

United Nations

Nations Unies

MASTER FILE

TRUSTEESHIP
COUNCIL

CONSEIL
DE TUTELLE

UNRESTRICTED

T/P.V. 102
21 July 1948
ENGLISH

TRUSTEESHIP COUNCIL

VERBATIM RECORD OF THE TWENTY-NINTH MEETING OF THE THIRD SESSION

Lake Success, New York
Wednesday, 21 July 1948, at 2.00 p.m.

President: Mr. Liu CHIEH (China)

The PRESIDENT: I declare open the twenty-ninth meeting of the third session of the Trusteeship Council.

EXAMINATION OF THE ANNUAL REPORT ON NEW GUINEA (Continued)

The PRESIDENT: Today we shall continue the examination of the Report on New Guinea, paying particular attention to the portion dealing with the educational advancement of the inhabitants. As I said yesterday, this portion of the Report should not take very long as part of it has been discussed in the preliminary examination. I should, therefore, propose that the Trusteeship Council continue this meeting until we have completed the examination of the entire Report.

The members have before them a tentative schedule prepared by the Secretariat. They all know that we are slightly behind in that schedule for the first two days. We shall therefore continue the examination of the Report on New Guinea, and, if we can finish that before recess, we shall go on to the examination of the next item on the agenda after the recess.

The delegations which have been asked to pay special attention to this part of the Report are the delegations of the United Kingdom, the United States of America and the Philippines. I shall ask the representatives of these three countries to open the discussion.

Mr. SAYRE (United States^{of America}): In looking at the report in its educational phase, my delegation felt that the statement on page 27 of the printed Report, part VIII -- Education, is a very commendable statement. The Australian Government states therein:

"Education is a major item in the plans that have been approved for the future development of the Territory and the advancement of its inhabitants. Previously much of the education of the Natives has been in the hands of the Religious Missions. The plans that have now been adopted provide for a vigorous programme of education in its broadest sense, controlled and directed by the Administration."

I should like to ask Mr. Halligan particularly concerning that last statement, that is, the responsibility of the Missions and the connection between the Missions Schools and the Government, that relationship, and the proportionate parts of the task undertaken by those two, namely, the Government and the Missions. I think all of us have the greatest respect for the work of the Missions and of the Church in the educational field in various parts of Africa and other continents. On the other hand, I think all of us agree that the Government cannot surrender its responsibility for the control and development, the stimulation of educational activity and the setting of standards. That raises problems which every one of the administering countries, I think, is facing. I should like to know the viewpoint of the Australian Government with respect to this problem. Can Mr. Halligan give details and elaborate on the plans for future adjustments, and so on? Could they be spelled out in a little more detail than the Report makes clear?

Mr. HALLIGAN: Previously, the educational activity of the Territory was to a very large extent in the hands of the Missions, and those Mission Schools worked without any Government intervention or supervision. For many years consideration was given as to what would be the best

educational policy for the Territory and how the Mission Schools could be conducted in a manner and in accordance with the prescriptions of the Administration as to standards.

Up to the time of the suspension of civil administration in 1942, a satisfactory programme had not been evolved, but now the programme has been evolved whereby the Missions will take their part in education, but the direction and control of education generally will be a function of the Administration; that is, the Administration will conduct a number of schools in all standards, that is, from the village school to the high school and to the technical school. The Mission will carry out its educational functions to standards prescribed by the Government, and the Government in their turn will pay subsidies to Missions.

The respective functions of the Government and the Missions have been set down in this form. It is for the Government to exercise control by regulation and inspection over all secular teaching undertaken by Missions ^{advice and} to provide/guidance in all branches of education included in the Government plan to assist in the provision of essential equipment, to ^{education} assist in the maintenance of secular/staff, native and European, and to provide for the approval, or registration of Mission Schools and teachers which conform with Government requirements.

The Mission on their part is to comply with Government regulations to provide suitably qualified secular educational staff to co-operate with the Government in fitting all Mission secular schools into the general educational plan of the Territory to conform to standards of instruction and ^{or} ~~oth~~/requirements prescribed by the Government.

In regard to the matters that are required to be prescribed, I might ⁱⁿ mention at this early stage that/the legislation of the Territory there is an ordinance which was passed about 1923. As for the educational ordinance, a further piece of legislation, a new ordinance is being prepared to give full effect to the revised plan which I have briefly outlined.

of America

Mr. SAYRE (United States): Could you give us any figures as to amount of subsidies being paid to the Missions?

Mr. HALLIGAN: The total at the present time -- I have in mind the total figure for the two territories -- is about forty thousand, and I just pause to make the amount applicable to New Guinea. Generally, the basis of expenditure is sixty-forty, sixty per cent for New Guinea. On that basis, it would probably be about twenty-five thousand.

of America

Mr. SAYRE (United States): Could you give some idea, roughly, of the proportional parts undertaken by the Government and by the Mission Schools in this task of education? Roughly, is the greater number of schools the Government's or are the greater number Mission Schools? Do you know roughly what the proportion is?

Mr. HALLIGAN: Formerly, by far the greatest number were Mission Schools. The statistics from an earlier Report -- this is for 1940 -- showed that the Missions had thirty-five training centres, forty-four high, intermediate or technical schools, and 158 elementary schools, 2,329 village schools, and at that time the Administration, I think, a total of six schools.

The information as to the mission schools that are being re-established is not yet available from the missions, but the number of administration schools is now four technical schools and thirty native general schools.

Mr SAYRE (United States of America): We have information on pages 44 and 45 of the printed Report on the Government schools. But, as you have noticed, there is no information there as to the religious missionary schools.

Mr. HALLIGAN: That is so. The missions have not yet been able to supply the statistics.

Mr. SAYRE (United States of America): I hope that in successive reports we will have the complete statistics shown, both of Government schools and of mission schools.

Mr. HALLIGAN: That surely will be done. That is the proposal, but there again the missions will be hampered by the loss of their records and their period of reconstruction.

Mr. SAYRE (United States of America): Am I correct in feeling that the crux of the problem of education is the work of the primary schools among the indigenous people?

Mr. HALLIGAN: Yes.

Mr. SAYRE (United States of America): To secure the establishment of sufficient primary schools, as this Council has said again and again, raises the problem of teachers and, presumably, indigenous teachers. That, in turn, raises the problem of teacher training. I was wondering what the plans are, if you have them available, of the Australian Government with regard to the organization and setting up of teacher training schools, having in mind the indigenous population and indigenous teachers.

Mr. HALLIGAN: That is one of the major difficulties in giving full effect to the plans, or even inaugurating them, and this applies not only to indigenous teachers but to European teachers. With regard to European teachers, fully qualified teachers have not been found to be available in the numbers required, and we have begun a system of training these teachers, and especially sending them to teachers colleges in Australia as cadets so that eventually -- it will take two years to train them -- we will have the full number of teachers that we consider necessary. Similar action has been taken with regard to indigenous teachers. That is recognized as the most important part and the first step in our plans to secure the teachers, and a school has been opened at which, at the present time, the number of trainees receiving training as teachers is sixty-eight.

Mr. SAYRE (United States of America): I notice that on page 28 of the printed Report there is a paragraph which relates in a very general way to this most important problem. It is the fourth paragraph, and it states:

"To meet future requirements, a Cadet Education Officer or training plan is proposed which will provide for the recruitment at Matriculation standard, of suitable young Australian men and women, and their training at the expense of the Administration after serving a period of probation in the Territory".

I was wondering when it is proposed to establish this cadet education officer training school or training plan, and, further, what is the relationship between that and the teacher training centre which is spoken of on page 12 of document T/138.

Mr. HALLIGAN: The paragraph to which the representative of the United States has referred relates to the European cadet education, and the plan has been put into operation. Sometime ago applications were invited from persons with the required qualification of matriculation standard and who were otherwise suitable, to undertake this training. The full number of suitable candidates required has not been obtained, but we are still continuing our efforts to secure the number we will require. These candidates will go through a course of training, lasting about two years, in an Australian teachers training college. That is quite apart from the course of training referred to on page 12 of document T/138.

Mr. SAYRE (United States of America): The whole paragraph at the top of page 12 of document T/138 deals with the subject of training. The second sentence states that there is a dearth of trained native teachers, and the fourth sentence states:

"A Teacher Training Centre is now in operation, which will provide a steadily increasing supply of competent Native teachers."

If I correctly understand Mr. Halligan he has said that the cadet education officer training school is for Europeans, whereas those which we have just mentioned are for indigenous members of the population.

Mr. HALLIGAN: That is correct, and that training centre is situated in Papua, the centre of the Central Training School, not far from Port Moresby. That is separate from the training I have mentioned in teachers colleges in Australia for Europeans.

Mr. SAYRE (United States of America): In the same paragraph on page 12 of document T/138, the next sentence states "Enrolment at Native schools is generally between 100 and 200." In view of the major proportions and

the magnitude of this problem of education, is that number of between 100 and 200 considered sufficient by your Government in the making of its future plans? That is, we have been talking about a programme for developing education, and I am thinking now particularly of indigenous people. That is going to run into a very large proportions, manifestly, and this figure set forth here of 100 and 200 is the present enrolment. What relationship does that number have in the future plans, in that is a fair question?

Mr. HALLIGAN: I think a little qualification of that can be given. Those figures refer to the enrolment at any school. It means that the number in the enrolment at native schools is generally 100 to 200 at any particular school, and it is not the over-all figure. The reply is given to an inquiry as to the proportions of teachers to pupils.

Mr. SAYRE (United States of America): I misread the paragraph. May I put the question which I first put, if it be a fair one. Mr. Halligan a few moments ago said that his Government had plans for the setting up of teacher training schools so as to train / ^{the} number of teachers which his Government considers necessary. Could Mr. Halligan give an idea of what that number may be in the plans being formulated? I realize the difficulty of the question, maybe it is too difficult.

Mr. HALLIGAN: Do I understand correctly that the representative of the United States wishes to know the number of trained teachers which ultimately we expect to have?

Mr. SAYRE (United States of America): The number of trained teachers per year output in the plan envisaged.

Mr. HALLIGAN: We have not yet reached a position where we can state that number, because the plans are such that we can see the task is very big if we are to cover education for the whole of the territory. We will

not halt in the output of teachers until such time as we are able to put schools wherever they are required. The figure of teachers in training is about 100 at the present time. That is a start, and that is as much as we can obtain now.

Mr. SAYRE (United States of America): That is a start, and I hope Mr. Halligan is in agreement with the viewpoint which I think all the members of the Council would feel, that this is not enough for future development.

Mr. HALLIGAN: The number of teachers available and the number that can be trained will determine the pace at which we can bring in education. The pace we desire is the greatest possible pace, and we realize today that we have to obtain the teachers. Obtaining the teachers will determine the pace. Our ultimate aim is an overall coverage for the Territory, and we come back to the answer in the first part of the Report which was read out by the representative of the United States saying that the Government considers that education is the major item.

Mr. SAYRE (United States of America): I am delighted to have Mr. Halligan say that because I think that the more we study these problems of the road towards self-government the more impressive becomes the thought to which he has just referred and which I read out at the very beginning stressing the importance of education in this whole problem.

Mr. HALLIGAN: The Australian Government fully realizes that it is of the utmost importance.

Mr. SAYRE (United States of America): And I hope very much that that Government will see fit to increase the numbers far beyond the one hundred to two hundred a year output.

Mr. HALLIGAN: As I have said the only limit will be when the demand is satisfied -- that is to say when education is brought, as far as is humanly possible, to all the inhabitants of the Territory.

Mr. SAYRE (United States of America): Mr. Halligan spoke about sending some of the indigenous inhabitants to Australia to secure advanced technical training. I am not sure whether he gave the approximate numbers.

Mr. HALLIGAN: No, I did not.

Mr. SAYRE (United States of America): I was wondering about how many.

Mr. HALLIGAN: Up to the present time the six I have mentioned have been sent to Suva. There are no others in Australia at present receiving training. That provision, of course, will be operative when the natives have been educated in the Territory to standards up to which they can be taken by the education department of the territory.

Mr. SAYRE (United States of America): Exactly. Manifestly we cannot begin secondary or advanced training in the case where there is a lack of primary education, but I take it that in the plans for educational advancement of which Mr. Halligan spoke there will be provision made, as it becomes necessary, for the advanced schooling of the indigenous population by sending them either to Australia or to institutions in New Guinea. Perhaps this will involve setting up advanced schools in New Guinea. Is that under contemplation also?

Mr. HALLIGAN: Yes, the plans under contemplation are for the setting up in New Guinea of educational establishments right through the full range of education, beginning with the sub-primary village school, the primary village higher grade school, and going on from there to the higher primary school -- that is the area school in each district -- and then to a secondary school, central training schools and technical schools. If the stage reached with the facilities and the standard of education that can be provided at those schools is not sufficiently high to take a native to the full capacity of education it would then be arranged for him to be sent to Australia or elsewhere. That is, of course, the case at the present time with the European children. The standard of education there is up to the primary level, and they come to Australia for secondary education.

