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VERBATIM RECORD OF THE FIVE HUNDRED AND FORTY-FIRST MEETING

Held at Headquarters, New York  
on Wednesday, 23 June 1954, at 2 p.m.

President:

Mr. URQUILA

(El Salvador)

Note: The Official Record of this meeting, i.e., the summary record will appear in provisional mimeographed form under the symbol T/PV.541 and will be subject to representatives' corrections. It will appear in final form in a printed volume.

54-17818

EXAMINATION OF CONDITIONS IN NEW GUINEA (T/L.473): (continued)

- (a) ANNUAL REPORT OF THE ADMINISTERING AUTHORITY (T/1114, 1114/Add.1, 1122, 1124) [Agenda item 4 (c)]
- (b) PETITION CIRCULATED UNDER RULE 85, PARAGRAPH 2, OF THE RULES OF PROCEDURE OF THE TRUSTEESHIP COUNCIL (T/PET.8/L.1) [Agenda item 5]

At the invitation of the President, Mr. J.H. Jones, special representative for the Trust Territory of New Guinea, took a place at the Council table.

Economic advancement (continued)

Mr. SERRANO-GARCIA (El Salvador) (interpretation from Spanish): Does the special representative have any statistical information to show the amount of tax collected for exports of copra, gold, cocoanut oil, and so on? I gather from the table shown on page 37 of the report that there is considerable revenue derived from these materials.

Mr. JONES (Special representative): I note from appendix IV, table 2, that it gives the totals for imports and exports. I shall make a note of the question put by the representative of El Salvador and I shall endeavour to obtain that information and have it included in the next report.

Mr. SERRANO-GARCIA (El Salvador)(interpretation from Spanish):

Could the special representative tell us if there have been any concessions made to monopolies for the exploitation of the natural resources in the soil or as regards the exploitation of industries connected with agriculture or industries established on the basis of agriculture?

Mr. JONES (Special representative): So far as I know, there has been no concession made to assist any particular monopoly. The law of the Territory provides for the formation of companies or for any agricultural or other development; and those laws apply to all equally.

Mr. SERRANO-GARCIA (El Salvador)(interpretation from Spanish):

We read in the report and we were informed by the special representative that an attempt has been made to introduce the cultivation of coffee. Tests have been made in the Territory with a view to cultivating coffee. I should like to ask the special representative for the result of these experiments with coffee plants. Does he think there is any possibility that the Territory may in the future become a coffee exporting area?

Mr. JONES (Special representative): Quite a number of settlers have taken up areas of land and are cultivating coffee since the first experiments were carried out. This is particularly so in the Central Highlands area which of course is suitable for the production of coffee. I think I mentioned either in my opening statement or in reply to a question that recently nine additional blocks were made available to settlers in the Central Highlands for the growing of coffee. I should not like to predict whether coffee will ever become a major export of the Territory. I presume that it is a matter of seeing how the development proceeds over the next few years.

#### Social advancement

Mr. RYCKMANS (Belgium)(interpretation from French): Information is given on page 69 of the report concerning the medical facilities. I must confess that the figures quoted and the information given are somewhat scattered

about through the report. The number of doctors is not given in the text of the report. This figure can be discovered, however, in two of the annexes. On page 113 of the report there is statistical data concerning the staff of the Department of Health; however, on page 69 it is said that £848,801 of expenditure on health services do not include the expenditure on works and services of a capital nature; in other words, for the opening up of services and for the improvement and maintenance of existing hospital buildings. It is said that this information is to be found in Appendix IV. If I look at Appendix IV, I notice that there have been no expenditures for 1952-53. I only see reference to the construction of hospitals, where there is an expenditure of over £6,000 whereas later on concerning the 1953-54 programme we find that there is a reference to a series of new capital schemes which involve total expenditures of more than £500,000. I should like to ask: Have I not found the information I am looking for or does this in fact mean that in 1952-53 there was only £6,000 of capital expenditure whereas in the subsequent fiscal year more than half a million expenditure in pounds is provided for?



