

News from Gelemalaia

Transcribed by Ryan Schram, December 5, 2016

Source: Basinauro, Violeta. 1952. "News from Gelemalaia." *Papuan Times*, August 29 (vol. 5, no. 3), p. 7.

Note: Text is broken into sentences following punctuation. Text in square brackets indicates supplied information, or (if marked with a question mark), my conjecture about faded or damaged text.

Para.	Text	Features
Head.	NEWS FROM GELEMALAIA	Metatext: "news"; Place name.
1	From the Gelemalaia School in Buhutu, Violeta Basinauro, the teacher in charge, sends news of the family spirit they are making with the children. Here is her letter:	Metatext: "sends news," "her letter"; Theme: "family spirit" among teachers and children.
2	I would like to tell something that was quite new to the children. On the 14th of June it was my birthday and I made a party specially for the school children. A few of the Siasiada school children came up, with their teachers, Talita Andrew and Bessie of Maivara.	Personal voice: "I", "my birthday." Teachers are named individuals. Students are presented as a group.
3	We had rice for our feast, our own rice grown here at Gelemalaia. Bessie taught the children to decorate my chair, and we had a lovely time, both the teachers and the children. After the feast we played games and the children sang their play-songs and danced, too, also David played on his guitar. After that we had prayers then tea. It was the first time Buhutu children ever tasted cake and biscuits and they did enjoy it very much.	Agents are named individuals, students or "we" (the whole of the party). Newness of the party: Rice, guitar, chair, first, cake. Students' actions are embedded in the school and connected to teachers, "Bessie taught," "David played" Students are equated with an ethnic category ("Buhutu children")
4	And last week on the 14th of August, we had Talita Andrew's birthday at Siasiada. It was made specially for the children too. I took some of the Gelemalaia down and we did just the same as we did on my birthday. The children did enjoy it while Talita and myself handed round biscuits and scones. Some of the children stretched out their hands wanting to have some more! When Talita and I watched them eating, it looked as if they were eating chocolates or candy.	Comparison to the preceding: "it was made ... too," "we did just the same" Teachers direct activity. Teachers give, students receive. Teachers "watch", students "eat" – teachers are both participants and commentators.
5	After tea Talita gave a short speech to say 'thank-you' to the children for their help, and then gave a speech too, telling them they must keep the law of their school and be faithful in their lessons till they get to a high standard, then some day, when they become like ourselves, they will know the birthdays of their children. I told them that their parents didn't have a good education like they have, so they didn't know the dates of their birthdays. Then I closed in prayer.	Time words: "after", "then" Relates the children to the normative model of the student: obedience of rules, effort, achievement. Parents contrasted with children, who are linked to the teachers. (If students become like teachers, then they will be unlike their parents.
6	We had a happy time together before we came back to Gelemalaia.	Overall comment: "happy time together"