60. There are 467 Mission schools and 31 Administration

schools. Inspections in this district involve much physical hardship as most inspections... must be carried out after arduous walks through terrain including the swamps of the Ramu Valley and the heights of the Schrader, Bismark and Finisterre Ranges. Means of transport include bicycle, motor cycle, Landrover, tractor, aeroplanes, canoes, trawlers and horses, but 90% of inspection patrols are undertaken on foot. The inspection of seven schools could mean the absence of twenty-eight days and in remote areas it could take a week to inspect one school. To ensure the effective and efficient running of this district I consider that a DEO Grade I and two Assistant DEOs should be posted to Madang.

South Pacific Post, *Not Too Old for Learnin'*, 25 July 1961, p13. Publication of Roscoe's press statement of 21 July.

JT Gunther to Director of Education, *Western District Education Matters – District Commissioner's Annual Report*, 27 July 1961. ED/5076 Pt8 f30. The Crash Education Programme here as in all other Districts has increased the tempo of work, and every effort is being made to complete the building programme before the target date for the in movement of new teachers. The District Education Officer works tirelessly, and has certainly altered the Education "picture" in this District over the last twelve months. He is keen and energetic, and tells me that he has spent approximately £400 out of his own pocket to provide himself with the water transport he considers essential if he is to fulfil all his duties, and which his Department cannot, or will not, supply.

South Pacific Post, *Accelerating Education: Success is Now in Sight*, 28 July 1961, p20 and 23. Renata Cochrane interviewed Roscoe. Photo of Roscoe at his desk. Renate says, "We have all heard about the Accelerated Education Programme. Some of us talk about it as the "Crash" programme; others about "pressure cooker teachers." Unorthodox plans of this sort are bound to arouse a good deal of criticism among the general public... but emergency measures always reflect the pressure of some urgent need. They are a result of a new idea to fit the situation." I asked the Director of Education, Mr GT Roscoe, how the idea behind the Accelerated Education Programme had come to light. He replied that the aim of his Department was to provide schooling in the Primary grades for the maximum number of Papuan and New Guinean children as quickly as possible. The number of native teachers was not increasing very fast. Already the Department had recruited as many trained European teachers as it could reasonably hope to attract. It had been the idea of the Minister for Territories Mr. Paul Hasluck to try and tap a new source of supply. He had suggested advertising for single men of Junior standard who had an urge to teach but had not been able to attend college. They would be fitted for their initial plunge into the new work by a specially designed course. Against the criticism that this was a lowering of professional standards, Mr. Roscoe had this to say: "We were assured that the applicants would not be schoolboys but mature men. As for the course, although it lasted only six months everything in it was relevant to the work they were to do. A full two-year course would have covered a good deal more ground than was absolutely necessary. As it was the students concentrated on three things:- Infant method, practice teaching in native schools, and the teaching of English as a second language." "The second course, which is already under way, includes five missionaries – two women and three young men. This "M" course for Mission teachers replaces the previous "S" course which was a written paper only. The main difference is the emphasis placed on supervised teaching practice."

KR Lamacraft to Director of Education and the Native Apprenticeship Board, *Further Development of Technical Education in Papua New Guinea*, 8 August 1961. ED/4059 Pt1. A thirty-two page document originally prepared by Lamacraft

on 24 July 1961 on his return to duty after an eighteen month absence. Roscoe forwarded this report to Gunther on 10 November 1961 in response to a request from Gunther for detailed proposals for extending technical education. The report covers: Introduction and Purpose of Submission: the supply of adequately prepared students desiring apprenticeships to ensure the satisfactory growth of the Territory. Estimates of the needs of the Territory. Fields of training activity. Probable availability of students. The influences of Mission participation. Estimate of facilities required. Estimate of teaching and other staff required: Recruiting and training staff. Estimate of materials and furniture involved. Some important difficulties. Summary. Recommendations.

GT Roscoe, *Special Materials for Teacher Training, Circular Memorandum No. 56 of 1961, 8 August 1961. ED/3016 Pt2 f25.* Administration and Mission Colleges desiring material from Australia and overseas are to apply to Headquarters.

PJ Meehan to Director of Education, *Assistant District Education Officers, 10 August 1961. ED/20 Pt3 f60.* Speaking for the Central District which rates two District Education Officers, I have found that it is physically impossible for the two incumbent officers to cover all schools for inspection purposes. There are over three hundred schools (Loch: there were 348) in this District. One of the DEOs must be in the office at all times or at least within call. I can cover between fifty and sixty schools per year for inspection purposes.

GT Roscoe to Assistant Administrator, *Administration/Missions Conference 16th to 25 October 1961, 11 August 1961. ED/183 f52 and Acc 8 Box 47 File 62.4.3 Pt1.* Roscoe suggests the following topics to be included on the agenda: The Teaching of Ethics and Morals. Techniques of Teaching English as a Foreign Language. Teacher Training. The Syllabus for Primary Schools. Text Books and Programmes of Work.

GT Roscoe to LO Pascoe, *Report for July, 11 August 1961. ED/374 f196.* Roscoe is concerned that Pascoe is covering too many scattered schools. He suggests the workload be reduced to cover schools near his own schools.

TK Abbott to Director of Education, *Sanitation - Schools, 12 August 1961. Acc 8 Box 47 File 62.4.3 Pt1.* The Assistant Director (Preventative Medicine) of the Department of Public Health reports: "It has been noted from reading over reports of patrols and tours of inspection by Senior Officers of this Department that a complete absence of any sanitary facilities in many rural schools is common feature." He asks that the matter be raised at the Admin/Mission conference.

GT Roscoe, *Practical Examination 1-Year trained Teachers in Mission Establishments, Circular Memorandum No. 63 of 1961, 16 August 1961. ED/3009.* Asks DEOs to submit to HQ plans for examining these trainees.

South Pacific Post, *Education Display is Staggering, 18 August 1961, p9.* Hagara School is displaying the work of more than 60 schools.

Third Conference on Administration Co-operation Between NNG and TPNG, Goroka 21 to 25 August 1961. Roscoe was a delegate and says the matters discussed were all of minor importance. (Roscoe to Klein 23 October 1961.)

SA Wurm, *Oceanic Linguistics at the Tenth Pacific Science Congress held in Honolulu from August 21 to September 6, 1961, Published as Oceanic Linguistics, Vol. 1, No 1 Summer 1962 pp 1-11.*

GT Roscoe to the Head Teacher, Primary 'A' School Kokopo, *Report of Regional Inspector, 24 August 1961. ED/321 f13.* Directs the Head Teacher to

give immediate attention to school records, pupil bookwork, general level of attainment and school toilets.

GT Roscoe to the Regional Inspector, New Guinea Islands Region, Report on Primary 'A' School Kokopo, 24 August 1961. ED/321 f14. The general programme of most inspectors allows them a minimum of two inspections per year for each school, one visit fairly early in the year during which an assessment is made of methods, organization, records, curriculum, programming etc. with a view to making adjustments that are required. The second visit should be later in the year and school be a normal inspection.

FDC Caterson to Director of Education, Inquiry Re "Minimum Age for Employment", 25 August 1961. ED/386 f19. Current minimum age for employment is 16 years except for apprentices 15 years and seamen 14 years. Asks for statistic concerning school leaving age, numbers, standard of attainment and places where there is compulsory education.

South Pacific Post, "Crash" Teacher Trainees Sought, 25 August 1961, p12. The Administration is seeking a third group of men for six months' "pressure-cooked" teacher training at Malaguna near Rabaul. The Minister said that single men, between 21 and 50 years were being sought.

South Pacific Post, Schools at Wau Packed, 29 August 1961, p10. Wau Native School had reached saturation point and pupils in the area are being turned away.

GT Roscoe, Practical Teacher Training Courses for Mission Teachers, Circular Memorandum No. 64 of 1961, 29 August 1961. M/E-62. Nominations are invited from Heads of Missions for candidates for enrolment on the Administration 'E' Course No. 3 scheduled to commence in Rabaul on Monday 8th January 1962. Airfares and board and lodging will be their own responsibility.

GT Roscoe to Director Department of Native Affairs, Native Local Government Council's Conference Vunadidir 1960, 29 August 1961. ED/5098 Pt7 f83-84. In reply to questions raised at the conference Roscoe states: "This department is only too well aware of the desperate shortage of teachers throughout the Territory but active steps are being taken to open new schools wherever teachers become available. Up to the end of June 1961 fifty-eight new schools were commenced and additional teachers posted to existing schools, with a resultant increase in enrolment of more than 50% in primary T schools as compared with the enrolment figures for 30th June 1960. The situation in the Highlands Region is particularly acute, because of the large population but the needs of the Highlands are being kept in mind and in fact, the Eastern Highlands fared better than any other district in the matter of staff posting in 1961. The proposal put forward by the representative of the Agarabi Council that "helpers" be provided for each teacher thus enabling staff/pupil ratio to rise to 1/80 cannot be supported by this department as such a move would be a retrogressive step in as much as effective teaching could not be carried out under the conditions that would prevail in the classroom. Departmental schools try not to exceed a 1/30 ratio and even this is double the optimum of 1/15. It is not the practice for this department to dismiss single female teachers because of extra-marital pregnancy. The statement that female teachers are dismissed upon marriage is also incorrect."

GT Roscoe to RE Gibson, Director of Education Guam, 30 August 1961. ED/5260 f10. "The Primary 'T' Syllabus which you received is only a draft and lively discussion is still going on with a view to simplifying it. I want to have it printed ultimately, but I also want to be sure that it is a product of co-operative thinking and

not the work of one teacher or small group.... The date of my retirement has been determined. I shall finish up here on the 30th June, 1962, and I shall have a mischievous pleasure in handing over a number of sticky problems to my successor. Applications have already been called for appointment of a Deputy Director, who is intended to succeed me on retirement, but so far, no announcement had been made as to who the unfortunate fellow is to be."

GT Roscoe, *Study Leave, Circular Memorandum No. 29 of 1961, 30 August 1961. ED/16.* A number of applications have been received recently from officers who seek a period of Leave without Pay for study purposes. Such applications will not be recommended, except in special cases, unless: the officer has served a minimum of two years or in the case of ex-Cadet Education Officers, three years following completion of training; and the officer has already completed a portion of the course and the period of leave will enable him to complete or nearly complete the course; and the course of study is of such that the value of the officer will be enhanced.