Mr. JONES (Special representative): The expenditure on capital works for the Department of Health is, as shown, very low. It is just in the vicinity of £7,000. The other capital expenditure in regard to the purchase of transport and furniture equipment does not show the amount which was actually purchased on behalf of the Department of Health. Unfortunately, the same applies to the maintenance of buildings. That is also under one heading and does not show the expenditure on buildings used by the Department of Health. It just shows the expenditure of £76,000. The actual expenditure, as quoted by the representative of Belgium, of £6,000 odd is correct for the year 1952-1953.

Mr. RICKMANS (Belgium) (interpretation from French): As regards the staff, I tried to find out how many doctors of medicine exist in the Territory. There is information concerning the staff of the Health Department in appendix II on page 113. I found the number of doctors on page 178. However, in the text of the report, this figure is not given. We are informed as to how many hospitals there are, but we are not told how many doctors there are. I think that that is an omission. There is a gap in the report. This information should be found not only in the appendices to the report but in the body of this chapter of the report.

I see that there is reference to fifty-one Administration hospitals and thirty hospitals maintained by the missions. Among the mission hospitals, there are six which have a doctor attached to them. I made this comment last year. Can a health institution which does not have a doctor attached to it be called a hospital? Would it not be more appropriate to call this a dispensary? Likewise, as regards the Administration hospitals, out of the fifty-one, would the special representative perhaps care to tell us how many are in fact directed by a doctor of medicine?

Mr. JONES (Special representative): I have noted the remarks of the representative of Belgium and there is some mention regarding the number of personnel on page 74. The full particulars are given in appendix XIX.

The present European staff of the Health Department at 31 March 1954 comprised medical practitioners and surgeons, thirty-five; one dentist; forty-four certificated nurses; seventy-two medical assistants; seven health inspectors; five pharmacists; eight laboratory workers and twenty-seven other staff. That

would be dental, sanitation and hygiene staff. With respect to which hospitals have a qualified medical practitioner in charge, I cannot give that particular information. All I can say is that all the main hospital centres are, of course, in charge of a medical officer. The remainder, which are the smaller type hospitals and are attached to some of the smaller Administration stations, are in charge of a European senior medical assistant.

Mr. RYCKMANS (Belgium) (interpretation from French): With respect to the figures which the special representative has just given, do they refer merely to the medical staff of the Administration or do they refer to the medical staff in all the mission hospitals as well?

Mr. JONES (Special representative): The figures I have given refer only to officers employed by the Administration.

Mr. RYCKMANS (Belgium) (interpretation from French): I note that real progress has been made since 30 June 1953 on the basis of the figures given in appendix XIX. I should like to ask the special representative if the staff which is mentioned on page 113 of the report under the title "Medical Officer" are also doctors of medicine. Or is the diploma of doctor of medicine not required in order to be termed a medical officer? I note that there are forty-eight of these persons, whereas in fact there are only thirty-five doctors on the staff. What is the necessary qualification in order to hold this grade of "Medical Officer"?

Mr. JONES (Special representative): They have to be fully qualified medical practitioners with degrees in both medicine and surgery. The number referred to by the representative of Belgium was forty-eight. I think the number on that list is the actual number of physicians which has been approved. The figures that I have given to the representative are the positions actually filled and, as I mentioned earlier in my opening statement, we are still carrying on with the recruitment and we are making every endeavour to fill every approved position as early as possible.

Mr. RYCKMANS (Belgium) (interpretation from French): Of what does the professional training of medical assistants consist?

Mr. JONES (Special representative): The European medical assistants have to have some certificate showing that they have served a period as hospital attendant and also have to have the St. John's First Aid and Ambulance Certificate. When they are first appointed in the Territory they are given more or less junior positions. There, they receive further training, in particular in tropical medicine and hygiene. They have to pass examinations and, eventually, they are appointed to the position of senior medical assistant. It is when they reach that particular standard that they are given control over some of the smaller hospitals on the various stations.

Mr. RYCKMANS (Belgium) (interpretation from French): On page 71 of the report reference is made to the battle against malaria and it is said that the distribution of anti-malaria products is in the course of being carried out. It is stated also that the results of the experiment will be published in 1954. Could the special representative give us any information in this connexion?

Mr. JONES (Special representative): I regret that I am not able to supply that information, but I do know that the reports of the officers have been received and will, I think, be made generally public at any time now. The findings will certainly be included, if not in the report itself which is now being prepared, at least as a supplement to that report.