Mr. SAYRE (United States of America): One last very minor question. On page 9 of the printed Report, "in the middle of the paragraph under the heading "Administrative Divisions", it is stated that the district officers are responsible to the director of district services and native affairs for all the functions of administration in their districts. Does that include responsibility for education? I am wondering as to the administrative set-up so far as education is concerned.

Mr. HALLIGAN: I explained in dealing with some other phase of the Report that the district officer is the Government representative in the area. He is the man who co-ordinates all government activities, and in the area he has officers of other technical departments -- health, agriculture and education. In their technical activities the education officers are, of course, directly responsible to the director of education who is the head of their department, but he has an overall district officer to see that all government activities in the district are functioning properly.

Mr. SAYRE (United States of America): Which would include educational responsibility, presumably?

Mr. HALLIGAN: He will see that education is going along as it should, although, of course, he is not technically qualified to take part in it.

Mr. SAYRE (United States of America): But it is part of his responsibility to see that the educational machine is functioning properly?

Mr. HALLIGAN: Yes, that is so.

Mr. CARPIO (Philippines): This question of education as it appears in the Report covers about one and a half pages, and the questions propounded by the representative of the United States have practically exhausted all the ideas and thoughts I had in mind. I note, however, that this portion on education is more a plan envisaged for the future. It does not seem to deal much with the present or with the past. In my study of history some fifteen or twenty years ago I found that it was necessary to delve into the past in order to understand the present and, perhaps, in order to be guided in expectations of the future, and I hope that it will not be unfair if I ask questions dealing not with the future but with the present and the past. It will be towards this end that I expect to direct my questions.

I note from page 9 of the Report that there are approximately one million inhabitants in the trust territory of New Guinea. Is that figure approximately correct?

Mr. HALLIGAN: It is. A certain number have been counted or placed on census, and it is estimated that a further number -- probably bringing the total to one million -- have yet to be so counted and placed on census, so that the figure actually in contact with the administration is the other figure quoted -- 684,000.

Mr. CARPIO (Philippines): Under New Guinea standards what would you consider to be the school age of children -- anywhere from what age to what age?

Mr. HALLIGAN: From the age of six or seven.

Mr. CARPIO (Philippines): Up to what age?

Mr. HALLIGAN: Up to sixteen.

Mr. CARPIO (Philippines): What does Mr. Halligan think is the proportion of children of school age -- taking the ages he has mentioned -- to the entire population of 1,000,000? Would he say that it was one-fourth? When we were studying Tanganyika the Secretariat worked out the figure at twenty-five percent, although the special representative of the administering power thought that that was a little too high and we finally put it at twenty percent. Would that apply in New Guinea?

Mr. HALLIGAN: There are no figures available to me to give an accurate answer, but I might endeavour to give an estimate. In the table of population in 1940 which was distributed earlier during the meeting it is shown that a total of 668,000 people had been included in the census, of whom 258,000 were children.

Mr. CARPIO (Philippines): You would consider, then, that that is the number of children of school age?

Mr. HALLIGAN: No, that is children of all ages.

Mr. CARPIO (Philippines): Would you say that about 200,000, children, about one fifth or twenty per cent of the population, would be the figure?

Mr. HALLIGAN: Making a further calculation of the number of those between six and sixteen, I should say somewhat less than 200,000.

Mr. CARPIO (Philippines): Would you say 150,000?

Mr. HALLIGAN: Yes; it is only a rough calculation.

Mr. CARPIO (Philippines): Will you kindly tell us what is the number of children of school age who are enrolled in all the schools in New Guinea?

Mr. HALLIGAN: You are dealing with the past, so I will answer that by referring first to the last available figures from the mission schools, in which 68,000 pupils were enrolled.

Mr. CARPIO: At what date was that?

Mr. HALLIGAN: That was in 1940. The last complete year was 1941, and the figure would be about the same for that year.

Mr. CARPIO (Philippines): In other words, in 1941 there were less than about half of the children of school age actually at school?

Mr. HALLIGAN: On the basis of this calculation, that would be about so.

Mr. CARPIO (Philippines): How many of these 150,000 children of school age are at present in schools, private or public?

Mr. HALLIGAN: The only schools in the territory are the administration schools and the schools conducted by the missions. I mention that because of your use of the words "private schools". There are no private schools

other than mission schools, and information as to the number of pupils in the mission schools has not yet been supplied by the missions. Of course, the mission schools were disrupted and we have not yet got the information to show whether the same number, or more or less, are now attending mission schools. The number of children attending the administration native schools is 2,000.

Mr. CARPIO (Philippines): Does that appear in the Report?

Mr. HALLIGAN: No, I am now giving you a later figure than that which appears on page 45 of the printed Report. The Report contains a table showing the number of pupils attending Government schools which was compiled at a date prior to 30 June 1947 and which shows that the number at that date was 1,200. Later information shows that there are now 2,000 pupils.

Mr. CARPIO (Philippines): That is the total number of children of school age attending public schools in New Guinea?

Mr. HALLIGAN: That is right, about 2,000.

Mr. CARPIO (Philippines): 2,000 out of 150,000 children of school age?

Mr. HALLIGAN: Plus the number attending the mission schools, which for the purpose of our present calculation we are taking as 68,000; the only figure I can give.

Mr. CARPIO (Philippines): I appreciate the statement of policy by the administering power, which lays emphasis upon education as one of the most important functions of the administration. Has that policy been followed up or implemented by the administration in the past year? Has particular emphasis been laid upon education as one of the major functions of trusteeship administration?

Mr. RYCKMANS (Belgium) (Interpretation from French): On a point of order, Mr. President, do you not think that in view of the mass of work which remains for the Council to do it is important to ask about a period over which the Trusteeship Council had no control? We must examine

what has been undertaken in the territory since December 1946; what took place before that date is of no concern to the Trusteeship Council. Do you not think that you could request speakers to mention only the period which is under the control and examination of the Trusteeship Council?

The PRESIDENT: I think the representative of the Philippines began by explaining that he had to delve into the past in order to have a complete picture of the situation in regard to education. I believe that in the course of questioning by the representative of the United States it was found that the mission schools were not listed in the Report, so in a way a few questions in that direction would complete the picture and enable the Council better to understand the situation. I would however ask the representative of the Philippines to shorten his questions about what happened before the war, before the Trusteeship Council assumed jurisdiction over this territory, and to treat such questions only as a preliminary to his questions concerning the present Report.

Mr. CARPIO (Philippines): I am rather taken aback by the point of order raised by the representative of Belgium. If he understood my question, and if I expressed myself as I intended, I think it should be clear that my question referred to the past year, which is more than sufficiently covered by this Report. It is about two years since the Trusteeship Agreement was approved and it is precisely this Report which is the basis of my question. My question was, are these important policies with regard to education being properly implemented? I will limit my question to that to meet any possible objection on anyone's part.

Mr. HALLIGAN: The question, I think, was whether I could give some information as to the progress made with the plans during the year..

I think this point will illustrate that progress has been made: In 1941 there were, as I mentioned earlier, six schools in the territory conducted by the administration, and attending those schools were 491 pupils. Now, I have already furnished information to show that, at the present time, there are thirty schools in the territory, attended by 2,000 pupils. I think that illustrates the point that a considerable amount of progress has been made in the period.

Mr. CARPIO (Philippines): Could Mr. Halligan give us an idea as to what amount was set aside for education in 1941, and what amount was set aside during the past year?

The PRESIDENT: I take it that that question is asked in order to make a comparison with regard to what is spent now.

Mr. CARPIO (Philippines): Yes.

Mr. HALLIGAN: I can give that information.

In 1941, the figure set aside for the Department of Education was 11,000 pounds; and for 1947-48, the figure was 125,000 pounds.

The PRESIDENT: It increased tenfold?

Mr. HALLIGAN: That is so; a little more than ten times as much.

Mr. CARPIO (Philippines): I take it that that appropriation of 125,000 pounds appears in the Report, does it not?

Mr. HALLIGAN: It appears under a total figure in the Report. On page 24 there is a table of expenditures under departments. The Department of Education appears on the fifth line from the bottom of the table, and the ^{total} figure listed there for 1946-47 is 36,000 pounds. I gave the figure for 1947-48.

Mr. CARPIO (Philippines): However, according to this Report, the amount set aside for education in 1946-47 was only 36,695 pounds.

Mr. HALLIGAN: Yes; that is for the territory of Papua and the territory of New Guinea.

Mr. CARPIO (Philippines): To avoid any further confusion, I shall confine myself to the 1946-47 school year.

The PRESIDENT: I should like a clarification. Mr. Halligan gave the figure of 125,000 pounds for 1947.

Mr. HALLIGAN: That is for the year 1947-48.

The PRESIDENT: That is for Papua and New Guinea?

Mr. HALLIGAN: No; that is for New Guinea only. The total figure for the two territories for that year is 190,000 pounds, but I have taken out the proportion of that total which is applicable to New Guinea. In considering the year 1946-47 alone, it has to be realized that the territory of New Guinea came under civil administration only four days before the commencement of that year.

Mr. FORSYTH (Australia): I should like, with the President's permission, just to clarify this point of information and to ask Mr. Halligan whether the figure which he quoted for 1947-48 is a figure from the estimates of expenditure for that year.

Mr. HALLIGAN: It is a figure from the financial returns for that year, which will be shown in the annual Report for 1947-48, when it is published.

Mr. FORSYTH (Australia): So that that is the official figure for expenditure on education in the trust territory of New Guinea for the year 1947-48. It is the amount of money which has been allotted and which has been spent. My point is that that is a figure which can come officially for the information of the Council in the way of supplementary information from the Special Representative.

Mr. CARPIO (Philippines): Were these large-scale objectives for education already envisaged in the Government plans in 1946-47?

Mr. HALLIGAN: Yes, they were in the plans. Early in the resumption of civil administration, a Director of Education was selected and appointed -- Mr. Groves -- who is a well-qualified educator and also qualified in anthropology. He had previously been in New Guinea and had also had experience in the Solomon Islands and in Naru. He was selected for the post of Director of Education and requested to review the position and submit recommendations to the Government, on which a plan of education could be established. As a result of Mr. Groves' report, these plans have been established and approved, and Mr. Groves is in the territory now developing them.

Mr. CARPIO (Philippines): I note, from page 24 of the printed Report, that, for the year 1946-47, there was a total amount in the budget of 2,482,679 pounds, of which only 36,695 pounds were set aside or allocated for education -- which would mean no more than approximately 1.4 percent of the entire budget. Does Mr. Halligan think that this small allocation of 1.4 percent of the entire budget to education is commensurate with the large-scale programme of education that was envisaged by the administering authority?

Mr. HALLIGAN: The figure of 2,482,679 pounds to which Mr. Carpio referred is the total of receipts. The total figure of expenditures is further down on that page. It is almost a similar figure: 2,300,000 pounds.

In reply to Mr. Carpio's enquiry as to whether that expenditure of 36,000 pounds out of a total budget of 2,000,000 pounds is enough, it must be realized, as I mentioned before, that, at the commencement of the year, the territory had been taken over just four days previously; that, during that time, a Director of Education had to be selected, the Director had to

take up his post, review the position, produce his plans, which had to be approved by the Government, and those plans, of course, required the appointment of staff and the obtaining of staff. It could not be expected that, during the year, the whole of the plans could be put into operation immediately. The operation of the plans is, of course, reflected in the amount of money that is spent, and that is reflected in a very considerable increase for the following year, when we were able to get staff or were slowly getting them -- we have not enough yet. That is where the effect of the plans is being seen.

Mr. FORSYTH (Australia): If I may, I should like to add a further remark on this question of the education budget. Mr. Carpio has quite correctly pointed out that 36,000 pounds for 1946-1947 is a relatively small amount as compared with the total revenue of the Territory which amounts to two and a half million pounds. It is quite a small percentage. What has not been brought out, however, is the fact that of that two and a half million pounds, two million pounds is not revenue derived from the Territory. It is a straight out grant of money from the Australian Government. So, if you want to compare the expenditure on education with the revenue of the Territory, you might compare it with the revenue derived from the Territory which is less than half a million pounds. If one does that, one finds that the percentage is roughly about eight percent for 1946-1947.

Mr. CARPIO (Philippines): It is a little over seven percent.

Mr. FORSYTH (Australia): Then if the higher percentage for the following year, which was mentioned by Mr. Halligan, is taken into account, or used as a basis for calculation, and if one assumes that the revenue in the Territory is somewhat higher, an even higher percentage would be obtained.

However, my main point in intervening was to point out that the figure for the total revenue of the Territory is deceptive unless it is remembered that only about a fifth, or less than a sixth, of the amount of money available for expenditure in the Territory is revenue derived from the Territory. The rest is a grant from the Commonwealth Government of Australia.