GT Roscoe, *Course in Linguistics, Circular Memorandum No. 30 of 1961, 31 August 1961. ED/5029.* Applications are invited from officers desirous of attending the Second Course in Linguistics at Goroka over the period 21st October to 1st December 1961. Two places have been allocated for officers from this Department.

P. Hasluck, *Review of Upper Structure and Functions of Administration of Papua and New Guinea, Administration Press Release No. 82, 31 August 1961. Acc 8 Box 55 File 74.1.2 Pt3.* The review has been brought about by the marked expansion in Territory affairs and the need to ease the burden of the increasingly heavy administrative loads on the Administrator and the Assistant Administrator. There was to be an additional Assistant Administrator (Economic Affairs) with HH Reeve the Treasurer and Director of Finance appointed to it and APJ Newman to take Reeve's position. There was to be a Central Planning Committee comprising the Administrator, the two Assistant Administrators and the Treasurer, with Departmental Heads co-opted as necessary. A new Department of Information and Publicity Services was to be created, and the responsibility for departments to be reallocated between the Administrator and the two Assistant Administrators.

South Pacific Journal of Education, Port Moresby, September 1961. KR McKinnon is the editor. Topics covered in this issue include: Local Participation in Education. An American Educationist Looks at New Guinea. Education in Netherlands New Guinea. Design of a Reading Prediction Test. Reading in the Primary and Post-Primary Schools. Teacher Training in Fiji and American Samoa. Art for PNG Teacher Trainees. Spontaneous Reading of English in New Guinea. Points of Interest: ASOPA cadets to do second year of practice teaching in Port Moresby in 1961.

GT Roscoe, *Pupil Record Cards, Circular Memorandum No 2 of 1961, 1 September 1961. ED/5154.* Explains how to complete native record cards.

GT Roscoe to MH Campbell, 4 September 1961. ED/5260. Roscoe advises that the only work the Department is doing in the field of Adult Literacy is restricted to the in-service training of our own staff and Correspondence tuition.

N Thomson, *Appointment of Deputy Director of Education, Administration Press Statement No. 81, 5 September 1961. Acc 8Box 55 File 74.1.2 Pt3.* The Minister has approved the appointment of LW Johnson of Perth, Western Australia, as Deputy Director of Education. 45 years old, married with two children. He has a wide and varied experience in primary and secondary schooling, in teacher training, and in educational research. He gained a Smith-Mundt Fellowship from the United States

State Department in 1958-59, and travelled extensively abroad investigating educational conditions and facilities. His present position was Superintendent, Special Services Division, Education Department of Western Australia. The Department of Territories was in contact with the Western Australian Authorities regarding the date of Mr Johnson's release to take up duty in the Territory.

GT Roscoe to His Lordship PNW Strong, 6 September 1961. ED/3014 Pt3 f121. The case for the maintenance of Mission students at Administration Teachers' Colleges is to be reviewed by the Assistant Administrator at the end of this year. In the meantime Mission first and second year trainees will continue to receive £19.10.0 and £29.10.0 per annum respectively. In addition to this, each trainee receives an issue of clothing and a Money in Lieu of Rations allowance of twenty four shillings and threepence per week. At the Wards Strip College the Mission students are required to contribute from their total allowances an amount of twenty eight shillings a week towards the running of a students' mess.

RR Lewis to Director of Education, *Education - Talasea Sub-District*, 7 September 1961. ED/5099 f47. On 29th August 1961 a meeting was held with the Department of Native Affairs, Education and Catholic Mission representatives to discuss general educational problems in the Talasea Sub-District. Lewis advises the Director of the outcome and asks for direction. Fr O'Hanlon says that in 2 years every RCM school would have at least one trained teacher. Assistant DEOs be posted to Kandrian and Talasea to help bring Mission schools up to standard. The Administration take over the three Catholic schools in the Kombe Sub-District. The Mission is prepared to hand buildings and staff over to the Administration. A small Administration school be opened at Uasilau in West New Britain.

South Pacific Post, *Roscoe Retires*, 8 September 1961, p1. GT Roscoe is scheduled to retire on June 30 next year. The deputy director – who is believed to be groomed over the next 10 months in preparation for taking over Mr. Roscoe's position – is Mr LW Johnson from Perth. (Gives details from Thomson statement of 5 September). Mr Roscoe is in Rabaul and could not be reached for comment. According to Kone sources, the announcement was premature. Mr Johnson wrote to Mr Roscoe when he learned of his appointment. Mr Roscoe conferred with Mr Thomson about the letter and Mr Johnson's appointment was announced in Port Moresby on Tuesday.

GT Roscoe to District Education Officers, *Native Staff Confidential Reports*, 12 September 1961. ED/20 Pt13 f82. Please ensure that the native teacher signs both copies as having sighted the report. This is standard practice when reporting on Education Officers and it is felt that this should be extended to cover Native Teachers as well.

GT Roscoe, *Our Teachers of Tomorrow*, South Pacific Post, 15 September 1961, p11 and 15. The prospects for the future development of education in the Territory of Papua and New Guinea are not such as to encourage complacency and starry eyed optimism. There are difficult years ahead and the difficulties can be overcome only by concerted effort including a great deal of self help by the indigenous people. Universal education in this country will cost many millions and it is not yet clear from whence these millions are to come. Expansion of education calls for an accelerated building programme for which all available resources are hardly sufficient.

GT Roscoe, *Refresher Courses for Native Teachers*, Circular Memorandum No. R/31 of 1961, 15 September 1961. ED/3011. "These may be cutting across methods being used in the Teachers' Colleges... The result, I fear, is going to cause

considerable confusion in the minds of native teachers and, in fact, we may be making what Mr. Pitman calls a 'negative contribution' to the development of our teachers." Roscoe asks DEOs to submit brief drafts of information and methods to be handled at refresher courses.

Legislative Council Debates, Fifth Council, Third Meeting of the First Session, 19 to 28 September 1961. Mr Guise: Last night we passed some measures whereby the Government will obtain revenue to the tune of £150,000 to balance the Budget... I think that portion of that £150,000 should be made available to the Department of Education for the establishment of a new university college perhaps in this country. P173. The Administration cannot conduct all the schools that are needed in this country. The Administration has recognised this in making grants-in-aid to missions. I go further and suggest that serious and urgent consideration should be given to increasing this financial aid to the Christian Churches to carry out this important task in this country. P270.

GT Roscoe in answer to questions from I Downs (P179-181): It is the practice of the Department of Education not to open a new school or to accept further enrolments in existing schools unless sufficient staff is available. The total number of teachers in Administration schools at the present time is 1,218. The present pupil to teacher ratio throughout the Territory is 27/1. Roscoe gave statistics on indigenous pupils in schools in Australia. Outlined the entry requirements and length of training for each level of teacher training. 95 trainees are enrolled for the 'A' Course at Goroka, 94 for the 'B' and 'C' Courses at Port Moresby and 386 'A' Course trainees at the 23 Mission establishments.

GT Roscoe to Assistant Administrator (Services), Forward Planning, Division of Teacher Training, 22 September 1961. ED/3016 f8-11. Roscoe forwarded the views of the Chief of Division, Teacher Training as an indication that development in the future may well be along the following lines. (a) To increase the number of native teachers, at the same time diverting the energies of as many European teachers as possible to the work of increasing the effectiveness and efficiency of their native colleagues. (b) The professional development of all native teachers now in employment. Refresher courses are best done in association with the normal work of Teachers' Colleges. Throughout this year this Division has planned to bring to Port Moresby Teachers' College, groups of practising teachers, native and European, Administration or Mission or both, for periods of 4 to 6 weeks on a continuous basis throughout the normal school year. (c) Practice in village-type schools is essential or at least beneficial to students... and it is proposed to develop a group of Practice Schools in a rural area close to Port Moresby. It was recommended that the 'A' Course of teacher training be extended to two years or preferably terminated as soon as possible. A need was seen for specialised training of lecturers in the teaching of English.

FN Boisen to Director of Education, Monthly Newsletter for September, 1961- New Britain District, 22 September 1961. ED/396 Pt5 f41-42. The district is facing a population explosion. There are perhaps 1,500 additional prospective enrolments to existing schools and an output of 100. Some of these schools were commenced in 1946 and we have up to this time manage to take in all eligible pupils. Any deviation from this pattern is undesirable and the impact on the native population may be most disturbing. Politically I believe we have no alternative but to take in all eligible pupils even if it means bad overloading of teachers and an abrupt lowering of standards. The missions will be unable to cope with their normal intake much less assist us with ours. With the purchase of the two brick-making machines for the Vunamami school by the Native Local Government Council the

making and laying of Pumice-sand-cement bricks has become part of the curriculum. The Teacher Training E Course is now in its fifth month. All evidence points to the conclusion that it will be a most satisfactory course leading to the placement of good teachers in the field. Our schools have improved out of sight whilst the Catholic Mission schools have declined in standards. This I believe is due to the Mission policy of trying to train up to 100 native teachers under the one training master. The Methodist Overseas Mission is slowly but perceptibly increasing its standards.

South Pacific Post, Budget Speech: Education Emphasis, 22 September 1961, p15. The greatest emphasis, departmentally, was laid on education in the Territory last year, Treasurer Mr HH Reeve said in his budget speech to the Legislative Council on Tuesday night. Total number of Administration schools in the Territory had been increased from 306 to 370, he said. The number of Primary T schools had increased from 237 to 305 – a 29 per cent lift. The “crash” programme had been vigorously pursued. The number of European teachers in the Territory had been increased by more than 40 per cent from 269 to 378 but a more striking fact was the increase of European teachers in primary T schools from 75 to 154 – 105 per cent. More than £400,000 was given to missions to support their activity in this important field. About £2,500,000 was spent directly on education in the year, representing 11 per cent of total expenditure.

GT Roscoe, Entry of Asian and Mixed-Race Children Into Australia for Educational Purposes, Circular Memorandum No. 67 of 1961, 26 September 1961. ED/5114 and 5257 Pt5 f95. Lists documents required from students entering Australia: Letter of Acceptance from the School, Application Form for entry to Australia, a clinical examination, an X-ray examination, and passport photographs.