Mr. RYCKMANS (Belgium) (interpretation from French): I have a question concerning the penitentiary system, and I apologize if my question may appear to be rather odd. On page 81 of the report it is stated that prisoners are classified as: "Prisoners awaiting trial or under examination" and "Debtors and persons in prison for contempt of court or for failing to give security to keep the peace or be on good behaviour", etc. Are there persons who are in prison for debt? Is imprisonment for debt one of the provisions within the penal organization?

Mr. JONES (Special representative): Actually, that is a rather misleading description. Persons are not really imprisoned while they are awaiting trial, except in the case of certain offences where the usual practice is to take them before a magistrate and then hold them under a warrant issued by the magistrate. So far as debtors are concerned, imprisonment is not the practice, and I agree that it is misleading to call them first and second class prisoners.

Mr. RYCKMANS (Belgium): What is the meaning of the class called debtors?

Mr. JONES (Special representative): I am afraid that I am unable to explain that. It cannot very well mean a debtor in prison for contempt of court.

Mr. RYCKMANS (Belgium): I would ask the special representative to make a note of this point.

Mr. PIGNON (France) (interpretation from French): In the field of public health the annual report has given us satisfactory news. We have learned from it, and the representative of Belgium has pointed it out still more clearly through his questions, that the medical staff has been increased considerably since the previous year. We note also that the plan, which had been postponed for some time, to build new hospitals is now being implemented and has already reached the stage of the building of the main hospital for indigenous inhabitants. We had been told of this plan in 1951, but it was not carried out until recently.

My only question in the field of public health deals with the indigenous medical assistants. In 1953 the Visiting Mission visited the schools where these assistants were trained and noted the good-will and the ingenuity employed in this training. We also noted, however, that the training was quite inadequate for the duties which they were obliged to carry out by themselves in small dispensaries in the bush under infrequent and inadequate supervision. The Visiting Mission at that time made a suggestion which seemed to it to be simple and practicable. It consisted of increasing the length of the training period of the assistants who, at present, are given only two years. I should like to ask the special representative the Administering Authority's opinion of the suggestion made by the Visiting Mission.

Mr. JONES (Special representative): The course is still of two years' duration. However, the Administering Authority noted the recommendation of the Visiting Mission and, although the course is still of two years' duration, it is a more concentrated course and the syllabus includes physiology, first aid, hygiene, and the treatment of common diseases. In addition, special care and

attention are being given to the training of these assistants in the giving of intravenous and intermuscular injections. Furthermore, greater attention is being given to the matter of recalling the native medical assistants to the various headquarters throughout the Territory for post-qualification training. Under the new scheme the Director of Health is quite satisfied that this particular service has been made more efficient. In other words, the recommendation of the Visiting Mission has been more or less complied with except that, as I have said, the assistants are still given a two years' course.

Mr. PIGNON (France) (interpretation from French): The Visiting Mission had occasion to question, in various places, the physicians who were at the head of hospitals or other health centres, and we asked them what they thought of the female medical assistants. In general, all the doctors whom we questioned on this point stated that the indigenous women made excellent nurses who gave every satisfaction, being, in general, more satisfactory than the men.

On page 77 of the report it gives the number of indigenous women who were accepted as medical assistants. The figure given is still very low. I should like to ask the special representative whether the Administering Authority has any scheme to promote an increase in the number of women undertaking this career.

Mr. JONES (Special representative): Action along the lines suggested by the representative of France is taking place and, although the response has not been as good as we had hoped for, it is very noticeable that quite a number of native girls are now volunteering for training in infant welfare work; but they are not showing the same interest in being trained as nurses in general hospitals.



Mr. S.S. LIU (China): On page 74 of the annual report reference is made to an intensive recruiting programme for medical staff. Will the special representative provide us with some more details about this programme?

Mr. JONES (Special representative): All I can say is that full publicity is being given to the positions for which applications are being invited. This is being done through the medium of the press, contacts with universities, and so on. As will be seen from the figures I have given, we have met with a fair amount of success during the past nine months, and we are optimistic that within the next twelve months all the positions will have been filled.