The PRESIDENT: Also for the purpose of clarifying the record, may I ask if I understood Mr. Halligan to say that the thirty-six thousand pounds appropriated for education was for the combined Territories.

Mr. HALLIGAN: Yes.

The PRESIDENT: So this figure that has been quoted is for the combined Territories of Papua and New Guinea.

Mr. CARPIO (Philippines): If that is the case, I consider that a much smaller amount has, therefore, been appropriated for education in New Guinea. It would come only to about one-half, or a little more than one-half, of the thirty-six thousand pounds.

Mr. HALLIGAN: The general proportion of expenditure, so far as we have calculated it, is one-third in Papua and two-thirds in New Guinea.

Mr. CARPIO (Philippines): That would mean only 24,000 pounds for New Guinea.

Mr. HALLIGAN: That is so.

Mr. CARPIO (Philippines): That would bring the percentage to even less than one-percent of the entire budget.

Mr. HALLIGAN: Another fact to be taken into account is that in the early part of the year there will be very little expenditure. The rate of expenditure will only increase as the Director of Education gets into his job and as we get other staff to assist him. So I am afraid that any straight-out percentage calculation leads to a rather misleading conclusion.

Mr. CARPIO (Philippines): In our earlier study of this Report, mention was made of the self-sufficiency of New Guinea in the maintenance

of the Government before the war. Having before us the total revenues of the Territory in the amount of 464,000 pounds for the year 1946-1947, I wonder how this amount compares with the total revenues before the war when the Territory was self-sufficient.

Mr. HALLIGAN: The total revenue in New Guinea was usually around 500,000 pounds. The figure for the year 1939-1940 is 496,000 pounds.

The revenue of Papua was usually in the neighbourhood of 120,000 pounds. In that case, of course, it was supplemented by a thirty-five thousand pound grant from the Commonwealth Government. But there are the figures: 496,000 plus 120,000 for the revenue of the two Territories previous to the war. That is approximately 600,000 pounds.

Mr. CARPIO (Philippines): I appreciate the information that for the year 1947-1948 the sum of 125,000 pounds is set aside for educational purposes. That will bring the allocation for education to something like four percent of the entire budget if the entire budget should remain as it was for 1946-1947. But I still think that four percent for education is a bit too small if we consider the fact that political advancement is measured by advancement in education. Education to me is the key-word to the prosperity or advancement of any territory, white or coloured, because political advancement brings the realization of rights. Then, comes ambition and with ambition, naturally, efforts.

Efforts are ordinarily followed by accomplishments. So, to me, education is the key to the progress of any given territory. I only hope that the administering authority will go even further than four percent in the allocation of the amount for educational purposes because, as I note from page 24 of the Report, education occupies only ninth place in the whole

set up of the budget. First place is given to "Miscellaneous Services", which includes, among other things, the purchase of equipment from the Disposals Commission. I do not know much of what that is all about. But it seems to me that education, if given the proper importance it deserves in the progress or prosperity of any territory, certainly deserves more than some of these items that have a higher allocation.

Mr. RIED (New Zealand): A point of order. I am very sorry to interrupt the representative of the Philippines. But I was very worried on hearing the President's announcement that we would work on tonight until we finish this Report. I feel that I ought to call the attention of the representative of the Philippines and the President to the President's ruling that this period would be a question period and that our comments would come at a later stage. I do not want to stay here any longer than necessary, and I am sure the representative of the Philippines, when he recalls the President's threat, will agree with me.

Mr. CARPIO (Philippines): I appreciate the reminder, but I take it that any fear of having to work one or two hours longer tonight would not in any way lead us to deviate from the path of duty. We are here to consider the Report on the administration of New Guinea. If we have to stay here longer in order to do justice to our work, I believe there should be no worry on that account.

Mr. FORSYTH (Australia): I should like to make a remark for the record, because I have found by experience that the record is extremely important. Mr. Carpio said that he hoped that there would be an increase in the proportion or percentage of the budget devoted to education. The

purport of Mr. Halligan's remarks was just that, that as the facilities for expanding education increase, as there are more teachers and so on, so the expenditure will rise. The figure that Mr. Halligan has given, 125,000 pounds for 1947-1948, if the revenue of the Territory is about two and a half million pounds, will represent not four percent, as Mr. worked out for the previous year, but five percent.

That would be an increase of 1 percent in one year, and probably up to the capacity of the educational staff to utilize the expenditures made available, the money made available.

I made that intervention for the reason that I have found that snap judgments by representatives around this table are written into the record and then appear in the drafts for conclusions of the Council. I do not think that inexact statements should be permitted to go uncorrected.

The PRESIDENT: It is sometimes very difficult to distinguish comments from a question because some questions require some explanation to show the intent and purport of the question. That is why it is sometimes very difficult for the President to rule that it is an observation and should be reserved until the later stage, but I am sure the representatives will bear in mind that they will have another opportunity of making general observations later on.

I hope, in the meantime, that Mr. Carpio has recovered his trend of thought.

Mr. CARPIO (Philippines): I think I can proceed. I notice on page 27 of the printed Report --

Mr. GARREAU (France) (Interpretation from French): Point of order. In connection with the proportions of the budget items, rather the place occupied by education in that budget, I must say that the figures represented to us do not allow me to judge whether the efforts contributed to education is sufficient. It would be very interesting to have comparative figures, and I should like to ask to fix our ideas - and I think the ideas of several of the representatives here - as to whether each of us could not supply the proportion allotted to education in his country in the budget. I shall ask the pertinent service of my Government to inform me as to the proportion of the allotment for education in proportion to

the entire budget. That will allow us to have a more precise idea of what is considered normal for educational allotment under present circumstances.

Generally, I have heard that a figure of 20 or 25 percent prevails. I think that this is a bit exaggerated. Certain countries which were devastated by the war have very heavy budgetary obligations. Such budgets are based on the fact that there is considerable ruin in the country, and reconstruction is necessary. In France, for instance, we had very severe damages caused by the war, and we have to devote considerable allotments to the reconstruction of our country. But we have not cut down on education, at any rate, in the years which followed the war. We have followed an ambitious programme of development of schools and particularly of the expanding of schools and the modernization of schools, but we had to cut down on our plans in this respect and put off such plans until 1950. We had to suspend a large part of our programme. I think that this must have taken place in many countries which suffered as a result of the war.

To return to the initial question under discussion, if the administering authority in New Guinea allotted 100 percent of its budget - even if this was done - I do not know if it would be sufficient. I do not know whether 4 percent is sufficient or not. I do not know whether it corresponds to an adequate figure. Therefore, I think it would be very useful to have some comparisons which, perhaps, the Secretariat could give us because we cannot discuss figures and juggle them in the abstract. We ^{must} have something precise to base our discussions on, and I must submit that I am ignorant on the question. Perhaps some of the representatives here are more competent, but I hesitate to form a judgment on this question. A figure has been given. In my opinion, it is not very precise. I think that all of us - at least some of us - would, first of all, have to have some figures, some comparative figures.

The PRESIDENT: That is an observation. I do not believe it called for a point of order.

Mr. CARPIO (Philippines): I am glad that the representative of France spoke again. It seems that whenever any question of importance is deliberated here - and especially when points of this kind are discussed that might be misconstrued - there is immediately an attempt at defence on the part of certain members. The other day I designated it as a mutual defence and assistance club.

However, I will accept the challenge of the representative of France to quote the figures of our respective countries. I previously stated in the past - perhaps twice - that although the United States came to the Philippines to govern us as a territory, without any obligation on their part to an international body like the United Nations, the United States assumed the trust as a trust, not as a colony. For that reason it set aside, from the very start, an amount of no less than 33 percent of the entire budget for educational purposes.

Today, notwithstanding the fact that the Philippine Islands have been ravaged by war - perhaps to a greater extent than a great many of those who claim to have been ravaged by war - and that Manila today is nothing more than a heap of rubble which will take no less than ten or fifteen years, perhaps, ^{to} rebuild, today we are appropriating no less than that same amount of 33 percent. And I believe that the results have more than justified the sacrifice or expenditure because today the Philippine people, for the past two years, have been sitting here among the group of free states as an independent nation. From one end of the country to the other, boys of school age, and men as old as I am, speak the English language, perhaps one of the most important contributions of the United States in the development of the Philippines. It is that background that I always envisage whenever I try to consider the admission of a trust territory because

I feel that what has been done to the Philippines - and we do not claim any particular intelligence higher than any other race - can be done to New Guinea and to Africa. By admission of the special representatives of these territories, the African was just as susceptible to mental improvement as the white race, and ^{the same thing} / was admitted by the special representative of the administering authority of New Guinea the other day. Thus, I feel that with this standard of colonial administration brought forth by the United States without any imposition by an international body whatsoever, we hope at least, with the aid of the Trusteeship Council, to approximate as much as possible that standard of colonial administration which was assumed voluntarily as a trust and not as a colony simply to exploit.

Mr. KHALIDY (Iraq): I have no intention of detaining the members of the Council more than necessary, nor have I the intention of enlarging upon the subject, but it seems to me that some clarification is necessary on the point which was raised just now by Mr. Garreau of comparisons. On 1 July Mr. Garreau himself raised the same point of comparisons. I did not want to answer at that time, partly because Mr. Nervo answered the point in a manner which tallied completely with my convictions, and partly because I thought that was rather a fleeting remark which did not need to be qualified by the Council as a whole, or to be consented to by the Council as a whole. A few days later, Mr. Carpio followed up the point and twice mentioned comparisons on more than one point. Now I see that the matter has cropped up again, and I believe that we cannot pass it any more, or we shall misjudge our position totally if we believe that what is at question here is the country and the Government of the questioner.

There is, at the end of the Council table, a representative of the administering authority. He is not a criminal at the Bar, but we must not misjudge the situation here either. He is here to answer questions, and we are here to ask questions. We are under no obligations under the Charter, nor, indeed, under our rules of procedure, to maintain any comparisons between the country of the questioner and the trust territory. In fact, such a position would be completely misleading and dangerous. Under the Charter, we are under an obligation to discharge responsibilities; namely, to supervise the administration of a trust territory. That has absolutely no relation with how the budget of country A or country B is being directed, if it is not a trust territory. I see no relation in that, but I see a great danger; namely, that the political element will crop up in our work.

I do not want to cast any shadows at all on the remarks of my friend, Mr. Garreau, and I express my opinion in the best sincerity and good faith. But I want to make a contradictory remark. This is not only contrary to the Charter, because we are under no obligations to maintain comparisons between

a trust territory on the one hand and an independent country on the other, but it would be totally wrong, because the two countries are in entirely different categories and are governed by entirely different systems. It would also be entirely dangerous, as I repeat, because I think it bears repetition. It would be dangerous because it would bring in a political element into the discussion which we ought to avoid by all means.

That is my conviction, and I do not know whether the Trusteeship Council would like to take it up as an issue. I hope not, because it should not be taken up as an issue. In conclusion, I would remind my friend, Mr. Garreau, that in the last General Assembly the question cropped up, and those who sat in the Fourth Committee, as I did, realized how much discussion, not to say ill feeling, was generated by the debate on that question. I hope we shall not repeat it, neither here nor in the General Assembly.

The PRESIDENT: Mr. Khalidy raised this question as a point of order, so I believe the members would like some elucidation from the Chair. In my opinion, as a rule it would not be necessary or relevant to make comparisons of a situation obtaining in a trust territory with another country, but this is a matter of relevancy and not of Charter provisions. It would be relevant if the representative asking the question wanted to show that a certain situation ^{exists} in another country, and in this case he refers to his own country, in order to bring out the purport of his question. Then, I think it is irrelevant. The representative of the Philippines has not made comparisons with another country or with any of the countries whose representatives sit around this table for the purpose of making a comparison or deprecating against one country or another. The representative of the Philippines was simply referring to the situation obtaining in his own country, with which he is familiar, and he cited that comparison to indicate what was behind his train of thought. I think that is relevant, and unless we want to read a political purpose into it, I think the Chair cannot rule that out of order.

Mr. CARREAU (France) (Interpretation from French): I should like to reply, because I ought to reply to Mr. Khalidy. I will reply very briefly. I want to say, first of all, that I did not want to criticize, and especially to make a criticism directed against my colleague from the Philippines. His questions are exceedingly interesting, but it was in the interests of the discussion that I made my observation. The reply which was given by Mr. Khalidy was very suggestive and interesting. These points of comparison are exceedingly useful.

To reply to the point of order raised by my friend, Mr. Khalidy, I very well understand that this question is a question of substance. It is a question of substance that, in fact, was very much discussed in the Fourth Committee and in the Ad Hoc Committee during the last General Assembly. A proposal was moved by the representative of Denmark, and Mr. Nervo spoke of that motion the other day. No complete decision was taken about this question, but it is certain that if the Trusteeship Council wishes to judge objectively the conditions in one of the territories which are our concern, it is, after all, indispensable to be able to make comparisons which allow one to judge exactly what has been accomplished and what has not been accomplished. Otherwise, our remarks would fall into the domain of the abstract.