South Pacific Post, Books, Stationery Subsidy Out for “Expats”, 26 September 1961, p13. No longer supplied free at A schools revealed Roscoe at the second reading of the Appropriation Bill. It was not common in the Australian states for primary school children to be supplied free with the books and Stationery they required. In primary T schools and in native secondary schools all school requisites would still be supplied free.

GT Roscoe to District Education Officer Rabaul, Education – Talasea Sub-District, 27 September 1961. ED/5099 Pt5 f48. Roscoe informs the DEO that there is no extra staff to bring mission schools up to standard or appoint Assistant DEOs. “This Department is planning the creation of a number of such positions throughout the Territory, but even if the positions were established they would be almost impossible to fill with officers of the necessary experience.” “The answer to the proposal to have the Department take over mission schools is an unqualified ‘No’. If the Catholic Mission cannot control attendance, what makes you think we shall succeed where they have failed?”

N Thomson to Director of Education, New Appointees, 2 October 1961. ED/14 Pt1 f57. The Secretary, Department of Territories has advised that Leslie Wilson Johnson, Deputy Director of Education will be arriving in the Territory on 1 February 1962.

South Pacific Post, Teacher Should be Cwealth Trained, 3 October 1961, p3. Canberra, Monday: The Commonwealth should accept responsibility for training teachers for the Territories, the Deputy Opposition Leader, Mr Whitlam told the House of Representatives. “The great difficulty in education in the Territories is the shortage of teachers. Teacher training is in the hands of the State Governments but they train teachers for their own education systems. If the Commonwealth wants teachers for the Territories, it has to seduce them or have them seconded from State

Departments. As a result our wards in the Northern Territory and in Papua-New Guinea are not receiving the start in life to which they are entitled and which we are internationally obliged to provide."

D Owner, Area Education Officers Journal, Restricted Circular Memorandum No. R/32 of 1961, 4 October 1961. ED/348. *Note: Owner acted as Director for two weeks while Roscoe was in Hollandia.* No longer submitted to HQ. Two copies to the DEO who will forward one to HQ with his comments.

ATT Shanley to Director of Education, Report on the Inspection of Court Street Primary "A" School, 9 October 1961. ED/303 f44. Shanley reports on Organisation and Duties, Records, Curriculum and Methods, Discipline, Attainment and Progress of Pupils (tested in Reading, English, Spelling, Writing, Arithmetic, and Social Studies), Minor Organisation (assemblies, playground duties, P & C), Accommodation (classrooms, office), Health and Hygiene, General Remarks, Rating and Efficiency.

D Owner, Careers in the Public Service for Students Leaving Schools at the End of 1961, Restricted Circular Memorandum No. R/33 of 1961, 10 October 1961. ED/5147. Information sheets and application forms prepared by the Public Service Commission, for employment opportunities, apprenticeships and traineeships have been forwarded to DEOs and are to be discussed with students.

South Pacific Post, £90,000 College Stage, 10 October 1961, p11. Tenders will be called this week for two classroom blocks, two dormitory blocks, a manual arts building, administration building, six residences and married staff and groundsmen's accommodation. At the completion of this stage total expenditure on the college will be approximately £200,000.

South Pacific Post, Nasution Warns 1962 "Deadline" To Gain West NG, 10 October 1961, p11. Djakarta, Friday: Indonesia's Minister for Defence, General Abdul Nasution, said this week that 1962 should be the "year for regaining of West New Guinea." He said Dutch New Guinea should be transferred to Indonesia "by whatever means.... We love peace but we love freedom more."

L Cass, Staff Report on Native Teacher, 11 October 1961. ED361 f99. An example of such a report. The teacher has been rated on the following qualities: Physique and Physical Health, Personality, Teaching Skill, Disciplinary Power, Industry, Extra-Curricula Activity, Fluency in English, Organization, and Public Relations.

D Owner to A/District Education Officer Rabaul, Monthly Newsletter for September, 11 October 1961. ED/396 Pt5 f63. "I have a personal interest in your inspection of the Mora Mora Patrol Post. It carries me back to the time in about 1953 when I swam ashore to inspect the Taladig Primary School with Tom Stanley."

D Cleland, Administration-Mission Conference, Administration Press Statement, 11 October 1961. Acc 8 Box 55 File 74.1.2 Pt3. An Administration-Mission Conference – the seventh since 1946 – will start in Port Moresby on Monday, October 16 and will continue for 10 days. Will discuss mutual problems. Forty mission delegates are expected to attend.

JW Humphreys to District Education Officer Kavieng, Annual Inspection Report, 11 October 1961. ED/5060 f78. Notification of an impending inspection was delivered to the wrong school. "As prior notice of an inspection was not therefore given... does this mean that the inspection is an invalid one?"

D Owner to District Education Officer Rabaul, *Monthly Newsletter for September, 11 October 1961. ED/396 Pt5 f66.* Owner would like to purchase 70 acres of a plantation at Kokopo to establish a teachers' college, surround it with practice schools and move the E Course there, but no funds in the current year. He asks Boisen to try and purchase the land in 1962 but is resigned to the fact that the college will probably have to be built in Rabaul. "I don't know whether you know what the situation is about the new teacher recruitment as it affects the possibility of a third 'E' Course starting in January, 1962. There has been talk that if we get sufficient teachers who are trained, this may relieve us of the need to undertake training of another group of 'E' Course. To my mind however, this is very short sighted. We have an organisation now which is turning us out 120 teachers a year and the bulk of these appear to be of quite superior quality. Furthermore, the cost of their training is relatively low, and I can see no justification therefore in abandoning this course because, for this year at least, we are short of funds. To me the statement that we can get trained teachers is of very doubtful logic. There have been a great number of years in the past when our total recruitment of trained teachers has not exceeded 30 to 40, and I cannot see why, at this juncture, great hordes of teachers would want to come to New Guinea. So, with one thing and another, I feel that we are on a good thing with the 'E' Course, and we should stick to it, at least until we can establish a satisfactory alternative, and the organisation for doing this is very largely in your hands."

D Owner to the District Education Officer Mendi, *Monthly Newsletter for September, 12 October 1961. ED/396 Pt5 f91.* McMeekin is acting for Mr Ralph, who is shortly to return from leave. Mr Lamacraft is to go to Australia to attend the Senior Officers' Course at ASOPA. You may be posted to a new District in the near future. The situation with DEOs and Inspectors particularly in the first half of 1961, has reached critical proportions. A survey has shown that at any one time in that period, between seven and ten officers will be absent on leave.

D Owner to WR Magnay, *Confidential Staff Reports, 13 October 1961. ED/361 f31.* "It is not essential that both the DEO and the Inspector will assess an officer at one time; all too often because of various factors, this desirable procedure would prove impossible in practice. If we waited until both officers were available, very few inspection reports would be completed. At the moment, Mr Shanley, Miss Sargeant and yourself are the only three effective inspectors. There is no inspector working in either the Papua or Highlands Region, and compiling an accurate ranking is dependent upon lists being submitted from all inspectorates. It would appear that such a ranking will be impossible in 1961. I can only hope that our situation will be better in 1962."

D Cleland, *Mission Conference Opening, Administration Press Statement, 16 October 1961. Acc 8 Box 55 File 74.1.2 Pt3.* Cleland's opening address to the Seventh Administration-Missions Conference. Speaks on the interdependence of the Administration and the Missions. Quotes part of his 1953 speech which outlines basic policy laid down in 1945. Talks of current aims. Gives some statistics. The first conference was in October 1946; the second May 1947.

P Jensen to District Commissioner Manus, *Report: Departmental Activities as at 1961, 16 October 1961. ED37 Pt5 f86-89.* Compulsory education could be introduced immediately, but such is not necessary. At least 93% of the children of school age are able to attend an established school. There are no isolated or uncontrolled areas in the District. One particular significant feature is the growth of P & C Associations. These associations are most active and during the past year have

contributed immeasurably to the development of their respective schools. Every Administration school has a School Committee whilst twelve have P & C Associations.

South Pacific Post, Bursaries Offered to 6 Natives, 17 October 1961, p17.

Have been offered by the Outward Bound School, Fisherman's Point near Sydney, for four week courses at the school.

Resolutions Made at the Conference between the Missions of the Territory and the Administration, 16 to 20 October 1961. Acc 8 Box 47 File 62.4.3 Pt2.

8. Subsidies for Children Attending Schools in the Territory and Living Away from Home. (a) "That we ask the Administration to grant some form of subsidy to children of all races attending post-Primary (Secondary) schools in the Territory and who are obliged to live away from home for this purpose." Carried Unanimously. (b) "That we ask the Administration to grant some form of subsidy to children of all races attending primary schools in the Territory and who are obliged to live away from home for this purpose." Carried Unanimously.

RW Clark to Director of Education, October Report – Mr. Clark, 19 October 1961. ED/396 Pt5 f124.

Schools inspected. One "A" Certificated SDA teacher had charge of sixty-two pupils in four classes.

N Thomson to Director of Education, Cadet Education Officers – Practice Teaching in the Territory of Papua and New Guinea, 19 October 1961. ED/3014 Pt3 f147-148.

In your memorandum, ED/3014 of 15th August, 1961 to the Assistant Administrator, you refer to discussion between the Chief of Division (Teacher Training) and the Australian School of Pacific Administration. In paragraph 1 you state: "... it is intended, subject to approval, to bring 22 ASOPA students to Port Moresby Teachers' College on November 11th. They will be required to undertake 4 weeks' continuous practice teaching in Port Moresby schools. On December 9th it is proposed to bring another 23-4 students also to Port Moresby Teachers' College, and the whole group of 44-5 will continue training until the end of January, 1962. The purpose of this exercise is to provide elements of training essential for these students before they commence their work in native schools." No further approvals are required since the conclusion of arrangements is primarily a matter for negotiation between yourself and the Principal of ASOPA, who in turn has already concluded arrangements with the Department of Territories.

D Owner to Treasurer and Director of Finance, Messing for ASOPA Teachers, 19 October 1961. ED/3014 Pt3 f146.

Asks for the purchase of a large oil burning stove from Australia capable of cooking 100 meals of European type. In the meantime it is requested that provision be made for them (the ASOPA teachers) to receive their evening meal each day at an Administration mess.

GT Roscoe to Public Service Commissioner, Training of ASOPA Teachers, 19 October 1961. ED/3014 Pt3 f143.

"You will know of the proposals submitted by Mr Rowley for the further training of graduates from his School at the Port Moresby Teachers' College in November and December of this year and January of next year... It will be necessary for the proper conduct of the course for the ASOPA people to increase the number of staff available at Ward's Strip, particularly is this so because there is, for instance, no Mess Supervisor and it will be necessary to impose this task willy-nilly on members of the lecturing staff... Your approval therefore is requested to the principle of moving three or four members of single staff to the Ward's Strip Teachers' College prior to the commencement of the ASOPA exercise, such members of staff being those who, in all probability, will continue on the staff of this college in 1962."

P Hasluck, *The Economic Outlook of Papua and New Guinea*, 20 October 1961, printed in 'Economic Outlook' Vol 16 No 1 pp 5-25. His paper covers: The Resources - Physical, Human, and Population Growth; The Use of Resources - Production for the Market, and Export Market Problems; The Problem of Capital; Social Adjustments Needed for Development - Changes in Habits and Outlook of the People, Land Tenure Changes, and Resettlement; The Development of Secondary Industries - The Need to Develop Secondary Industries, Encouragement of Secondary Industry; 'Artificial' Elements in the Economy; Viability. Some Hasluck quotes: Papua and New Guinea is a dependent Territory... It is a paradox that when a backward and undeveloped country starts to advance it becomes increasingly dependent for a time. Its needs grow faster than its capacity to meet them from its own resources. P5.... Two major trends have to be kept clearly in mind. One is the trend towards higher standards of living. The other is the trend towards self-government. P7.... The economy of the Territory is likely to remain primarily agricultural for a considerable time to come. P17.... Political pressures are likely to bring about political independence in Papua and New Guinea within a shorter time than the Australian Government would have wished. P23.... At present the Administration raises only one-third of its revenue locally... It seems inevitable that, apart from external loans requiring servicing, the future government will for an indefinite period require external aid in the form of money grants or the free supply of capital equipment, technical services and staple foods. Does Australia do it all? What other clear sources are there? P24.... Pressures for early self-government will result in self-government before the country can be properly prepared economically (apart from institutionally, administratively, socially and politically) to sustain itself. It will be necessary, therefore, to rely on external aid - chiefly from Australia, but possibly also from international agencies - for at least several decades... for good or ill, the people will assert their own preferences, commit their own follies, and exercise their own wisdom. We may still be paying after we have lost any hope of choosing what we pay for. P25.

GT Roscoe to Dr WC Klein, 23 October 1961. ED/5260 Pt11 f36-40. "I have just returned from a fortnight in Netherlands New Guinea... The Netherlands show no sign of any intention to leave New Guinea... At Manokwari I visited the new barracks which are being built for the Papoea Vrijwilligers Korps which is the equivalent of our Pacific Islands Regiment. I heard no talk of fight, but I have a strong impression that the Dutch are prepared to defend the country against Indonesian attack unless the Indonesians come with overwhelming force. The anti-aircraft guns surrounding the Naval Air Field at Biak are carefully covered with tarpaulins, but their shape is unmistakable.... Our natives are not wishing any independence. Great masses of the people know nothing whatever about it. Members of the elite speak with apprehension of the possible premature granting of autonomy. I have not heard one responsible native say he wanted self government. I have heard many say that "our people will not be ready for 30 years"... Our native people have no conception of national unity. If the Australians withdrew from this country fighting would break out everywhere between different linguistic groups.... I cannot say that I have noted much change in the relations between the natives and Europeans in the last couple of years, The Australian does not receive the educated native in his home... Officially the Administration does what it can to eliminate racial discrimination. Thus, during the last session of the Legislative Council, native MLCs were accommodated at the Papua Hotel, something that has never happened before.... It is correct that there was only one political party on this side, but about six weeks ago, the Executive met and decided that the formation of a political Party in this country was premature, so the Party was dissolved."

GT Roscoe to Assistant Administrator (Services), *Subsidies for Secondary Education Within the Territory*, 23 October 1961. ED/1001 Pt1 f140-141. B

Berkefeld, Honorary Secretary of the Rabaul Methodist School Hostel, has made a request for the payment of bursaries to parents to send their children to hostels within the Territory to enable them to attend such schools as the Port Moresby High School and the Rabaul High School. Roscoe reviews the history of the scholarship, subsidy, bursary system: 1951: The Minister approved a subsidy of £100 per annum and one return airfare to Australia to the 50 European secondary students who had enrolled in the planned boarding school at Wau. The approval was immediately extended to all European children proceeding to Australia for secondary education. Asian and Mixed Race children were extended the same subsidy privilege subject to age restriction and the subsidy was raised to £145. A limited number of scholarships (number not specified) was provided for native pupils to attend Australian secondary schools. All expenses and costs up to £400 per child per annum. Some Mixed Race parents were too poor to send their children to school in Australia on the £100 subsidy so bursaries of up to £200 over and above the subsidy were established, subject to a means test. Initially approved for Asian and Mixed Race children but later extended to Europeans. The above measures were a temporary arrangement pending the establishment of secondary schools in the Territory. From this it should be clear that the payment of subsidies for secondary education within the Territory would introduce an entirely new principle. The Minister always intended that parents should meet the cost of feeding and clothing their children. The Subsidy of £145 per annum was intended to pay school fee for cost of books and incidental expenses. It was never proposed that parents should be entirely relieved of the cost of maintaining their children. The reference to Native children makes me uneasy. The number of full scholarships awarded to native pupils is limited to 20 per annum. A few native pupils are admitted to the integrated High Schools at Port Moresby and Rabaul. A much greater number of native secondary students are accommodated at boarding schools like Sogeri and Kerevat where they are fully maintained without cost to the parents. I would hope that as large numbers of native boys and girls become eligible for secondary education, the need will be met by the establishment of more boarding secondary schools. In these the food and accommodation though clean and comfortable will be at native standards rather than European standards. If we start to maintain native pupils at hostels where they will live like European children, the cost will be prohibitive... it is necessary to point out quite plainly that any extension of the system of subsidies would not save money but would in fact cost a great deal more.

JB Madden to Director of Education, *Loss of Students to Other Administration Departments*, 23 October 1961. ED/3016 f29-30. The

a/Principal of the Port Moresby Teachers' College states, "This year has seen a number of students hesitant about continuing with their teacher training course. Some have left and this included three to the Posts and Telegraphs school, two to the Public Health Department (Dental), one to the Papuan Infantry Regiment and one to the Seventh Day Adventist Mission. In all probability another four will terminate their training before December this year." Madden considered that there were two reasons for this exodus. The first was that their post-primary and secondary teachers convinced the students that it was their obligation to become teachers and secondly, once they commenced training they found the courses more intensive theoretically than other courses offered by some other Administration departments and with the same conditions of service available. Madden suggested culling unsuitable candidates at the beginning of their training.

TR Hammersley to Director of Education, *Monthly Newsletter*, 23 October 1961. ED/396 f98. "I shall be departing on leave within a few days and would like you to know I do not wish to return to Daru. I have never agreed with staff refusing a posting and have never done so myself in the past ten years. But to ask anyone to serve more than a term in this hellhole is expecting too much. (The Department of Treasury relieve their officers every ten months.) Moreover I am convinced no single officer should ever serve more than a term on Daru. I have been in some out of the way places in the Territory but none where the morale and morals are as low as here. I hope you do not consider this impolite but I cannot accept a return to Daru. *Roscoe penned a note on the bottom of the letter, "Not acknowledged. Gone on Leave. I have agreed to Mr Hammersley being transferred after leave."*

GT Roscoe to Head Teacher, Wau Primary 'A' School, *Inspection Report – Primary 'A' School Wau*, 24 October 1961. ED/301 f30-31. "I realize only full well that you have three classes to teach and that this, in itself, is a full time job, but nevertheless, the duties of a Head Teacher must be carried out... I refer specifically to the question of the maintenance of records; the untidiness of two school rooms; the need for regular playground supervision; the supervision of detailed programmes of work; and the need for professional discussion with staff members. Being a successful Head Teacher is an art in itself, each requires a devotion to the task that has only its own reward."

BA McLachlan, *Secondary Education: Report on Visit to New South Wales Department of Education and Review of Secondary Education of Territory Students with Recommendations for Accelerated Expansion and Improvement*, 24 October 1961. ED/1001 f147-173. McLachlan is the Chief of Division, Secondary Education. Her 24 page report states: Definition: Students of all races attending classes above Standard or Grade VI in Australia and the Territory including those attending part-time classes or studying correspondence. Our aims in secondary education should be certain universal ones and some peculiar to a developing Territory already moving along the road to self-determination. We must therefore aim at providing for each secondary student the opportunity of developing his powers to the full but also ensure that this Territory is provided with a body of well educated men and women capable of taking responsible positions within the Public Service and within industrial and commercial concerns. Present Position: In the Territory there are High Schools at Port Moresby, Lae and Rabaul where children of all races study side by side. The indigenous students are those specially selected, age being an important factor, as being capable of living and working closely with European children. Secondary Schools, at Sogeri and Kerevat for boys, and at Dregerhafen for girls, cater for those indigenous students who, though too old to take their place in the High Schools, show promise of gaining an Intermediate Certificate and perhaps a Leaving Certificate with matriculation to an Australian University. Both High and Secondary Schools follow the syllabus laid down by the New South Wales Department of Education, but the Secondary Schools have a four year course to the Intermediate Certificate instead of the three year course of the High Schools. Recent legislation however in New South Wales introduced a four year course to commence with the 1962 intake, and so this change will of course be introduced here next year. The Missions have four Secondary Schools, two in New Britain, one in Bougainville, and one on Yule Island. The great majority of students who remain at school after completing Primary education and passing an external, Standard VI examination are to be found in both Administration and Mission Post-Primary schools. The syllabus followed is one developed by the Department of Education in the Territory and covers Standards VII, VIII and IX. Technical schools have a special curriculum but it includes English and Arithmetic at a Standard VII