I did not wish to say that each of the speakers should give comparisons with what takes place in his own country, but there are problems which resemble each other, and which are, in fact, the same all over the world. I think in a spirit of objectivity it should be possible for all the members of the Council to make these comparisons ~~after~~ they present questions. Of course, we can present questions to the representative of an administering authority. When we enter into that stage of making comments and remarks, when all the questions have been asked and all the answers received, that, in my opinion, is the moment for the Council to draw their conclusions. At that time, we can

make comparisons. We shall have to make those indispensable comparisons, otherwise I cannot see how we can reach our conclusions or make our recommendations in a justified manner.

I made my remarks in a general sense, and bearing the interests of the Trusteeship Council in mind, and not the interests of the administering powers. I made it in the interests of the effective, objective and fruitful work of the Council.

Mr. CARPIO (Philippines): I note from page 24 of the printed Report that while education was allotted only 36,695 pounds, taking ninth place in the budget, postal services were allotted 46,687 pounds, placing them in the eighth position. I really do not understand what this "postal services" actually means, or how important it is ^{to} the inhabitants of the territory who, we have heard, are practically all illiterates. Does the administering authority consider that for the development and improvement of New Guinea postal services -- whatever that means -- are more important than education to the point that they should be allotted a higher sum in the budget, particularly in view of the fact that most of the people there are illiterates who do not, perhaps, know how to read or write?

Mr. HALLIGAN: The item for postal services would cover the expenditure incurred in the ordinary postal services, the wireless telephone -- of which there is a network throughout the territory which was established during the military occupation and has been continued and maintained by the civil administration so far as it is of use and value to the administration -- and the other items of expenditure on postal services ^{which} are also covered, including such telephones as exist there. The value of postal services -- when I have given that explanation of what they cover -- will be self-apparent. The need for such a vast territory to have rapid communications between the headquarters of the administration and the officers scattered throughout the districts does not require any words of mine to show how important and necessary it is for effective administration to be carried on.

Mr. CARPIO (Philippines): I read on page 27 of the Report of the "unavailability of qualified personnel" -- that is, teaching staff. I wonder is it because they are unavailable or because there is not sufficient appropriation to give them a salary commensurate with the position?

Mr. HALLIGAN: In reply to that question I think it would be as well if I explained that all the staff is obtained in Australia, where the six States of the Commonwealth conduct education. It is not the Federal Government which looks after education. All those education services in Australia are finding difficulty in obtaining experienced teachers, and the source of supply of such teachers in the past had been to secure them on loan from those services. Since they themselves are not sufficiently staffed they are unable to provide qualified teachers for the territory service, and that is the reason we have to proceed with our own plan of training, securing persons who are qualified and who have an educational standard enabling them to take further teaching and to go through the course of the teacher training colleges which I have mentioned.

The salaries have been assigned having regard to ^{all} the factors which must be taken into account in assigning salaries, and I do not think that the rate of the salary is a major item in the inability so far to secure all the teachers we need. We are obtaining them, but we are obtaining them slowly.

Mr. CARPIO (Philippines): Could Mr. Halligan give the Council an idea of how much is paid by way of salary to a primary school teacher in New Guinea, first if he is a European and, second, if he is an indigenous inhabitant?

Mr. HALLIGAN: I have not the figures, but from memory these are the rates for Europeans. The director receives 1,200 pounds a year, and the rates for a teacher would be in the vicinity of 500 to 600 pounds for the lowest grade European teacher.

Mr. CARPIO (Philippines): How much for a native teacher of the same grade as the European teacher?

Mr. HALLIGAN: We cannot compare them in grades. They are graded in a different way. For the native teacher the highest salary is 12 pounds a month with maintenance.

Mr. CARPIO (Philippines): Do I understand from Mr. Halligan's reply that while the European teacher receives 500 to 600 pounds a year a native teacher, teaching the same grade and with the same qualifications, receives only 12 pounds a month or 144 pounds a year?

Mr. HALLIGAN: I did not at any time say that the two persons who are being discussed had the same qualifications. The comparison cannot be made on that basis because the qualifications may not^{be,} and probably are not, the same.

Mr. CARPIO (Philippines): I take it that there is a definite standard for a teacher who would teach primary grades, whether European or native?

Mr. HALLIGAN: No, not necessarily.

Mr. CARPIO (Philippines): Why is there a different standard?

Mr. HALLIGAN: That would be because of the organization of the teaching arrangements as set down by the director. The European quite likely would have to have qualifications and experience which would enable him to supervise as well as actually to teach, or to be training other teachers. At the present stage of the development of native teachers they would not have reached the point of having the experience or qualifications which would enable them to do so.

Mr. CARPIO (Philippines): I want to clarify the record. A native teacher teaching primary education receives 12 pounds a month -- or is it 12 pounds a year?

Mr. HALLIGAN: Twelve pounds a month, plus maintenance. That would be the highest rate paid.

Mr. CARPIO (Philippines): But a job of that kind would not be given to a European because the Europeans are reserved for supervision work and not teaching work?

Mr. HALLIGAN: No, I hope I did not give that impression. I should say that the European would require to hold qualifications and to have had the experience that would enable him to teach -- which he does in some cases -- and also to be able to supervise the teaching of a number of schools.

Mr. CARPIO (Philippines): Have you offered enough inducement to European or Australian teachers to persuade them to go to New Guinea?

Mr. HALLIGAN: Yes, that is my opinion; salary rates have been fixed in regard to the circumstances of the Territory and the qualifications required, and it is the general shortage of people so qualified which makes it so difficult for us to get them at present.

Mr. CARPIO (Philippines): Because of the dearth of European or Australian teachers to do the teaching and supervisory work in New Guinea, has the administration any plan whereby natives who show promise are taught and brought to a higher standard of education in Australia or overseas in order that they may go back to the Territory after five, ten or fifteen years and assume the higher positions of responsibility in the educational system? The United States administration did that in the Philippines; not only the lowland Filipinos but also those mountain peoples about whom we have heard so much in the papers as head-hunting tribes, the Negritos and the Morros, were given the opportunity of further education and came back after ten or fifteen years to assume positions of leadership, not only in education but in other spheres. Has the administration any such plan to facilitate the more rapid advancement of the native inhabitants?

Mr. HALLIGAN: Yes; in reply to the opening inquiries of the representative of the United States, I explained at considerable length the plan which has been established for education, starting with the village school and going on to the primary school and later on to higher education. I mentioned then the scheme for training native teachers to overcome the shortage of European teachers, and I said that if the need arose arrangements would be made whereby a native

could be sent to a place where higher education would be available if he could not get it in the Territory. An instance of that is that we have already sent to the medical school at Suva six natives of the Territory, who went to take a course there so as to qualify as native medical practitioners; there is no educational establishment of that standard in the Territory at the present time.

Mr. CARPIO (Philippines): I am glad you mentioned the six natives who were sent away to receive a medical education, but what about the teaching profession? Are there any students in Australia at the present time who, it is intended, will later go back to the Territory to teach in the schools?

Mr. HALLIGAN: Not at the present time.

Mr. CARPIO (Philippines): Do you plan to send such students in any number, or in increasing numbers in the near future?

Mr. HALLIGAN: I can only repeat what I have already explained, namely that the education plan provides for pupils to be taken as far as possible in the Territory -- and "as far as possible" means to the extent that facilities are required in the Territory -- and then, where training facilities are not available in the Territory, either facilities will be provided or they will be sent elsewhere for training.

Mr. CARPIO (Philippines): Now will you give us an idea of how pupils are taught in the primary grades from the time that they enter school? What language is used and what teachers teach in, say, the first grade?

Mr. HALLIGAN: In the village schools they are taught in the vernacular, that is in their local language. There again, it is useful to bear in mind, as I have already stated, that the dialects change so frequently in the Territory that it is often necessary for children

to learn another dialect before they can receive education at a particular school.

Mr. CARPIO (Philippines): In view of the existence of a diversity of dialects, has the administering authority any far-reaching plan to deal with the question either by the adoption of the most common language or by the use of English as a means of accelerating the education and perhaps even the political unity of the inhabitants?

Mr. HALLIGAN: In addition to the village primary schools, the plans provide for the higher schools to teach in English. I should make it clear perhaps that it is possible for people to be understood, as "pidgin English" plays a very big part in the Territory. It is indeed the lingua franca of the Territory by which people are able to converse. It is ultimately intended, however, to make the natives of the Territory bilingual, that is that they will be able to talk, and will be educated, in their own native dialect and in English.

Mr. CARPIO (Philippines): Up to what grade is teaching conducted in the vernacular?

Mr. HALLIGAN: In the sub-primary village school and in the next grade, the primary village school.

Mr. CARPIO (Philippines): That is, in the first four years of a child's education?

Mr. HALLIGAN: Yes, it would cover the first four.

Mr. CARPIO (Philippines): Are they taught the English language during that period?

Mr. HALLIGAN: No, not to any great extent. It is not a subject which is taught in the early stages, it is taken later on.

Mr. CARPIO (Philippines): At what stage are they taught the English language?

Mr. HALLIGAN: At a later stage in the primary school and in the higher schools.

Mr. CARPIO (Philippines): You are talking of high schools; are there any high schools in New Guinea?

Mr. HALLIGAN: The plan is to provide them, but they have not been established yet. In fact, I think that some of the area schools have now been provided with a higher school; there is an area school in each of the eight districts of the Territory to which pupils graduate from the village schools and higher education will be provided there.

Mr. CARPIO (Philippines): In the list of schools on pages 44 and 45 there is an item "elementary and primary". What is meant by that? What is the difference between elementary and primary?

Mr. HALLIGAN: "Elementary" means in the nature of a kindergarten school at which the younger children are taught in a general way. That is the first stage. Education proper begins with the primary and more serious education is provided in the higher schools.

Mr. CARPIO (Philippines): We have a higher conception of elementary education; when, in the Philippines, we say "elementary education" we mean not only the primary but even the next three grades thereafter, the completion of which enables the student to go to high school. Our conception of the kindergarten is just what you have said, but our elementary schools comprise not only the primary grades but even the next three or four years thereafter. I will ask the same question once more; according to this listing of elementary and primary and elementary and vernacular schools, the system of education supported by the Government does not go higher than the fourth grade. Is that correct? There is no mention of schools other than elementary and primary.

Mr. HALLIGAN: You will notice that it says central schools and technical schools, but generally that is so, up to the stage we have now reached. However, as I have already stated, the plans provide for higher education, and the training of teachers and the preparation of pupils for that higher education is under way.

Mr. CARPIO (Philippines): The trusteeship agreement was approved by the United Nations some time in December, as I remember it, of 1946. Since then, two years have passed, and I believe that many students must have finished the primary grades since then. What has the Government done in the way of giving further education to these students who have finished the primary grades; what plans have been made from December 1947 up to the present time?

Mr. HALLIGAN: I have no information as to the students that have completed primary education during that period. However, I would mention that for a period of three or four years their education was suspended -- that is, during the period of occupation of the territory -- so that a number had slipped back in their education quite a bit. I should say that the refreshing of even those who were close to completing their primary course in 1942 would require a considerable amount of tuition, in order to bring them back to the same standard and to enable them to be prepared to proceed further.

Mr. CARPIO (Philippines): Perhaps we did not understand one another quite correctly. Schools were opened in 1945, were they not?

Mr. HALLIGAN: No, not in 1945. Only a very small proportion of the territory of Papua and New Guinea --

Mr. CARPIO (Philippines): Did you open schools in 1946?

Mr. HALLIGAN: In the middle of 1946. On 26 June 1946, which is the middle of the year, the territory was transferred to civil administration, and it was then that the commencement was made.

Mr. CARPIO (Philippines): When those schools were opened in the middle of 1946, were there four grades -- that is, students who were completing their primary education in your schools?

Mr. HALLIGAN: Those schools were destroyed, and it took some time to re-organize and to put them in a position where teaching could be proceeded with.

Mr. CARPIO (Philippines): I grant that; but I thought Mr. Halligan stated just a while ago that schools were opened in the middle of 1946. I want to find out whether there were any grade 4's in those schools when they were opened in 1946.

Mr. HALLIGAN: My reference to 1946, the middle of 1946, was to the fact that civil administration was returned to the territory, and it would not have been practicable to have immediately re-opened those schools. A period of planning, reconstruction and restoration was necessary, and I have no information as to the exact date on which the first school was re-opened, but it would be considerably later than the middle of June. I also have no information available to show what number of pupils, even at this stage, have completed the primary grades, but that sort of information we shall be able to supply in future reports.