and IX level. Critical Evaluation: The Administration in 1960 spent £260,000 on the education of Territory children in Australia (£30,000 of this amount on Native students). I would press for a reconsideration of policy, believing that such large sums could be better spent by providing for more children to receive their Secondary education within the Territory. In the four years from 1957 to 1960, of 115 native students who sat for their Junior Certificate in Australia, only 27 were successful, while at Sogeri Secondary School last year 22 boys sat for their Junior Certificate and 20 were successful. Each of the students in Australia costs £400 while each Sogeri student costs £100. If boarding facilities were available at the integrated High Schools those best suited to study with Australian children could do so in Port Moresby, Lae and Rabaul where the present costs per year are £200 approximately for each student. After gaining the Intermediate Certificate the more promising students could be sent to Australia for further study. McLachlan suggested that Bursaries for Asian and Mixed Race students could next be withdrawn followed later by their subsidy payments and later subsidy payments for European children could also cease. High school courses were to be identical to those in NSW and lead to the Intermediate and Leaving Certificates but the syllabus was to be adapted to render it more relevant to Territory needs. The secondary schools for indigenous students were to follow a Territory syllabus of equal value to the NSW syllabus so that students would meet the requirements to enter Australian universities. The syllabus would be modeled on NSW but Agriculture and Art, History and Geography, to name a few subjects, could reflect Territory background. Post-primary schools would follow a syllabus adapted to the needs of their area. An urban school might teach commercial subjects while a school in the Highlands might substitute agriculture. McLachlan suggests that other departments such as Health and Agriculture, and personnel representing industry and commerce, such as the Department of Labour and the Chamber of Commerce could well take part in Secondary Syllabus discussions. Recommendations. A. For Immediate Action: 1. Curricula and Examinations. Convert a number of post-primary schools to junior high schools following the NSW Alternative (i.e. less academic) Curriculum leading to the NSW Certificate Examination. Allow Second year students to sit for a Public Service Entrance Examination. This could replace the Standard IX examination. Expand the Guidance Section. Change Correspondence tuition from Queensland to NSW. 2. Finance and Buildings. Give higher priority to funds and buildings for Secondary education. Transfer funds from two or three proposed new Primary T Schools with accompanying Single Officers Quarters to buildings for Secondary education. Build the first stage of the Lae High School (deleted from the Design List for 1960-61). Add a Home Science block to the Rabaul High School. Add two classrooms and enclose dormitory space at Sogeri. Build a Post-Primary (to become a Junior High) School for girls in the Central District. Provide adequate accommodation for indigenous High School students in Port Moresby, Lae and Rabaul. Add sufficient facilities to existing Post-Primary Schools to make them effective working units for 300 students. B. For Early Action: 1. Buildings. Complete Sogeri and Kerevat Secondary Schools to allow enrolments of 400 each. Complete the building of Dregerhafen Girls' Secondary School to allow enrolment of 200 girls. 2. Recruitment. Recruitment to include specialist teachers. Recruit trained teachers in preference to E Course. In 1960, 300 trained teachers holding a Leaving Certificate were interviewed and only 50 selected. This year over 200 trained teachers are being interviewed and only 40 are to be selected. C. For Later Action. Reduce gradually the number of students being educated in Australia. Build in the Highlands, on co-educational High School with full facilities for teaching Agriculture, Farm Mechanics, Home Economics and Biology.

TL Stanley to Director of Education, Newsletter October 1961, 24 October 1961. ED/396 Pt5 f81-83. His clerk and steno-typist have proceeded on leave so he had brought his wife, at no cost, to help in the office.

South Pacific Post, School Truant Danger, 25 October 1961. P12. Fr O'Reilly told the Mission – Administration Conference that the complete school structure is in danger when children who are enrolled in a school fail to attend regularly. Roscoe said he would be prepared to accept an application for compulsory attendance.

South Pacific Post, 3-Year Dances, 25 October 1961. P12. Prohibition of dances which sometimes lasted as long as three years was sought at the Mission-Administration Conference last week. The Director of Native Affairs Mr JK McCarthy said improvement in the social activities of the Goilala people was shown by the fact they had turned from warlike occupations to those of dancing. Dances provided social activity which helped to counteract the boredom of village life which socially could be equally dangerous.

GT Roscoe to District Education Officer Wewak, Monthly Newsletter for October, 26 October 1961. ED/396 Pt5 f75-76. Dr Gunther wants to know why we cannot get back to the old system of putting up all our buildings in bush materials, preferably at no cost to the Administration. I believe this to be quite unreasonable as in most of the sophisticated areas, native people are no longer prepared to donate material and give their labour for nothing... the Director has very little say in regard to buildings and the financial difficulties are very real. I submitted to Dr Gunther a list of 49 permanent buildings that we require to be built in 1962-63, and he tells me that out of this whole list we will get not more than four and possibly only two.... It looks as if our Travel Vote may run out completely in January or February. Early in February the new Deputy Director is expected to arrive and quite obviously, he should travel far and wide in the Territory before he takes over as Acting Director on 1st July.

GT Roscoe to Executive Officer New Guinea Research Unit, Australian National University, 26 October 1961. ED/5260 Pt11 f45-46. This Department officially uses the terms Grade, Standard, and Class with a precise meaning: The term 'Grade' is properly restricted to Primary 'A' Schools. The term 'Standard' I used in Primary 'T' Schools. The term 'Class' is restricted to vernacular schools which are conducted exclusively by the Missions.

P Hasluck, Educational, Social and Economic Advancement in Papua and New Guinea, 26 October 1961. ED/4 No1 f106-108, Ed413, Acc 8 Box 55 File 74.1.2 Pt5 and Acc 82 Box 5508 File 45.1.2 Pt1 f58. Also in Hansard, House of Representatives, p2529-2532. The present announcement concerns a five-year period from the commencement of the financial year 1962-63 to June 30, 1967. In education our aim is to raise the total school enrolments from 150,000 to 350,000 and to continue to improve the standards and efficiency of schools... by the end of 1975 the whole of the children of school age (approximately 750,000 by that date) will be within reach of schools. During the five-year term secondary schools, technical schools and professional training are to be developed in keeping with the demand for post-primary education from children who have received an efficient primary education. Special attention will be given to teacher training to turn out increased numbers of qualified indigenous teachers. The extent of this effort is to be limited only by the number of suitable and qualified candidates offering. The estimate is that by the end of the five-year period the enrolments will rise to – Post-primary and secondary schools, 10,000; Technical schools, 2,000, Teacher training

schools 2,000. It is estimated that during the five-year period a total of 4,500 indigenous teachers will be trained.

GT Roscoe, *Carriage of School Children - Contracts, Restricted Circular Memorandum No. R/36 of 1961, 27 October 1961. ED/67.* DEOs are responsible for initiating action to have tenders called.

South Pacific Post, *Education, Social, Economic Targets, 27 October 1961. P3.* Reports Hasluck's statement of 26 October.

Education Advisory Board, *Minutes of the Eighteenth Meeting Held in Port Moresby, 30 October to 1 November 1961. ED/201 f128-136.* Compulsory Education: Some Missions wish to impose compulsory attendance for pupils who have enrolled voluntarily. The Board does not think that such a plan would be practicable or desirable. Capital Loans to Missions: There does not appear to be any funds available at the moment. The Board pointed out that assistance to Missions in building Teacher Training Colleges and Hostels for children receiving higher education had been approved in principle and it was time for the principle to be put into practice. School Supplies: Fr McVinney said in some areas for some supplies there always appears to be no stock. The Department of Education is to be advised of such cases and to liaise with Government Stores. The New Testament: The Board adopted the Syllabus of Readings for 1962 prepared by its Mission members and recommended that a period of seven minutes be allowed at the beginning of each day's classroom work for Bible Reading. Teacher Training: The Board recommended that the Department be empowered to pay for the second year the maintenance grant-in-aid for students at Mission Training Colleges. Secondary Education: Junior High Schools will replace some of the Administration Post-Primary Schools with students using the Alternative NSW Curriculum (less academic). Draft syllabus for Primary 'T' Schools: Fr McVinney said that an attempt will be made to get a final draft by the end of December. Adult Education: Now in the hands of the Department of Health. Before the Board could make any comment on proposals it wished to peruse the recent reports from a committee chaired by the Assistant Administrator (Services) and another by Miss AR Douglas of the Department of Territories. Teacher Training: The Administrator had rejected an approach to have Mission students at Administration Teachers' Colleges receive the same rate of pay as Administration students. The Board recommended that Mission students at Administration Colleges should receive the same standards of mess, clothing and pocket money allowances as Administration students. Re-Training of Teachers: There are four to five thousand teachers in the field with very low academic capacity who are in need of refresher courses – not more than four to six weeks. The Board recommended an extensive programme of re-training for Administration and Mission teachers and funds be provided for travel and maintenance of teachers during the courses. Qualifications of Specialist Staff: The Board recommended that the Director examine each applicant (in fields such as art, domestic science, needlework, music) with a view to granting them registration as teachers. Religious Instruction in Administration Schools: The Board recommended that Administration teachers approved by the Mission and the Director could give religious instruction to pupils of that Church or Mission. Play Shops: The Board asked that imitation money be supplied for use in schools.

GT Roscoe, *South Pacific Journal of Education, Restricted Circular Memorandum No. R/38 of 1961, 31 October 1961. ED/5398.* DEOs were forwarded copies to be distributed to teachers in 'A' and 'T' schools.

South Pacific Post, 60 Wau and Bulolo Kids Cannot Get to School, 31 October 1961. P23. Lack of transport, suitable accommodation and teachers is preventing nearly 60 native children from attending school.

G. T. Roscoe, Junior High Schools, Circular Memorandum No. 69 of 1961, November 1961. ED/1001 Pt1 f210. It is proposed that, in 1962, a number of Post-Primary schools will become Junior High Schools with classes commencing a four-year course leading to the New South Wales School Certificate Examination. Selected students successful in the Standard VII examination, will therefore, in 1962, enter First Year Classes in a number of Junior High schools instead of proceeding to Standard VIII in Post-Primary schools. The schools listed below will commence the new course in 1962 and others will commence when staffing, buildings, or standard of work attained make this possible. Iarowari – boys – Central District. Kerema – co-educational – Gulf District. Tusbab – co-educational – Madang District. Utu – boys – New Ireland District. Bugandi – boys – Morobe District. Dregerhafen – Girls – Morobe District. The curriculum will be less academic than that followed at Sogeri and Keravat... it is the NSW Alternative Curriculum for Secondary Schools.

JT Gunther to Director of Education, 2 November 1961. ED/1001 Pt1 f205. Thank you for letting me see Miss McLachlan's report. I think I have been consistent in saying that I believe education to be the most important need for the Territory today but not to the exclusion of an effort to give a balanced development – social, economic, political. I would go along with Miss McLachlan about the need to have realistic syllabuses. I would add to this the need for standardization. We should take every short cut to educate the great mass of children as best we can without trying to introduce all the niceties of our formal schooling. I am sure Miss McLachlan would not claim to have said anything really new. *[Note: She disagreed with Gunther on this and noted the following innovations in the margin of his letter: Changing from Post-primary to High Schools thus enabling some 300-400 more students to follow a course leading to entry to Third Division. Allowing participation of other than Education Department officers in curriculum making. Changing priorities from Universal Primary Education to Secondary in readiness for leadership when self determination is reached. Replacing 'E' Course (cost £28,000 for a 6 month course) with recruitment of fully-trained teachers.]* Gunther continued, "Quite frankly, I would have liked to have seen much of the generalization in practical detail – initial costs, recurring costs (including staffing) and so on." *[To which McLachlan noted, "This surely follows acceptance or otherwise of recommendations."]* Gunther concluded, "You and your officers have to realize if we are to balance development and we only have £X to do it and your share of this is £Y, then it is you who has finally to advise how £Y should be spent. I feel certain there are many ways we can improve what we are doing which will give up capital funds for secondary education, to mention but two, shifts in your Port Moresby schools, native material construction in the rural areas. Before the end of the year I will want to discuss these and other matters with you."

GT Roscoe to P Jensen, 2 November 1961. ED/396 Pt5 f115. I am glad to know that the (Manus District) School building programme is going ahead well and that you are confident that all buildings will be completed by the end of this year. I wish that I could say the same about the overall building programme. I submitted to Dr Gunther proposals for 49 buildings to be included on the construction programme for 1962-63. It appears certain that only two of these will be approved. Our financial situation at the present time is very difficult indeed. Various items have been cut repeatedly, and only yesterday at a staff conference, we were told very bluntly that they will have to be cut again. As you are aware this year we are charging children in

primary schools for their stationery and books. You will be getting a circular asking you not to use telegrams except in cases of emergency and to make your telegrams as brief as possible. I am under very strict orders not to allow the vote to be exceeded on any item and if the present rate of expenditure continues, we may find all travel and communication held up before the end of the financial year. I smile a bitter smile when I read that you could do with two Area Education Officers and two outboard motors. I could do with a platoon of DEOs, a company of Assistant DEOs, a battalion of Area Education Officers and a flotilla of small ships. In the next five years the Department is going to be called upon to perform miracles with very inadequate resources. Our vote will probably rise from two million to four million in 1967-68, but by that time, we will be expected to have 350,000 children at school.

GT Roscoe to DA Peisker, 2 November 1961. ED/396 Pt5 f117. Roscoe advises, the DEO Morobe, that fifteen officers have applied for the three advertised DEO positions. Seven of the applicants are acting DEOs. Roscoe would have liked to promote the whole seven but "the Public Service Commissioner is unwilling to consider any change in the establishment until the organisation and methods report has been fully considered, and that may not be till after Mr. Johnson's arrival in the new year." (Loch's Note: The report referred to is the one resulting from Salt's complaints late 1960 and early 1961. See SPP 2 Dec 1960, CM No1 of 3 Jan 1961, R to PSC 6 Feb 1961 and Owner to Director 8 Nov 1961).

GT Roscoe to LA Cass, 2 November 1961. ED/396 Pt5 f111. On two different occasions I have made a report on Mission education at Bougainville, and both times I have been able to say that all three Missions, Catholic, SDA and Methodist are doing an excellent job.

GT Roscoe to Miss J Sargeant, 3 November 1961. ED/396 Pt5 f121. Miss Sargeant was the Inspector of Girls' Schools, Rabaul. Roscoe says, "Mother Flavia wrote to me a few days ago asking for a signed statement that the Teacher Training Centre was registered as such with this Department. Apparently she had to submit some such document to her superiors. I signed the statement and sent it off to her, but in the covering letter I told Mother Flavia that an enrolment of two was very low for a teacher training centre and suggested I would be happier to learn that she had at least a dozen girls in training.... There is not really much prospect of improving any girls' schools during 1962. I submitted a building programme with 49 items, and it now appears that only two will be accepted, namely the Teachers' Colleges at Goroka and Madang. I have always been averse to sending girls long distances from home to attend girls' schools, but this cannot be avoided until we have a good girls' school in every district."

GT Roscoe to CE Beresford, 3 November 1961. ED/396 Pt5 f119. I am pleased to know that good progress is being made with the school building programme (in New Ireland). It is no secret that this year the work of the Department is being seriously hampered by lack of funds. Prior to the passing of the Appropriation Bill, during the September sitting of the Legislative Council, the Departmental Estimates had already been pruned severely, but a week ago I attended a staff conference at which the Treasurer told Departmental Heads that in the first quarter of the financial year expenditure was considerably more than it ought to be in proportion to the annual appropriation, and on the other hand, revenue for the quarter was only 19% of the expected revenue for the year. There is no hope of an additional grant from Australia. The Loan Council is unlikely to authorise another Territory loan and in any case we could not raise half a million by a loan between January and June, 1962. An increase in income tax would not only be very unpopular, but would not yield enough to be worthwhile. The only way remaining to close the gap between expenditure and

income is by strict economy and further pruning of Departmental estimates. I am due to have a conference with Dr Gunther next week, and I am expecting very substantial reductions in the amounts available for buying school materials. It looks as though our travel vote may run out early in the new year, in which case the newly arrived Deputy Director will be unable to tour the Territory because there is no money to pay his fare. Our communications vote is considerably overspent and I am issuing a circular asking DEOs and others not to send telegrams except in emergency, and when they do, to make the telegram as brief as possible. From all this you will understand that the restriction on the consumption of petrol is part of an overall financial famine. You may ask me how all this can be reconciled with the announcement of the five-year plan by the Minister for Territories. I don't think it can be reconciled at all. I think all senior officers of the Administration are going to be badly worried in the next few years trying to meet the demands made upon them with very inadequate resources.

GT Roscoe to FN Boisen, 3 November 1961. ED/396 Pt5 f120. I expect to see you at the end of next week. I note your suggestion that some examination might be dispensed with. It calls up to me a picture of the look of dismay on the face of the Public Service Commissioner if I suggested that people might be admitted to the Public Service on the basis of a Certificate awarded by the class teacher... the judgment of the Director of Education as to the professional qualifications of a person for engagement as a Teacher is not accepted by the Public Service Commissioner. Such matters are referred to the Commonwealth Office of Education. The Syllabus for 'E' Course and also for the Second Division examination were not accepted by the PSC until they had been submitted to the Department of Territories for approval by the Commonwealth Office of Education. So, far from there being any prospect of abolishing examinations, the trend is in the other direction. We shall have more examinations than ever before, and I should not be surprised to find the examination papers being submitted to some education authority in Australia for approval.

South Pacific Post, Children Need Re-Entry Permit, 3 November 1961. P7. Territory children attending school in Australia require a re-entry permit and a taxation clearance before they can return for the Christmas holidays.

South Pacific Post, Apprenticeships Sought for 90 Tech Students, 3 November 1961. Training completed by these youths fitted them for apprenticeships as motor mechanics, diesel mechanics, fitters, machinists, electricians, carpenters, joiners, plumbers, painters and boat builders. Letters are being sent to prospective employers and a meeting will be held with employers on November 14. Members of the Apprenticeship Board plan to make special visits to Lae, Rabaul, Wewak and Madang to discuss apprenticeship employment.

N Thomson to District Commissioners, Retrenchment of Staff, 3 November 1961. Ed20 Pt14 f39A-39B. Sets out procedures to be followed when deciding who is to be retrenched and how to go about it.

GT Roscoe, New Inspection Report Form and Staff Rating Scale, Circular Memorandum No. 65 of 1961, 6 November 1961. ED/361. Since 1956 teachers' reports have been made on a Confidential Staff Report form. Since 1959 letter ratings used on this report have had a set value as laid down by CM 49 of 1959. As an outcome of discussions held at the District Education Officers' conference 1961 a new form has been printed. The body of the report will be descriptive and verbal. The only rating to be given will be the General Assessment, to be recorded at the end of the report. The old letter ratings are to be replaced by numbers distributed as follows, where CR represents Centile Rank:

	New Scale		Old Scale
10	90 th CR+	A	95 th CR+
9	70 th CR+	B	85 th CR+
8	30 th to 70 th CR	C+	60 th CR+
7	10 th to 30 th CR	C	10 th to 60 th CR
6	Under 10 th CR	D	Under 10 th CR

A rating of 10 places the officer among the best 10% of officers for that grade. A rating of 6 places him in the lowest 10% for that grade. It does not necessarily suggest he is unsatisfactory, just less efficient than 90% of his fellows.

TL Stanley, Report of Inspection of the Preparatory Standard at Taleng Primary T School, 6 November 1961. ED/5063 Pt2 f29. An example of an inspection report of the period.

JT Gunther to the Director of Education, 7 November 1961. ED/1001 Pt1 f207, ED/3037, ED4059 Pt1, and Acc 8 Box 34 File 33.7.8 f2. In the Report on the Committee on the Development of Tertiary Education and Higher Training in the Territory of Papua and New Guinea, the following appears: "The evidence available to the Committee indicated that while the Department of Education was making great efforts to provide widespread primary education, not very much was being done for secondary education in general and upper secondary education, i.e., post Junior, in particular. The Director of Education said that little thought had been given to higher secondary education but that he expected the two day high schools at Rabaul and Port Moresby would develop beyond Junior standard when the need arose. He stressed that the key to higher secondary education for indigenes was the provision of proper residential accommodation. The Committee is of the opinion that the very great needs for administrative and technical staff and for members of the professions cannot be met by the practice of sending a small number of indigenes to study in Australia. It believes that the needs of the Territory are such that every effort should be made to encourage indigenes to proceed to matriculation standard and that accordingly steps should be taken to extend the existing high schools at Port Moresby and Rabaul to matriculation level as soon as possible. At the same time provision should be made for many more secondary schools with adequate provision for post Junior classes and residential accommodation. At present a number of indigenes is endeavouring to obtain adult matriculation and it is expected that 12 will be so qualified by 1963. The rate of progress of these students is slow, however, owing to the improvised teaching arrangements and the adult matriculation is a poor substitute for a proper secondary school system. Every endeavour should be made to increase the number of matriculants and the correct channel is through the secondary schools. The Committee considers that the Director of Education should be invited to put forward proposals for extending secondary education in the Territory to serve greater numbers and to matriculation standard." It would be appreciated if you would give me in detail proposals for extending secondary education. These proposals should present such facts, amongst others as numbers, numbers of schools, numbers of teachers, and the cost. The basic figures you should use for the first five years of this development should be the kind of funds that are available to you from the Five Year Programme which the Minister has announced.