Mr. CARPIO (Philippines): Do I take it, then, that there are students who, by reasons of the schools having been re-opened, have already finished their primary schooling -- that is, from the time that civil administration was restored up to the present time?

Mr. HALLIGAN: I am unable to furnish any information on that point.

Mr. CARPIO (Philippines): Does Mr. Halligan know of any single student who has finished the fourth grade?

Mr. HALLIGAN: No; that information is not available to me.

Mr. CARPIO (Philippines): From the Report, which covers 1946-1947, I note that the figure given for those attending the Government schools is a total of about 1,500 -- or, according to Mr. Halligan, 2,000.

Mr. HALLIGAN: To what page is the representative referring?

Mr. CARPIO (Philippines): I am referring to pages 44 and 45 -- that is, the figures on European, Chinese and native schools which, according to Mr. Halligan, have an attendance of 2,000 students.

Mr. HALLIGAN: That is the later figure which I was able to supply.

Mr. CARPIO (Philippines): Of these 2,000 students, are there any who are in the fourth grade and who will, therefore, soon finish the fourth grade?

Mr. HALLIGAN: I have no information that would enable me to answer that question.

Mr. CARPIO (Philippines): Well, supposing that there were, let us say, one-fourth of these students who had finished the fourth grade, what provision has the Government made in order to give these 500 pupils the opportunity to get education higher than the primary grades?

Mr. HALLIGAN: In accordance with the plan, primary education will be provided, and if there are any students who reach the stage of being ready to go forward to the secondary part of education, they will certainly be provided with it; they will not be halted for want of facilities to enable them to proceed. That is part of the general plan. Such pupils as are ready to proceed further are being provided for.

Mr. CARPIO (Philippines): I do not want to take up too much time, and if there are any other members who would like to ask questions, I am perfectly willing to cede my privilege now.

Sir Alan BURNS (United Kingdom): Some of the questions I was going to ask have already been asked several times. I shall therefore confine myself to one question.

On page 22 of document T/138, there is a reference, in answer to question 26, to the intention of applying a compulsion clause for education. I wonder if the accredited representative could give the Council an idea of what the reaction of the people is likely to be -- I speak more of the upcountry people than of those in the towns -- to compulsory education.

Mr. HALLIGAN: Is Sir Alan referring to the indigenous population in that question?

Sir Alan BURNS (United Kingdom): Yes.

Mr. HALLIGAN: That compulsory provision has not been applied at any time, so it is very difficult to say what the reaction would be. But the general feeling in the territory now is that there is a great desire on the part of the natives for education. I should say that, until such time as we are able to provide the facilities to meet that desire, there would be no need for compulsory provisions, but if they went in, they would be very favourably received, because the natives quite voluntarily are anxious to receive education.

Mr. NORIEGA (Mexico) (Interpretation from Spanish): Naturally, the majority of the questions that have been asked this afternoon with regard to education have been directed to the performance of the administration in this matter. But, from the number of pupils who are benefited by education as given by the administration, we find that, in reality, it is much more important than the education given by the missionaries. According to the statement of the representative of the administering authority, there are about 68,000 pupils who receive the benefit of education through the missions. I believe that should be drawn to the attention of the Council, because, if we consider the figure of those who receive official education as compared with those who receive missionary education, we see that we must look into the question of how this education is administered by the missionaries and how it is administered by the administration. I should like to ask the representative of the administering authority whether these 2,000 missionaries are in the territory and whether they are all European.

Mr. HALLIGAN: I think there is some misunderstanding. As I understand it the question concerns the 2,000 pupils in administration schools, but that figure has also been used in regard to the number of missionaries in the schools. There are 2,000 pupils, not 2,000 missionaries. There are 68,000 pupils in missionary schools and 2,000 pupils in administration schools.

Mr. NORIEGA (Mexico)(Interpretation from Spanish): The interpretation must have been incorrect, because what I said was the following: There are 2,000 pupils in the official schools and 68,000 in the missionaries schools. Is that not right?

Mr. HALLIGAN: That is right.

Mr. NORIEGA (Mexico)(Interpretation from Spanish): How many educational schools are maintained by the missionaries?

Mr. HALLIGAN: There are fifty-five training centres, forty-four high, intermediate and technical schools, one hundred fifty-eight elementary schools and two thousand three hundred twenty-nine village schools. As I explained before, those figures are the last ones we have available. They were for the year 1940. Practically the same figures would be applicable to 1941. But we have not received statistics so far from the missionaries as to how many of those schools have been restored and are now functioning. However, those figures will give an indication of the number of mission schools that were in operation and taking care of the sixty eight thousand pupils that were mentioned.

Mr. NORIEGA (Mexico)(Interpretation from Spanish): Are the teachers in these schools all European, or are they partly European and partly indigenous?

Mr. HALLIGAN: They are partly European and partly indigenous.

Mr. NORIEGA (Mexico)(Interpretation from Spanish): Can the administration give directives to the centres regarding the teaching, or are these centres absolutely free as to the educational programmes they put into practice?

Mr. HALLIGAN: Formerly the missions conducted education without the supervision of the administration. That was one of the major difficulties in past years in devising a plan that would include the missions as well as the administration. The present plans are for the administration, through its Department of Education, to control and direct education in the Territory and for the missions to co-operate and conduct their educational activities along the lines determined by the Department of Education. The missionaries on their side, are to receive subsidies from the administration to assist them in their work.

Mr. NORIEGA (Mexico)(Interpretation from Spanish): As I have understood the explanations here, the children and adolescent natives are not taught in English. That must mean that there are texts in their languages. Are there printed texts in the native languages?

Mr. HALLIGAN: There are a few of them. There are some in the Blanche Bay area, which is around Rabaul which is the main quarter of the New Britain district. In the Morobe district, there are two native languages in which the missions have produced written books. There are some texts, therefore in the native dialect.

Mr. NORIEGA (Mexico)(Interpretation from Spanish): Has not the administration planned to change this system so as to teach not only the native language but also English? The field of knowledge that the native studies could cover only the two or three books that are translated into the native language. This makes a cultural field that is too narrow and

limited. Could they not be taught English in order to broaden their horizon? What are the reasons for not doing so?

Mr. HALLIGAN: As I explained, it is the first classes of the primary village schools that are taught in the vernacular. After that they are taught in English as well. It is the intention to teach the natives in such a way as to make them eventually bi-lingual, that is, able to talk in their own dialects and to use English as a second language. In the meantime the mean of instruction and education is pigeon English which is practically the lingua franca of the Territory.

The PRESIDENT: Do I understand that they have a written language? And, when you said that there are certain books prepared in that language, did that mean that European alphabets are used?

Mr. HALLIGAN: European symbols are used. There are only the cases that I mentioned, the Blanche Bay dialect and the two dialects around the Morobe district. Books have been produced in those dialects by the missions.

Mr. NORIEGA (Mexico)(Interpretation from Spanish): In Rabaul there is a primary school for Europeans, a primary school for Asiatic, Chinese, children and a technical school of a general nature for native children. I should like to know whether it is for pedagogical reasons or for reasons of discrimination? Why should there be this separation in the schools? We cannot understand why in one school a teacher would have to attend to only twelve children, while the teacher in the Chinese school has to care for an enormous number of pupils and the same thing is true in the native school. Why are they not all taught in the same school?

EAH:cc

T/P.V.102

64-65

Mr. HALLIGAN: The question of the number of teachers to pupils is a subject on which further information is given on page 11 of document T/138. I might just refer to that.

The inquiry there was for an explanation as to the ratio of the number of pupils to the number of teachers.

"The ratio quoted for Chinese schools is 538 pupils to twenty teachers. It happens that the Chinese population of the Territory is concentrated in one or two centres. When the Report was prepared, there were two such schools, with enrollments of 200 and 300 respectively. The proportion of pupils to teachers in this case is very reasonable, and much more liberal than is usual in the Australian States or Government (European) Schools.

"For Native Schools the ratio quoted is 1201 children to twenty-nine teachers. There is a dearth of trained Native teachers. The Administration has taken into its service every available Native with pre-war teaching experience."

Of course, I have explained the efforts that are being made in the training centres that have been set up to enable that shortage of teachers to be overcome.

Mr. NORIEGA (Mexico) (Interpretation from Spanish): We still have not had an answer as to the reason for the pupils being divided according to races. Why should they be separated? Why do not they all go to one school?

Mr. HALLIGAN: That has always been the practice there, and it has been found to be the best way by which education can be imparted.

Mr. NORIEGA (Mexico) (Interpretation from Spanish): Can we now make comments concerning this aspect of the matter?

The PRESIDENT: If you have finished your questions now, I think that there

will be an opportunity for general observations when all the representatives have finished asking their questions.

Mr. NORIEGA (Mexico) (Interpretation from Spanish): Could I make a comment on a possible case of discrimination? The fact is that there seems to be discrimination here. I should like to observe that the European teacher receives 500 pounds per year and has twelve students, while a native teacher who receives a very low salary takes care of three times that number of pupils.

Mr. HALLIGAN: The teacher in that case would be able to take on other administrative functions. The teacher in the case of a small class would be required to carry out other administrative functions and assist the teachers, by supervision, in the case of the other schools.

The PRESIDENT: I think that is one of the reasons, and the other reason is the same as that which governs the difference in salary paid to Europeans and Natives.

As Mr. Noriega has finished his questions, the Council will recess until a quarter to five.

The meeting was suspended at 4.25 p.m. and resumed at 5.00 p.m.

The PRESIDENT: We shall continue the examination of the educational aspect of the Report.

Mr. REID (New Zealand): On page 45 of the Report there are percentages of the age groups of children under instruction, and in particular I am curious about the figure of twenty-three per cent for the ages from 15 to 27, since I understood that the majority of children in school were at the primary stage. I should be glad to have an explanation of this 15 to 27 group, of which twenty-three per cent are apparently under instruction.

Mr. HALLIGAN: It is unusual, but the explanation would be that the rehabilitation of ex-service men and their training would count for a greater number of the later ages attending school.

Mr. REID (New Zealand): Do I understand, then, that this group consists almost entirely of the men who served in the army during the war and who are being trained under the special scheme?

Mr. HALLIGAN: That would account for a large percentage, and for that particular age group being so high.

Mr. REID (New Zealand): Could Mr. Halligan say whether the schooling being given to this group is primary? Are they entirely untaught and attending school for the first time, or are they taking special courses in technical and trade training?

Mr. HALLIGAN: They would be persons who had received some training and, having served in the armed forces or in association with them, they are entitled to come under the special scheme. They are receiving training in various aspects of education classified under the headings industrial, scholastic, domestic and medical -- and a few under rural. The total number of persons who come under the scheme is calculated to be between 400 and 500, which would account for the large percentage.

Mr. REID (New Zealand): On page 27 of the same printed Report, about half way down, there is a reference to four divisions -- (1) General,

(2) Technical, (3) Special Services and (4) Female Education. Do I understand from that that girls are educated separately from boys, and that they receive a different kind of education from boys?

Mr. HALLIGAN: Previously no great attention had been given to the education of females, but in these plans provision is made for female education, and the Female Education Division of the Department is intended to provide for the interests of women and girls over a wide range of educational projects, including homecraft, infant welfare -- this in association with the Department of Public Health -- physical education, and gardening and handicrafts. This Division also includes kindergarten and infant schools in the European style.

Mr. REID (New Zealand): Under this new plan are girls to receive the same sort of education as boys in general subjects, plus this special type of training, or are they restricted simply to the special type of education which is referred to as homecraft, infant welfare and so on?

Mr. HALLIGAN: They will also receive general education, specializing on the items I have mentioned.

Mr. REID (New Zealand): Then the provision of education in home ^{not} crafts, infant welfare and so on is/in substitution for general education in reading, arithmetic and so on?

Mr. HALLIGAN: No, it is in continuation of it.

Mr. REID (New Zealand): TReturning to page 45 of the Report, I notice that in the last schedule, headed native schools, all the teachers in the native schools, are natives. Is that a true picture? Are there no European teachers in the native schools?

Mr. HALLIGAN: There are European supervisors; the actual teachers in these schools, which are village schools, as will be seen from the heading, in the Rabaul area -- Nodup, Matupi and Pila Pila -- are natives. The schools are located in the villages and native teachers are employed to do the actual teaching under the supervision of Europeans.

Mr. REID (New Zealand): Do I understand, then, that the policy will be that native teachers primarily will give the education while European teachers will be more or less engaged in supervision and not in teaching?

Mr. HALLIGAN: The object of the training of the native teachers under the scheme I have explained is to provide native teachers qualified to teach in the village schools. The European teachers will be engaged in the higher schools, the central schools.

Mr. REID (New Zealand): Can you say from your experience what is the effect of education on the natives who have been through the schools? Do they tend to become rather unsettled in village conditions and want to go to bigger settlements or to European-type towns, or have you been successful in reintegrating them into their villages?