South Pacific Post, Protest Storm on £5 Book Levy on "Expats", 7 November 1961. P3. A storm of protest is raging over the Director of Education's proposal to impose an annual £5 levy for books and equipment for each European child at

primary schools... Observers believe the Roscoe announcement was pressured by the then Director of Finance Mr. H. H. Reeve. They are certain Mr. Roscoe was himself in disagreement with the proposal and that throughout his department there was strong disapproval... revenue to be gained was only £11,500 out of a total education budget of about £2.1 million.

D Owner to Director of Education, *Suggested Reorganisation Sub-Section 10, 8 November 1961. ED/415 f7-13.* Roscoe asked Owner for his thoughts on the reorganisation of the Department suggested by the Reclassification Committee of Messrs. Morland, Blaich and Nielson. (See CM No.1 of 3 Jan 1961). Owner said he would concentrate on the professional aspects of the Department and not concern himself with matters of clerical interest. He stated: "The basic concept of education in this country is that of In-Service Training or the planned application of competent professional guidance to native and European staff. Owner made three points: Contact between the Supervisor and the teacher in this country needs to be closer than in Australia. Guidance is only effective if it stems from a person of accepted greater professional competence to one of less professional competence. There should be a continuous chain of guidance from the top positions in the Department to the teacher in the field. It follows, that a Primary Inspector trained in primary schools is not competent to inspect Secondary or Technical Schools. Similarly, a DEO coming from a primary school background can act as the Departmental agent in the district for all schools and colleges but the technical and professional management of institutions other than Primary schools must stem from those competent for the work and these are the Chiefs of Division. Owner further suggested that districts be equal in size and able to be run by one DEO. He considered that the Director's responsibility for 34 officers dissipated his energies over too wide a field and he needs an assistant to share the responsibility and work of the position." In conclusion Owner states, "I agree in principle with the line organisation as suggested by the Committee, stemming from an Assistant Director, through a Regional Education Officer, District Education Officers and down through the schools. I think, however, that because on one side, stemming from the Chiefs of Division, we have the professional aspects of the work directly represented in the schools and, on the other side, the services aspect directly represented in the schools the responsibility of the Assistant Director should be limited to matters of school management, regional growth, development and planning and matters so related. In this way I feel that the control of the Director on the various aspects of his Department would be positive and simple and the lines of responsibility clear-cut and, above all, the whole organisation would stem, as I have suggested in must in my opening paragraph, from the practical application of principles which are professionally sound."

GT Roscoe to the District Education Officer Milne Bay, *Monthly Newsletter for October 1961, 9 November 1961. ED/396 Pt5 f128.* I did an extensive tour of the Milne Bay District in 1954... I shall make some enquiries about registration of the Teacher Training establishment at Salamo.... You are quite right in saying that one man cannot run such an institution satisfactorily.... The need for clerical assistants in your office is appreciated, but there is no immediate prospect of an appointment being made.... The Organisation and Methods Investigation Committee has presented a long report to the Public Service Commissioner, on which I have to make comments. When I do, I shall certainly direct his attention to the need for proper establishment of European Clerical Assistants in District Education Offices.

GT Roscoe to Assistant Administrator (Services), *Technical Education Policy and Plans, 10 November 1961. ED/4059 Pt1 f35-36.* In response to request from Gunther for detailed proposals for extending technical education, Roscoe said it

had already been done and forwarded Lamacraft's report of 8 August 1961. Roscoe added the following comments to Lamacraft's report. The Committee on the Development of Tertiary Education and Higher Training in the Territory of Papua and New Guinea said that consideration might be given to establishing a Polytechnic on the model of those operating in Singapore and Hong Kong. To put it bluntly, within the next five years, there will not be sufficient students available whose basic education is high enough to enter a Polytechnic. The attached memorandum "Forecast of Development of Secondary Education 1961-65" estimates that by 1965 there will be 730 who will have attained the level of Queensland University Junior. The Department will take as many as it can get to be trained as teachers. Other Departments will compete quite strongly for recruits. Some will be encouraged to study to the Matriculation level. When these deductions are made, the number of students available for higher technical training will not be enough to justify the establishment of such an extremely expensive institution as a Polytechnic. I do say emphatically that it appears extremely unlikely that finance will be available within the next five years to do more than has already been suggested by Mr. Lamacraft in the report I am sending you.

Department of Education, Territory High Schools, Press Release, 10 November 1961. ED/1001 Pt1 f208. The High Schools at Port Moresby, Lae and Rabaul all follow the curriculum laid down by the New South Wales Department of Education. Students enrolled before 1962 are proceeding through a three year course to the Intermediate Certificate Examination, but owing to recent changes in NSW (Wyndham Report), those enrolled in 1962 and ensuing years will commence a four-year course leading to the School Certificate Examination. The Leaving Certificate and Matriculation are obtained at the end of a six-year course, that is, two years after the attainment of the School Certificate. In 1962 Port Moresby and Rabaul High School will have First, Second and Third Year classes, Lae will have First and Second Year classes. Each of the High Schools offers a broad curriculum which includes English, French, History, Geography, Mathematics, Combined Physics and Chemistry, Art, Music, Woodwork and Descriptive Geometry and Drawing for boys and Needlecraft for girls. Port Moresby and Rabaul also have Home Economics and Commercial classes.

Administration Press Statement, Territory High School Course to be Increased from Three to Four Years, 10 November 1961. Acc 8 Box 642 File 6.8.4 Pt 2 f107 and Acc 8 Box 55 File 74.1.2 Pt3. Same content as Education Press Release of the same date.

South Pacific Post, New Change in High School Course, 10 November 1961. P1. As Above.

South Pacific Post, New Change in High School Course, 10 November 1961. P1. Sir Donald Cleland addressed the graduation of 65 'E' Course trainees. He urged the graduates to watch their behaviour in all phases of life and said their progress was only limited by their abilities. Advised graduates to watch their behaviour in all phases of life and said their progress was only limited by their abilities. Gives statistics on educational advances.

GT Roscoe, Monthly Reports from Districts, Circular Memorandum Restricted No.41 of 1961, 15 November 1961. ED/26 Pt6 f33. Monthly reports are no longer required. Monthly newsletters should continue to be sent.

Administration Press Statement No 109, Public Service Secondary Education Scholarships, 15 November 1961. Acc 8 Box 55 File 74.1.2 Pt3. The Minister for Territories, Mr. Paul Hasluck has approved a scheme to allow selected Auxiliary

Division officers to study full-time for the junior examination, which, if they are successful, would qualify them educationally for advancement to the Third Division of the Public Service. The scheme would include a grant of leave without pay, and the payment of an allowance to the student to cover his out-of-pocket expenses, and for a married student, the subsistence of his wife and family. Mr. Roscoe said that facilities could be made available at the Sogeri Secondary School for twenty officers. Preference would be given to students who could complete the Junior in one year.

GT Roscoe, *Pupil Record Cards, Circular Memorandum No. R39 of 1961, 15 November 1961. ED/5154.* During the year psychological tests were given to all students in Standards 7 and 9. It is requested that pupil record cards are sent to HQ so that the information can be written up on to Career Cards held here.

GT Roscoe, *Teaching of Ethics and Morals, Circular Memorandum No.70 of 1961, 16 November 1961. ED/5221.* Teachers are to ensure that Ethics and Morals are taught and inspectors are to report on this in school inspections. "The rapid development of the Territory towards self-Government and the policy of increasing nativization of the Public Service make it necessary to pay special attention to the formation of character and the inculcation of sound moral principles. It is not enough that Papuans and New Guineans who attain positions of authority should be well educated. They must be persons of integrity and honour."

GT Roscoe, *Entrance to Teachers' Colleges 1962, Restricted Circular Memorandum No: R/42 of 1961, 17 November 1961. ED/3003.* There are changes in procedures. All students will know their exam results before the end of the school year. Those wishing to become teachers are to be interviewed by the teacher-in-charge of their school and a recommendation and other relevant information forwarded through the DEO to HQ

South Pacific Post, *Chance for Native P. S. To Study, 17 November 1961. P13.* Same as Administration Press Statement 109 of 15 November 1961.

South Pacific Post, *No Matriculation Expected But Natives Studied Hard, 21 November 1961. P3.* Five will sit for the Queensland matriculation but had found it difficult to match the pace of their European fellow students. Nine mixed-race students now ready to sit for the NSW Leaving Certificate were expected to acquit themselves better than the five natives.

GT Roscoe to H Cochrane, 22 November 1961. ED/5096 Pt 8 f63. A personal letter informing the DEO of EHD that a teacher he has transferred from Prof Schindler's school is an ex pupil of the school and was specifically trained to take over the school when Schindler can no longer teach. Roscoe asks Cochrane to consider transferring the teacher back.

GT Roscoe to Prof C Schindler, 23 November 1961. ED/5096 Pt 8 f157-158. Roscoe informs Schindler that he has asked Cochrane to consider transferring the teacher back to the school.

Dr IS Turner, *Some Problems of Mass Education in Papua and New Guinea, Third Camilla Wedgwood Memorial Lecture, Port Moresby, 27 November 1961. Ralph Collection.*

GT Roscoe, *Cessation and Resumption of Pre-Entry and Auxiliary Division Classes, Restricted Circular Memorandum No. R/44 of 1961, 27 November 1961. ED/118 and ED/401.* Pre-Entry classes, Auxiliary Division classes and Supervised Correspondence classes will cease on 1 December and resume 5

February 1962 except for the Special English Part 3 class which will close for a short break from 21 December to 2 January.