Mr. HALLIGAN: When they go back to the village they find difficulty in settling down, with their new knowledge, to the ordinary village life and they tend to want to change. Our objective is to improve village life so that these people who came back with their education will be able to lead the other people on the lines that they have been taught, which we hope will result in an improvement of village life generally.

Mr. REID (New Zealand): The representative of Mexico raised important questions in relation to Ruanda Urundi and Tanganyika on the subject of adult education. What steps are taken to prevent the pupils who have completed their school term from forgetting all they have been taught, and to encourage and persuade them to maintain their standard? Can you say what has been done in that regard?

Mr. HALLIGAN: That is always a difficulty, even in relation to natives who have been educated by the experience gained in taking employment. When they go back to village life there is a tendency for them to forget fairly quickly what they have learned, but the object now, as I have mentioned, is to improve village life by general mass education, so to raise the standard of the village that when educated people return they will not be returning to people who are nowhere near the standard ^{to} which they have been trained.

Mr. REID (New Zealand): This general mass education, I presume, is by way of radio and libraries? Perhaps also through movies in the bigger centres? Can you say what is being done in this respect?

Mr. HALLIGAN: Yes, visual education through movies is quite a feature of our education policy and I will give you some details of our plans and what we are aiming to do. Radio broadcasting is one means which it is planned to use extensively in addition to visual education.

Provision is made for the use of radio in plans for adults and mass education in the territory. The arrangement and organization of broadcasts for native people is undertaken by the Department of Education. This Department is controlled by a Committee known as the Papua-New Guinea Broadcasting Advisory Committee, and the Director of Education is its Chairman. The native development and welfare programme, as planned by the administration, includes all aspects of social welfare, health and economic development of the dependent people. The co-ordination of the different aspects of native development is the responsibility of the education department, and the plans provide for the extensive use of such modern techniques as broadcasting and visual education.

Broadcasting is proposed to be used not only as a medium of information and instruction but in connection of the bringing of news of the administration to the notice of the natives in a way which will be most effective. The fields to be covered by broadcasting include agriculture, hygiene, laws, literacy, music and other cultural interests as well as broadcasting associated directly with the work of the schools. A special broadcasting section with European and native staffs to prepare material for the microphone and to conduct the "Native People's Session" is now being built up in the Department of Education. Natives are being trained and used as translators and broadcasting assistants. The present arrangements include the provision of a daily Native People's Session in the evening, of half an hour's duration. Programmes for the broadcasting stations are arranged by the broadcasting officer of the Department of Education who is assisted by a native staff three of whom act as announcers and commentators. The sessions are broadcast in a number of native languages as well as in English.

In regard to visual education, a visual education officer has been appointed and it is proposed that each area education officer -- as I have already explained, it is intended that in each district there will be an area education officer who is the central point of the education department in that district -- will have a 16 mm sound-on-sound film projector and at least three 35 mm strip film projectors at his disposal. The exact number of projectors will depend on the number of schools in the area concerned. Eventually each 16 mm equipment will be in charge of the native trained in projection, operation, maintenance and handling of films; shows will be held at missions by arrangement with area education officers provided power facilities are available. When missions own suitable projectors, films will be made available to them on loan from the departments libraries. This section of activities will be extended to areas where power is not available by the use of mobile power units when and where required.

I can sum up by saying that provision is made for visual education by the use of 16 mm sound films and 35 mm strip films where power is available; where power is not available arrangements will be made as far as practicable to supply it by means of mobile power units. Reference was made yesterday to the question of natives attending movie shows, and I did not mention this at the time because it came under education, but there is this facility available to the natives to see moving pictures and in this case no charge is made.

That, I should say, is, like many of our plans, in the beginning stage. We have some equipment. However, the objective at which we are aiming is largely to use visual education and radio broadcasting in the general education of the masses.

Mr. REID (New Zealand): I understood from the answers to earlier questions that the vernacular was used in the earlier schools, and English and pidgin English were taught in the later schools. What languages are used in these radio broadcasts and in connection with the film scripts and other media of adult education?

Mr. HALLIGAN: Both the native languages and English are used.

Mr. REID (New Zealand): I just want to go back to the beginning of the period that is reported on for this particular year. There has been some --

Mr. CARPIO (Philippines): I should like to interrupt just to clarify a point.

In connection with this radio broadcasting, do the inhabitants have radios to listen to these broadcasts?

Mr. HALLIGAN: Yes, radios are being supplied so far as it is possible to do so.

Mr. CARPIO (Philippines): Are they supplied, or do the inhabitants have to buy them?

Mr. HALLIGAN: The inhabitants contribute to the cost.

Mr. CARPIO (Philippines): How much does a radio cost, ordinarily, in New Guinea?

Mr. HALLIGAN: I could not give that figure offhand. Special arrangements are made, however, to procure radios.

Mr. REID (New Zealand): There has been some criticism of the amount spent on education in the year under review. I should be glad if Mr. Halligan would give the Council an idea of the state of the education equipment at the beginning of the year -- the condition of the schools and the availability of staff at the time the civil administration took over.

Mr. HALLIGAN: As far as the beginning of the period of civil administration is concerned, that question can be answered in all its phases by saying that there was nothing.

Mr. REID (New Zealand): Does Mr. Halligan mean that the schools were destroyed and the staff was either killed or dispersed?

Mr. HALLIGAN: Yes, and the equipment was not there.

Mr. REID (New Zealand): Then, am I to understand that during this year under review, the administration has started from nothing and has had to build right from the ground?

Mr. HALLIGAN: That is generally the case. It cannot be said that there was not one school standing or that there was no piece of equipment, but generally that was the case. The school buildings had been destroyed and the staff had been dispersed, and the equipment was not available.

Mr. REID (New Zealand): I notice that some army halls and buildings have been used for schools. The Report says they are not very suitable, but they are all that is available. Has their cost been included in the budget for education?

Mr. HALLIGAN: That cost, I think, would be included in the miscellaneous item of 1,000,000 pounds, which included the cost of the purchase from the Disposal Commission which handled surplus equipment from the army. A very large purchase of that equipment was made by the administration for all purposes. I doubt very much whether the

debit in respect of those purchases would have been itemized by the end of the year to have enabled the cost to be shown in the figure of 36,000 pounds for education. The answer to Mr. Reid's question would be that that equipment would be in addition to the amount shown.

Mr. REID (New Zealand): I have just one last question.

What would Mr. Halligan say are the urgent needs of the Territory that are competing for funds with education in this first year?

Mr. HALLIGAN: Is the question what are other urgent needs?

Mr. REID (New Zealand): Yes -- the most urgent needs that are competing.

Mr. HALLIGAN: The most urgent need is the construction of buildings, the rehabilitation of facilities, such as wharves, because without those all our plans could not be operated, unless we had the materials to enable the staff to operate. Therefore, I should say first on the list of expenditure would be ^{the} / rehabilitation, even if only of a temporary nature, of the facilities that enable departments to function, including the Department of Education.

The PRESIDENT: The Chinese delegation has a very few questions to ask.

As representative of China, I am particularly gratified to acknowledge the fact that the administering authority has been able to re-institute schools for Chinese children, and that out of a Chinese population of 1700 in New Guinea, there are 538 children in school.

I should like to ask whether there is any opportunity for entering into secondary school, after the children have been graduated from primary school.

Mr. HALLIGAN: Formerly, the Chinese population was centred in Rabaul, which was the capital of New Guinea, and there there was not a Government-conducted Chinese school. The Chinese school there was conducted by the missions. So far as I can recollect, they took the education beyond the primary stage. Now the Government has established schools at the places mentioned -- Kavieng, Rabaul and Madang. So far, as will be noticed, they are primary schools, but no doubt secondary schools will follow when the need is there.

The PRESIDENT: I notice that there are no secondary schools for the Chinese children in Rabaul or anywhere in New Guinea. If the graduates of primary school desire to pursue further studies, do they have facilities in Papua or in Australia?

Mr. HALLIGAN: Yes, they have facilities. They come to schools in Australia. Quite a number have been doing so.

The PRESIDENT: They have facilities for going to Australia?

Mr. HALLIGAN: Yes, they come to Australia and go to the secondary schools there.

The PRESIDENT: Are they given an opportunity to go to schools which are not exclusively reserved for Chinese students? Are they allowed to go to a school where there are mixed nationalities?

Mr. HALLIGAN: In Australia?

The PRESIDENT: In Australia or New Guinea.

Mr. HALLIGAN: Yes. In Australia they go to any secondary school that they choose -- either a school run by the Government or schools run by private organizations.

The PRESIDENT: The representative of Mexico has raised the question of segregation. Would it not be more economical and desirable not to maintain three systems of education in New Guinea?

Mr. HALLIGAN: So far, that has not been shown to be the case. The language difficulty would be one major difficulty in the early stages which shows the need for the three separate schools. So far, no consideration has been given to the practicability of making one school.

The PRESIDENT: But the Chinese children must, I believe, have been -- all or most of them -- born in New Guinea.

Mr. HALLIGAN: Yes.

The PRESIDENT: And in school they are taught English and general subjects; they are not taught the Chinese language?

Mr. HALLIGAN: No, not in the Government schools.

The PRESIDENT: So there should not be any difficulty at all in respect of language, if they are allowed to go to the mixed schools.

Mr. HALLIGAN: Only from the commencement. They probably speak Chinese when they first go to school, whereas the Europeans speak English.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): What is the total of the budget for 1947 for New Guinea -- to what does the total expenditure amount?

Mr. HALLIGAN: Just to be clear on that, is reference made to the budget for the period from 1 July 1946 to 30 June 1947?

Mr. TSARAPKIN (Union of Soviet Socialist Republic) (Interpretation from Russian): No. The year 1946-1947 is contained in the printed Report. What interests me is the fact that this budget shows an allotment of 125,000 pounds for education. Therefore, I should like to know the total budget showing the expenditures for 1947-1948.

Mr. HALLIGAN: The total expenditure is 3,400,000 pounds.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): How can you explain the fact that there is such a difference between the allotments for education? In 1946-1947, the allotment was 36,945 pounds. With such an expenditure there were 1,201 pupils in the Government schools. For 1947-1948, the expenditure mounts from 36,000 pounds to 125,000 pounds while the number of pupils in the Government schools only rises to 2,000. On what is this money expended? The expenditure has gone up about 135 per cent whereas the number of pupils has only gone up about 60 per cent. I should like an explanation of that.

Mr. HALLIGAN: The expenditure would be for the provision of buildings, the provision of staff and the purchase of equipment to set up the schools.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): That means that we should expect that when the construction of buildings is finished and the purchases of school supplies have been made, the number of pupils will probably increase. Is it correct to assume that that will take place?

Mr. HALLIGAN: That is our expectation and our aim. We expect that the number of pupils will steadily grow as better facilities are provided.

I might just add that a rapid and immediate increase in the number of pupils cannot be expected because the major item in the educational scheme is the provision of teachers, both European and native, to which I have made frequent reference.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): In that case, could we not have supplementary information as to the amount by which the allotment for the preparation of teachers from the indigenous population has increased this year and as to the amount that is to be spent to increase the number of native teachers and European teachers?

Mr. HALLIGAN: Yes. Those details could be dissected. I shall arrange for information of the nature desired to be included in the report for the year 1947-1948. I cannot work the figures out now. I have general figures, but no details.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): What is the explanation of the fact that there is a different approach to the allotment of expenditure for items such as education and police? A sum of 36,695 pounds is foreseen for education and 96,000 pounds for police. That means that there is nearly three times as much for police as for education. What is the explanation of this? Does not the administering authority have in view the changing of these figures in favour of education?

Mr. HALLIGAN: I think the explanation would lie largely in an understanding of the terms. That statement on page 24 has been referred to as the budget. Actually, it is a statement of expenditure. Those are the amounts that were actually expended by those Departments. They are not anticipations. The budget covers what might be expected to be spent. This statement covers the expenditures actually made during the year 1946-47.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): Then the question arises all the more. Why has three times as much money been spent on police as on education? What explains this fact? I should like to have some information on this subject.

Mr. HALLIGAN: I can only refer again to the explanation I have given, that this Report relates to the period from 1 July 1946 to 30 June 1947, and that information dates before the period of civil administration started. There was the period during that period when the Director of Education was appointed. The Director of Education was required to submit plans and recommendations for giving effect to the educational policy announced by the Government that there would be much wider and broader education than had been provided in the past.

Following the acceptance of the recommendations and the approval of the plan, the next procedure was to obtain a staff; the next thing was to obtain equipment and to rebuild the schools. During that period of twelve months, those functions have been carried out, which would explain that the Education Department would not be in full operation and would not, therefore, expend the money that would be required if the education facilities were operating in full force. That accounts for the very considerable increase in expenditures, which I have furnished for the subsequent year, but even now we are not at the stage that our plans, as we have arranged them, are in full force because we still have to obtain further officers. There again, I pointed out the difficulty of obtaining those officers, and ^{also} the plan that is enforced for obtaining people with matriculation standards and giving them a course of training at teachers' colleges. That, of course, costs money. Those people are being paid salaries while they are there, and the expenditure on this would appear under the Education Department.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): How do you explain such a sharp decrease in expenses on education in 1947? As you have told us, in 1947, 11,000 pounds were spent on education. In 1945-46, these expenditures were decreased to 3,090 pounds.