JT Gunther to Director of Education, *Technical Education Policy and Plans*, 30 November 1961. ED/4059 Pt1 f37-40. I would like you to compliment Mr KR Lamacraft for a thorough, down-to-earth document. Any criticisms that I may make are made so that Mr Lamacraft can be told clearly just how and when his plans can be accepted. In my original submission I wrote: "These proposals should present such facts, amongst others, as numbers, numbers of schools, numbers of teachers, and the cost. The basic figures you should use for the first five years of this development should be the kind of funds that are available to you from the Five Year Programme which the Minister has announced." Mr Lamacraft's proposals give no real cognizance of this. They should be prepared now against your knowledge that of 2,000 expatriate officers over the next five years, the Department of Education will 560. You are aware that the Five Year Plan provides for the spending of £30m in 1962/63, rising to £50m in 1966/67. This year we intend to spend £25m odd of which your share is £2.4m. This excludes capital construction. You should get some idea of the kind of money that will be available to you in the future from a comparison of these two figures. I think you can anticipate that the Education Department will get an increasing percentage of the total expenditure. It is essential for you to spread these monies as you think fit between the various Divisions of your Department. You should be able to indicate, therefore, to Mr Lamacraft the kind of money that is available to him and Mr Lamacraft can modify his plans to fit this. Mr Lamacraft has submitted a plan which can be described as optimum or ideal. You have not indicated to me whether you will be able to allocate from the funds that will become available to the Education Department the money that Mr. Lamacraft wants. Therefore, you have not really answered my submission of 7 November. Gunther then makes specific comments concerning Lamacraft's paper and concludes, "In the light of my comments would you now review Mr Lamacraft's very excellent paper and put your proposals for the next five years for Technical Education in a whole Departmental submission, covering the needs of the other Divisions as well."

GT Roscoe to E Outram, *Monthly Newsletter for November*, 30 November 1961. ED/396 Pt6 f26. To the acting DEO, Daru: The allowances for Head Teachers of staffed native schools, these will be paid sometime, but when I am unable to say. We are greatly embarrassed by the present financial stringency. The Public Service Commissioner has approved of these allowances, but at the present time, funds are not available to pay them... hoping January or February. It seems as if no more funds will be available for District Education Officers for the next six months. As this is the source of supply for rations for boarding schools on the surface it looks as if we are threatened with the closure of our boarding schools. I cannot believe that this would be allowed to happen, but on the other hand, it is extremely difficult this year to get the Treasurer to release additional funds for any purpose whatever. There is not very much money available for pound for pound subsidies to Parents and Citizens' Associations, and you might make it quite clear to them that when subsidies are required, prior approval has to be obtained from the Director before the goods are ordered.

GT Roscoe, *Availability Accommodation – 3rd 'E' Course*, Restricted Circular Memorandum No. R 45, 1 December 1961. ME/62. Administration accommodation is now available for Mission candidates at the same charge for Administration candidates of £7.7.- per week.

South Pacific Post, *Obtain Defence Vote Money for Education*, 1 December 1961. P7. Extra finance for education in the Territory could come from the

Australian defence vote, the Principal of Sydney Teachers' Training College, Dr. I. S. Turner, said in the Camilla Wedgwood Memorial lecture at Boroko.

South Pacific Post, *Abolish Central Control*, 1 December 1961. P9. School education in Papua and New Guinea should eventually become the responsibility of local authorities. Dr IS Turner, said this in the course of the Camilla Wedgwood Lecture on Monday night. "I suggest that the strongly entrenched Australian tradition in education – centralized control by states – should not be followed here."

South Pacific Post, *Multi-Purpose Teacher Training College Urged*, 1 December 1961. P20. Should be immediately set up, said Dr Turner, and located where there would be adequate facilities for the effective teaching of the four basics of the curriculum and where suitable and varied practical experiences were reasonably close. The college should also have a large division of external studies to provide for the continuing education of teachers through training courses, correspondence courses, seminar schools and workshops. When a university of university college was planned for the Territory it should incorporate the teaching college as one of its faculties.

GT Roscoe, *Age of Starting School*, Circular Memorandum No. 71 of 1961, 5 December 1961. ED/2230. For Administration schools, no less than 5 years and 9 months, on 1 January for Grade 1 or 4 years and 9 months for a preparatory grade if approved, on the first day of the calendar year.

GT Roscoe to DEO Kavieng, *Annual Inspection Report*, 5 December 1961. ED/5060 f79. Both staff and schools are liable to be inspected at any time with or without notice, although it is the usual practice to give notice prior to an annual inspection. However, failure of such notice to arrive does not in any way invalidate the inspection.

South Pacific Post, *Subsidy Exam Results: Native Girl Ties for 8th Place*, 5 December 1961. P7. Pauline Beni of the OLSH School on Yule Island has tied for 8th place in the Grade VI (Primary 'A' Schools) Examination. 207 passed. Lists schools and those who passed.

GT Roscoe, *Payment of Subsidy to Parents and Citizens' Associations*, Restricted Circular Memorandum No. R/46 of 1961, 6 December 1961. ED/2277. Before a P & C can claim a subsidy it must seek prior approval to purchase the item. Requests are submitted to the DEO who will forward them to the Director with his recommendation.

GT Roscoe, *School Calendar 1962*, Circular Memorandum No. 72 of 1961, 7 December 1961. ED/2070. Lists term dates and public holidays.

South Pacific Post, *Moresby High School is Growing Up*, Says Head, 8 December 1961. P20. At the end of next year the school would present its first batch for the NSW Intermediate Examination in a variety of subjects including English, History, Geography, Mathematics, Science, French, Physiology, Woodwork and Art.

GT Roscoe, *Procedures for Wives and Families to Join Officers in the Territory*, Circular Memorandum No. 73 of 1961, 11 December 1961. ED/20. Deals with securing accommodation, fare contribution, entry permits, travel warrants, taxation clearance, Movement of effects and reimbursement of excess baggage charge.

GT Roscoe to the Public Service Commissioner, *Recreation Leave*, 13 December 1961. ED/16 Pt2 f131-133. The PSC has asked the Department to

suggest ways and means by which the efficiency of the Department might continue to rise against the falling rate of increase of relative expenditure. The Chief of Division (Teacher Training) has suggested the following: Regulation 86 leave be discontinued. As there are eight terms in every two years, teachers take leave for one full term every two years. Leave is staggered so that there is an equal number of teachers on leave at any time.

Mission Teacher Refresher Course - Kavieng, 11 to 15 December 1961. ED/396 f65-66. Gives the timetable for the course.

Inspection of the Administration Primary "T" School Garaina, 17 and 18 December 1961. ED/5058 f87-90. An example of an inspection report of the period.

GT Roscoe to DEO Goroka, Monthly Newsletter for November, 1961, 18 December 1961. ED/396 Pt6 f63. It is disturbing to read that the standard of teaching accepted in the practical teaching tests was appalling... confirms an opinion I have held for quite a time now, that 'A' Course teacher training is inadequate. From a point of view if quality we would be better to abolish the 'A' Course altogether, but if we did that we should be left with a very small output of 'B' and 'C' teachers. During the last fortnight, we at Headquarters have been constantly canvassed by Mr Lattin from the Department of Territories for information for the Five Year Plan. On the basis of information supplied last October, the Minister had made some very optimistic forecasts of future trends in teacher training and school enrolment. We have had to tell him that the outlook has changed considerably from what it was last October. There has been a marked falling off of recruitment of teacher trainees and it looks as though this will continue.

GT Roscoe, Progress at Community Technical Schools, Administration Press Statement, 18 December 1961. Acc 8 Box 55 File 74.1.2 Pt3. The purpose of Community Technical Schools is to meet a local demand for elementary training in carpentry, and, in some areas, basic mechanical knowledge required for routine maintenance of such equipment as bicycles, trucks and outboard motors. Trainees are accepted irrespective of educational qualifications, and the training is designed to enable young men to acquire basic skills which will be useful in village life and help to raise the living standards of the people. Unlike Senior and Junior Technical Schools, the Community Training Centres do not provide courses for boys who wish to qualify as tradesmen. In setting up Community Technical Schools, the Department of Education undertakes to provide an Instructor and the tools needed in training. All other requirements such as land, buildings, teacher's living quarters, and housing and food for students not within walking distance of the school must be provided either through a Native Local Government Council, or, where there is no Council, through the community as a group. Further, the Schools are established only where there is a definite demand by the local people. Gives examples of projects undertaken by some of the schools.

GT Roscoe to DEO, 19 December 1961. ED/396 Pt6 f69. I am very pleased to read that all goes well, that you have no troubles and few worries. I regret to have to tell you that at Headquarters a great deal goes wrong. We have very serious troubles and no end of worries. My biggest worry is whether we are going to get the money to pay all your salaries in the first half of 1962.

GT Roscoe, Staff Postings - Ex Cadet Education Officers 1962, Restricted Circular Memorandum No. R/5 of 1961, 20 December 1961. ED/15. Lists ex ASOPA cadets and their district of posting.

J Newman to Director of Education, *Report of Educational Activity in the New Britain District*, 20 December 1961. ED/5098 Pt7 f97-101. Good overview of education in the district. Gives statistics for Administration and Mission schools.

C. E. Beresford to Director of Education, *Monthly Newsletter – December 1961*, 20 December 1961. ED/396 Pt6 f67-68. The Methodist Overseas Mission is concerned about the low standards in its schools, and we agreed that, wherever possible, mission School pupils should be sent to an Administration School where there is one conveniently placed. Rev. Lutton's view is that "The Methodist Mission is in danger of losing its soul" and he feels that they are trying to spread their potential too thinly with a resultant loss of efficiency.

South Pacific Post, *Community Tech Schools Pay Off*, 22 December 1961. P16 and 29. Publication of the Administration press release of 18 December.

GT Roscoe to Sister Janefrances, 28 December 1961. ED/5260 Pt11 f70 and 70A. The answer to your query concerning research in the curriculum is that very little is done in an organised way... A draft of the syllabus has been scrutinized again recently (i.e. December) and further fairly drastic changes made to the Social Studies and English. These new changes will be duplicated and used experimentally for a while before being printed.

GT Roscoe to Public Service Commissioner, *Promotion for Ex 'E' Course Teachers, Grade 1*, 28 December 1961. ED/18 Pt4 f53 and 53A. I would recommend that teachers from the 'E' Course or ASOPA who have additional subjects to pass before being fully qualified in their respective divisions should be appointed on the base of the division concerned and should be allowed to progress on salary through six increments of that division before any action is taken to limit the progress of the officer concerned because he has failed in part of his final examinations for the relevant grade.