In 1946-47, when only one department was created, and the chief of the Department was appointed, the increase is up to 36,000 pounds, so one must suppose: What was it possible to do with 3,090 pounds in education in view of the number of indigenous population? What is the explanation of that sharp decrease?

Mr. HALLIGAN: I mention again that the civil administration in New Guinea was re-established on 6 June 1946. The expenditures of 1945-46 of 3,090 pounds was in relation to the Territory of Papua, seeing that the civil administration had not started at the close of the year 1946. That 3,090 pounds would be Papuan expenditures.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): On page 45 of the printed report are given the various types of native schools: primary schools, vernacular, and technical schools. What is the difference between a primary and a vernacular school? Does "vernacular" mean that teaching is done in the local tongue?

Mr. HALLIGAN: Vernacular, as you state, relates to where the teaching is given in the native language. I mentioned earlier the various classes of schools. I will just mention them again. There is the sub-primary village vernacular school and the primary village higher grade school; the sub-primary vernacular school is the village school in which the teaching is undertaken in the vernacular. In these schools there are two divisions; that is, the sub-primary village vernacular schools. In these schools, there are two divisions, upper and lower, covering a period of three years. It is expected that every child shall be able to read and write fluently in the vernacular on completing this course. Children are enrolled between the ages of five and seven and attend school two hours a day for three days a week. Then we have the primary village higher grade school. On completing the village vernacular school course, pupils enroll in the village primary,

higher grade school, in which there are two divisions, upper and lower, covering a period of two years. The course of study includes religious and moral training, language, social studies, arithmetic, health, handicrafts, drawing, horticulture, elementary science, English, native life and activities, games, physical training, and music.

Following that, there is the higher primary school which is an area school. Following that is the secondary school, the district central training school for general subjects, and the technical training schools.

That is an outline of the organization for the school arrangement.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(Interpretation from Russian): These religious and moral bases which are taught in the native schools: Are they the same subjects or same disciplines? It is difficult to understand but is the same taught in the European schools as well: Religious and moral subjects? Or are such subjects only taught in native schools?

Mr. HALLIGAN: No, they will be taught in schools.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): Therefore, the Australian schools do not have a religious type of instruction. The school is not separate from the Church, I take it.

Mr. HALLIGAN: Is the representative of the USSR speaking of Australia or of the Territories?

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): Do you mean the schools only in New Guinea, or in all the schools, including the Australian Commonwealth?

Mr. HALLIGAN: My enquiry was to whether the representative of the USSR was referring to the Territory or to Australia.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): New Guinea.

Mr. HALLIGAN: Many of the schools in New Guinea are missionary schools, and in these cases, as part of their curriculum, the items I have mentioned are taught. In the case of the other schools, these items would only be taught when a missionary visited the school.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): Are these religious subjects in the curriculum which are followed in the village schools, the vernacular schools, and in the primary schools? Is the programme or the curriculum of these schools a Government curriculum, or is it a programme which is developed by the owners of these schools, that is, the missionaries?

Mr. HALLIGAN: It is not a Government programme in the missionary schools, where the course in these religious subjects is included in the programme according to the mission conducting the school. In the Government schools, the religious training is given through the medium of visits by members of missions, who attend and give instruction to the various denominations. It is not a part of the Government controlled syllabus.

Mr. TSARAIKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): Are religious subjects included in the Government programme in the Government schools, as well?

Mr. HALLIGAN: Only to the extent that when the missionaries visit these schools they are permitted to give instruction to the persons of the denomination to which the missionary belongs. It is not a statutory subject in these schools.

Mr. FORSYTH (Australia): May I interpose a small explanation?

Education in Government schools in Australia -- I think it is the same in New Guinea, though Mr. Halligan will correct me if I am wrong -- is a secular education, and in most of the states of Australia, at any rate, in those with which I am familiar -- I imagine that here again the same principle is followed in New Guinea -- half an hour or three-quarters of an hour is set aside in the schools as a time during which ministers of religion or, in the case of New Guinea, missionaries, may go along to the school and instruct children of their own denomination in their religious faith.

That is the system that prevails in Australia. Religious instruction, therefore, does not form part of the official curriculum in the school. It is merely that a certain amount of time per week is set aside during which ministers of various denominations may talk^{to} the children of their denominations during school hours, but not as part of the school curriculum. I should like to ask Mr. Halligan if that, in principle, at any rate, was done in New Guinea as well?

Mr. HALLIGAN: Yes, that was the explanation I was endeavouring to give.

Mr. FORSYTH (Australia): May I add further that attendance at such religious instruction is not compulsory?

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): In the schools for girls there are such subjects as household work, child welfare, handicrafts and so on. Do they enter into the curriculum as supplementary subjects, or are they included in the programme so that they replace general educational matters?

Mr. HALLIGAN: No, they are special subjects to supplement the general educational matters. They are not in replacement thereof.

Mr. TSARAPKIN (Union of Soviet Socialist Republica) (Interpretation from Russian): What is the programme of education in primary village schools? Is it correct to understand that primary schools are the equivalent of village schools?

Mr. HALLIGAN: The sub-primary village school is the starting school where teaching is done in the vernacular. In these sub-primary village schools children are enrolled between the ages of 5 and 7. The next stage in the education programme is the primary school, which is the village higher grade school. On completing attendance at the village vernacular school - that is the first one, the sub-primary - the student may enrol in the village primary school in which there are two divisions, the upper and the lower, covering a period of two years. From that pupils go to the higher primary schools which are the area schools.

The PRESIDENT: Some questions have been asked before. I realize that no doubt each representative may have a series of questions prepared, but if the special representative of the administering power recalls that certain questions are almost identical and that he has already given an answer, I think reference might be made to that. The answer will appear in the records, and I think that this course would save some time.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): I am interested in the programme itself, and wish to know what are the subject matters. I have heard what was said about the primary village schools, but as to the higher degrees I have not yet received an answer. I am interested in the subject matters, but I do not think that anything has been said about that. I should like some information as to this.

Mr. HALLIGAN: I described the first two of those schools in detail, and thought that that answered the question up to that point, so I did not proceed with the other two. If it is the wish of the Council now I shall give the details of the higher primary school - that is the area school - followed by the secondary schools, which are the district central training schools and the technical training schools.

The higher primary, that is the area schools, are intended to be the key institutions of the whole educational plan. They will be run on a broadly experimental basis for some time and close liaison will be maintained with the Department of Agriculture and the Department of Health in connection with their activities. The subjects taught will include English, arithmetic, social studies, hygiene, handicrafts, horticulture, drawing, music and drill. The course is for three years with an additional year if required. It may be assumed that students who have passed through an area school will have a sound elementary education and a knowledge of native activities which will fit them to face the problems of daily life in their own native village or qualify them for admission to secondary schools.

In the next stage of the plan is the provision to be made for secondary education, and under that classification there are two divisions, district central training schools and technical training schools, and residential schools for boys. It is not proposed to enroll girls in these schools at present, as the higher schooling of girls will be left in the hands of the missions. The enrollment will be from 100 to 120 students in each school. English and general subjects are the basis of the programme, with native interests such as handicrafts, music, games etc. These district central schools will be virtually New Guinea high schools, aiming to bring the students up to the requisite standard for higher vocational training or for education in health, for the public service, and for technical training purposes. There will be at least one of these district schools in each administration district. A technical or handicrafts wing will be attached to each, to provide for students to demonstrate their technical aptitude and to practise native crafts. This technical wing, with its European instructor and native assistants, will also be used for maintenance work on educational buildings in the district. The other branch will be the technical training schools which will enable

students to train for industrial enterprises. Courses in the following subjects will be provided: carpentry and joinery, sheet metal work and plumbing, elementary engineering, training for local enterprises such as building, boot making, canoe and furniture making, mat making, wood carving, basket making, the manufacture of articles from shells, and pottery work. The courses in both types of secondary school will cover a minimum period of two years. That is a full outline of the details of the plan which the Director of Education has submitted and which he has approval to put into operation.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (Interpretation from Russian): A comparison of the programmes of the schools of a higher degree with the primary schools, the so-called elementary schools, shows that they are about the same -- that is, the subject matter is the same in each type of school.

Mr. FAHLEGAN: I do not think so; in the case of the sub-primary schools, it is expected that children shall be able to read and write fluently in the vernacular on completing the course. That is the first thing the pupil has to do. In the primary school he receives training in general subjects, arithmetic, health, handicrafts, drawing and the various things I have enumerated, and although English is introduced in the upper division of the higher grade village schools if circumstances are favourable, it is not usually introduced in the lower grade. At the end of this course a pupil should have a mastery of his own language and a sufficient knowledge of English to qualify him for enrollment in the area school. Even if the same subjects are included, in the earlier course it would be a beginning and in the later course it would be a building on that coupled with more advanced training. The point is that, on coming from the sub-primary to the primary school, the pupil should have a mastery of his own language and a sufficient knowledge of English to qualify for enrollment in the area school.

Mr. CARPIO (Philippines): I just want to ask one question.

I notice here, on pages 44 and 45 of the Report, a list of Government schools. I was under the impression that these Government schools were run by the Government. Is that correct?

Mr. HALLIGAN: That is so.

Mr. CARPIO (Philippines): And yet, on page 45, at the middle of the page, there is a statement that "the denominational percentages are -- Methodist, 79.9 percent; Roman Catholic, 16.1 percent; Seventh Day Adventist, 4 percent," which, added together, makes a total of 100 percent. I take it that these figures mean the percentage of students in the various denominational schools, as compared to the total enrollment in all schools. Is that a proper understanding of this last portion?

Mr. HALLIGAN: What was the question?

Mr. CARPIO (Philippines): For Methodists, there are 79.9 percent; for Roman Catholics, there are 16.1 percent; and for Seventh Day Adventists, there are 4 percent; all of which total 100 percent.

Does that mean 100 percent of the entire enrollment in schools?

Mr. HALLIGAN: No, that would relate to the mission schools, of which further details are not supplied. These denominational percentages mean that 79 percent of the pupils are attending schools run by the Methodist Missionary Society; 16 percent are attending schools run by the Roman Catholic Missions; and 4 percent are attending schools run by the Seventh Day Adventists. That makes 100 percent of the mission schools, as apart from the Government schools. That relates only to the mission schools and has no relation to the table above. The table above relates to the Government schools. Those are Government schools above and not mission schools. We had not available at that time statistics relating to mission schools, beyond the figure that has been calculated.

The PRESIDENT: Are you sure of that, Mr. Halligan -- because it is very strange that no mention at all is made in the Report, and then, at this part of the Report, there is certainly a rather detailed enumeration of the missionary schools. I thought that denominational percentages referred to the pupils rather than to the schools. It would be strange indeed if we were to understand that this is the distribution of pupils in denominational schools. It is most unclear.

Mr. HALLIGAN: I am afraid that small paragraph is unclear, because even if we take it to refer to denominations in Government schools, it would not be information that would be readily available.

The PRESIDENT: That is right; that is why I wanted to caution you, Mr. Halligan. I think you have made a very categorical statement here, which I do not think was intended.

Mr. HALLIGAN: On the previous page, we have stated that statistics were not available from the missions. This is stated in the middle of page 44 of the Report. I do not have any recollection of this particular information in connection with the compilation of the Report. I must say I am afraid that will have to stand. We shall give clarification in a later report. Either way one looks at it, it does not quite fit in.

The PRESIDENT: That concludes the questions. As there are no further questions, I suggest that the Trusteeship Council proceed to a general discussion of the Report.

Mr. CARPIO (Philippines): May I ask one more question? It is outside the educational field, but in connection with a previous subject.

The PRESIDENT: Is it just for information?

Mr. CARPIO (Philippines): It is just a question. I will have no comment.

May I ask the Special Representative of the administering authority what position the Government of Australia would take with regard to the enforcement of the statute regarding the centralized inter-territorial administration of Papua and New Guinea in the event that, after due consideration, the Trusteeship Council should consider it not^{to}/be in the best interests of the inhabitants of the trust territory?

Mr. FORSYTH (Australia): I feel that that is a question which would be more properly addressed to the member of the Council than to the Special Representative who is here to answer questions about the Territory itself.

Did Mr. Carpio address his question to me?

The PRESIDENT: He addresses his questions to the Chair. You are free to answer.

Mr. FORSYTH (Australia): It is a hypothetical question, and, in any case, a question which the Government would have to answer. I do not wish to give an answer to that question at this moment. Possibly Mr. Carpio may get some indications from the general discussion which will, no doubt, deal with the question of administrative union.

The PRESIDENT: We shall proceed to the general discussion and observations on the Report as a whole. Such observations are to be embodied in our Report which will eventually be submitted to the General Assembly.

At this point I think it would be proper for me to express the appreciation of the Council for the very competent manner in which the Special Representative has replied to the numerous searching questions asked by members of the Council. Certainly he has acquitted himself very well by giving numerous figures and other detailed information. On behalf of the Trusteeship Council I should like to thank the Special Representative for his assistance.

Mr. SAYRE (United States of America): I, too, should like to echo a word of appreciation to Mr. Halligan. I think perhaps we do not altogether appreciate the strain under which a person has to work when he faces a battery such as Mr. Halligan has been facing.

I think that all of us feel a very real sense of appreciation to him for his courtesy, and his assistance and his help in this task which is common to us all and which, I hope, will result in assistance to the human beings in New Guinea. We are thinking of them, and I am sure that all of us, Mr. Halligan, Mr. Forsyth, and all the rest of us, have a very common objective.

With regard to general remarks on this matter of the Trust Territory of New Guinea, as I have remarked before in connection with some of the other territories, I feel that our Report can gain strength through brevity. I feel that the more succinct and concise the Report is, the more striking it will be and the greater force it will have, and the more attention it will receive by the General Assembly. Believing that strongly as I do, I shall make my own remarks as brief, concise, and short as possible.

My delegation suggests that in our Report on New Guinea the Trusteeship Council express its appreciation, ^{first,} to the Australian Government for submitting to the Trusteeship Council, for its information, the bill entitled "The Papua and New Guinea Act of 1948," which you remember was presented on 18 June 1948 for the consideration of the Parliament of the Commonwealth of Australia, ^{its} appreciation to the Australian Government for submitting that bill for our information before the final enactment of the Bill by the Australian Parliament. I think that that has been helpful to the Council, and I feel that it has been serviceable. The Trusteeship Council might also place on record, again, the assurance of the Australian Government at the time of the submission of the Trusteeship Agreement for New Guinea -- that was back in December 1946 -- that the Australian Government did not reconsider that the terms of Article 5 of the Agreement for New Guinea gave power to the administering authority to establish any

form of political association between the Trust Territory and the adjacent Territory which would involve annexation of the Trust Territory in any sense, or would have the effect of extinguishing its status as a Trust Territory.

The Trusteeship Council, in the opinion of my delegation, might, in its Report, also welcome the statement contained in document T/138/Add.1, on page 7, this assurance to which I have just referred:

"That assurance has been fully borne in mind in drafting the legislation for an administrative union of the territory of Papua and the territory of New Guinea and will be honoured by the Australian authorities when the administrative union plans are put into effect."

I think that that is a most valuable assurance, and I think that the Trusteeship Council should express its appreciation for that assurance and its satisfaction in having that assurance.

The Council might also state that on the basis of these statements, it assumes that any bill which may be enacted by the Australian Parliament, and such action as may subsequently be taken by the administering authority will in no way impair the status and the separate identity of the Trust Territory of New Guinea.

In the view of my delegation, the Trusteeship Council might wish to emphasize its desire that no action be taken under administrative union which might prevent the submission to the Trusteeship Council of accurate and complete statistical information on New Guinea as a separate area. I think the Trusteeship Council might welcome such written and oral assurances as have been given by Australia on that point.

I feel that the Trusteeship Council might properly express its concern over paragraph 11 of the proposed bill, which is contained in document T/138/adj which provides that the Governor General may define provinces within the combined territory by such names and with such boundaries as he may specify. Provinces might be so defined under such legislation, if passed in its present form, as to include portions of both New Guinea and Papua and thus, in effect, it would seem to my delegation to obliterate the boundary between the trust territory and Papua and render difficult, perhaps extremely difficult, the supervision by the Trusteeship Council of the administration of New Guinea.

The Trusteeship Council might further express its concern over the establishment of a single executive, legislature, and judiciary for the combined territory, might also express its apprehension lest such an arrangement might subordinate the interests of New Guinea to those of the combined populations in the new territory, and might also impede the political advancement of the inhabitants of New Guinea and their increasing participation in central and local governmental agencies.

The Trusteeship Council might also express its hope that the administering authority will keep in mind at all times the need for providing adequate opportunity for the political advancement of the inhabitants of the trust territory.

Finally, so far as political advancement is concerned, the Trusteeship Council might state that it assumes that a single tariff system for the two territories under the provisions of paragraph 73 of the proposed bill would not affect the obligation of Australia to apply to New Guinea the provisions of Article 76(d) of the Charter respecting equal treatment in social, economic and in commercial matters for all members of the United Nations and their nationals.

On economic advancement, I can be very brief. My delegation suggests that the Trusteeship Council commend the administering authority for its efforts in initiating ^{an} economic programme for providing assistance to the indigenous inhabitants in developing agricultural projects and increased production in such cash crops as copra, tea, cocoa, rice and fresh vegetables. I allude to the statement in document T/138 on pages 9 to 10. These are crops for which a ready market can be had, either locally, in Australia or elsewhere.

On social advancement my delegation believes that the Council should note with satisfaction the reduction at the present time of the period of indenture of native labourers to twelve months with the objective set by the administrative authority -- as to which assurances were given us -- of abolishing the indenture system entirely within a period of five years. While noting with approval the increaseⁱⁿ the minimum wage for native labourers, the Council might also urge that the administering authority keep under continuous review the desirability and the feasibility of adjusting the prescribed minimum wage to the cost of living for the indigenous inhabitants.

On educational advancement the Trusteeship Council in its Report should, in the opinion of my delegation, welcome the statement of the administering authority to which I referred this afternoon that, quoting from page 27 of the printed report,

"Education is a major item in the plans that have

been approved for the future development of the Territory."

That is an important statement, and I feel that the Trusteeship Council can welcome it and express great satisfaction with it. In the opinion of my delegation the Council should also state that it appreciates the that efforts/have already been made to enrol children in school and to build up the school systems, but feels that the relative backwardness of the Territory will require even greater efforts in the future. The Council might also commend the statement of the administering authority that its plans provide, to quote again from the Report,

"a vigorous programme of education in its broader sense, controlled and directed by the administrator."

It might note that religious missions which have performed very valuable service in the past will continue to take an important part in the programme, but that the work of the missions will be controlled and directed by the administration. In the view of the United States delegation the Council might also express concern as to whether the programme of teacher training, especially for indigenous teachers, is adequate for the needs of the territory. It might well suggest that the administering authority consider whether additional funds and facilities might not be made available for this purpose.

Mr. CARPIO (Philippines): I have not been able to make any prepared comment on the matter, but I should like to place on record the fact that the comments and suggestions made by the representative of the United States meet with the full approval of the Philippine delegation. To that, however, I would add this. I realize the adverse circumstances that had to be met in the administration of such a newly-liberated territory as the trust territory of New Guinea, and I am inclined to attribute to those adverse circumstances what I consider to be failures in certain respects in the administration along the various functional fields of trusteeship.

I believe that in the forthcoming year we should expect substantially better results than we have seen so far in the administration of the territory. We have no doubt that the administering authority will be able to live up to our expectations. By then, I suppose we can enforce and exercise all our rights and privileges of criticism if we do not find the improvement which we believe ought to be forthcoming.

I wish to express especially my appreciation of the controlled manner and able presentation which have characterized the replies of the Special Representative and the representative of the administering authority. I should like here to state that if any questions have been asked which may be considered rather extreme in some instances, for my part they have been asked in no spirit of criticism but rather in a spirit of fulfilling the high motives and purposes which permeate the provisions of the Charter relating to the administration of trust territories. It was because of the extreme solicitude of the Philippine delegation in that direction that such questions were asked, and in no other spirit. I realize that there have been a great many difficulties and perhaps unusual circumstances involved in the administration of the trust territory in question, but we hope that the objectives sought by the administration of the territory, as set forth in the Report, will be coupled with far greater results in the forthcoming year than we have found this year.

Mr. CANAS (Costa Rica) (Interpretation from Spanish): The delegation of Costa Rica also wishes to make a few suggestions concerning the Report on the administration of New Guinea. We would request the Council to take into account the fact that the work of the Government of Australia in New Guinea during the period covered by the Report has been a work of reconstruction, since it can be said that everything which had been done was destroyed by the Japanese invasion.

My delegation therefore believes that the ~~Trusteeship Council~~ ought to be very happy with the achievements of the Government of Australia in New Guinea.

The delegation of Costa Rica suggests that we should request the administering authority to make an effort to incorporate the native population into the export industry. In a form which the administering authority feels is possible and convenient, it should induce them to sow cocoa and coffee and other export items, so that agricultural occupations on the part of the native population would not be only for the purpose of consumption but also for the purpose of earning a profit. My delegation feels that this is a clear, economic and simple way of raising the standard of living of the native population, without excessive permanent expenditures on the part of the administering authority.

The delegation of Costa Rica also suggests, in this spirit of an attempt to raise the standard of living of the native population, that we should increase, in an all-inclusive and satisfactory manner, the minimum salaries, since my delegation considers that even the increase of 200 percent which has taken place in raising the salaries up to fifteen shillings a month is insufficient to take care of the requirements of the natives who receive this fifteen shillings.

Also, taking into account the facts established in the tables that appear on pages 31 to 33 of the printed Report -- which show that there is a very low index of delinquency in the Territory of New Guinea -- the delegation of Costa Rica suggests that these tables imply that the administration of the Government of Australia has succeeded in creating a sense of moral responsibility in the natives, which is reflected in the low index of delinquency which can be noted in the tables here.

The delegation of Costa Rica suggests that necessary steps should be taken so as to withdraw the restrictions upon the free movement of the natives which exist in the Territory and, once again taking into account the low delinquency index, suggests that an effort should be made to increase the educational budget up to a satisfactory level, and that an attempt should be made to reduce the police budget. In a place where delinquency is as low as it is in New Guinea, we cannot justify the fact that 4 percent of the budget should be used to maintain a police force, while only one and one-half percent is dedicated to education.

My delegation takes note of the fact that an increase in the education item of the budget has been announced, but, in view of the fact that the global data on the budget have not been presented here, my delegation is not in a position to know whether any increase in the percentage assigned to education has actually taken place.

We must also take into account the fact that in the draft report on Ruanda-Urundi the Trusteeship Council laments the fact that the Belgian administration of that territory allots 7 percent of its budget for education. The Council should lament even more the fact that the administration in New Guinea dedicates only $1\frac{1}{2}$ percent of the budget to education.

These are the suggestions which the delegation of Costa Rica would like to make at this time.

The PRESIDENT: I think it would be very helpful if the members of the Council would indicate whether or not they intend to make general comments on the Report. We are a little behind schedule, and I should have liked to finish this Report as soon as possible. We had hoped to finish it tonight. I think the determining factor will be the number of speakers. If we have many speakers, we shall not be able to complete it this evening and we shall leave it until tomorrow. Will those who wish to speak on the Report so indicate by raising their hands?

There will be seven speakers. I should like to suggest that we all make our observations as concise as possible because we intend to pass on to the other items on the agenda as soon as possible.

The Drafting Committee for Tanganyika will meet tomorrow morning at 10 o'clock in conference room 5. The Sub-Committee of this Council will meet with the Sub-Committee of the Security Council at 10.30 a.m. in room A3-138.

Mr. SAYRE (United States of America): I wonder if we could meet at 2 o'clock tomorrow afternoon. This afternoon it was nearer 2.30. I wonder if we really could not save much time if we met more promptly.

Mr. SAYRE (United States of America): I wonder if we could meet at 2:00 o'clock tomorrow afternoon. This afternoon it was nearer 2:30 o'clock than 2:00 o'clock when we met. I wonder if we really could not save time if we met promptly. I think we could save at least half an hour a day, if not more, if we met promptly at our opening hour and also following our brief recess, if we have one.

The PRESIDENT: The Chair will call the meeting to order as soon as there is a quorum.

Mr. FORSYTH (Australia): Could I ask one question of Mr. Sayre in clarification of only one point of his remarks? Mr. Sayre, when you referred to and included in your remarks a statement to the effect that the Council would assume that the single-tariff system and the application of paragraph 73 of the Bill would not affect the obligation to apply Article 76 (d) --

Mr. SAYRE (United States of America): To New Guinea. May I repeat what I said, so as to be very clear?

The Trusteeship Council might state that it assumes that a single-tariff system for the two Territories and the provisions of paragraph 73 of the proposed Bill would not affect the obligation of Australia to apply to New Guinea the provisions of Article 76 (d) of the Charter respecting "equal treatment in social, economic, and commercial matters for all the Members of/United Nations and their nationals."

The PRESIDENT: The Council will meet again at 2:00 p.m. tomorrow.

The meeting rose at 6:38 p.m.