Mr. S.S. LIU (China): In his opening statement the special representative told us that a start has been made on the building of the General Hospital at Iae. How long will it be before that hospital is completed?

Mr. JONES (Special representative): From the enquiries I have made, I find it will take between eighteen months and two years.

Mr. S.S. LIU (China): How many beds will be provided in that hospital?

Mr. JONES (Special representative): I do not have that information before me, but I will obtain it and reply later.

Mr. TARAZI (Syria) (interpretation from French): Reference is made on page 62 of the annual report to the right of petition. We are told that the right to submit petitions to the United Nations is becoming more and more widely known. I should like to know how the Administering Authority brings this right to petition to the notice of the indigenous inhabitants.

Mr. JONES (Special representative): As I stated in my opening statement, two media are used for disseminating information about the United Nations; one is by broadcasting over the radio and the other by the written word -- newspapers and, to some extent, in the syllabus of training in the schools. The right to petition naturally is one of the matters included in the general information given about the United Nations. In addition, it was made quite clear during the visits of the two visiting missions to the Territory that the indigenous inhabitants had the right to petition not only the visiting missions, but, at any other time, the right to submit petitions to the United Nations.

Mr. TARAZI (Syria) (interpretation from French): On page 62 of the report, in that paragraph dealing with restrictions, we find that certain restrictions governing the movement of the indigenous inhabitants are in existence. Under these restrictions, the indigenous inhabitants are obliged to obtain a permit before they can enter certain towns or before they can absent themselves from certain quarters between nine p.m. and six p.m. This, of course, is a kind of curfew which is governed by an ordinance. I should like to know whether the Administering Authority is considering the abrogation of this type of regulation, or whether, at least, the Administering Authority is envisaging the possibility of allowing the indigenous inhabitants to move around where and when they desire. What is the object of these restrictions; why were they introduced?

Mr. JONES (Special representative): This matter has been referred to on previous occasions, and a full explanation was then given. I will not again go into the full details, but I will explain that the object of the provision is the prevention of crime within certain town areas. The provision is designed to aid in the maintenance of peace and good order. The provision is not aimed at the indigenous people living within town areas; to some extent, the provision is for their own protection. Nor is the provision aimed at the principal local villages, it is aimed at those settlements which crop up in the vicinity of towns and which, if I may use the expression, are inhabited by riff-raff. It has been found that if these people have free entry into the towns the incidence of crime rises, and it is these people who are responsible for that increase.



The Administering Authority is quite aware of the undesirability of restricting the freedom of any person, whether he be a native person or a non-native person. This restriction is only imposed in the interests, as I say, of the maintenance of peace and good order. We have no intention or desire to continue it any longer than we think it necessary, and already in some areas the ordinance has been amended to relax some of these particular restrictions. As soon as we feel, in any town, that such a relaxation will not result in an increase in crime, the restriction will be lifted.

Mr. TARAIZI (Syria) (interpretation from French): On page 63 of the report, in the paragraph dealing with marriage customs, it is stated that marriage between a native person and a non-native person cannot be celebrated without the written consent of the District Officer. What are the conditions which must be fulfilled in order to obtain that written consent? What is the basic control exercised by the District Officer?

Mr. JONES (Special representative): The object of this provision is, of course, to protect the indigenous women. We consider that they have not yet reached a stage of advancement in which they can without any, shall we say, guidance and advice from the officers of the Administering Authority, contract a marriage under customs of which they are not aware. In such cases, probably they would not realize the obligation assumed or the binding nature, so far as our laws are concerned, of such a marriage. Probably they would not realize the effect such a marriage would have on the person contracting it. Also, of course, we wish to protect the indigenous women against marriages of convenience. This is done purely and simply in the interests of the indigenous people themselves.

Mr. TARAZI (Syria) (interpretation from French): On page 65 of the report, under the heading "Remuneration", we are informed that employees receive only half of their monthly wage at the end of each month, and the other half is paid only at the expiration of the labour contract. As the report says: "The balance is deferred and payable to him at the termination of the agreement." May I know why the Administering Authority has taken this step? What is the purpose of this measure in view of the fact that, in principle, an employee is entitled to his whole wage?

Mr. JONES (Special representative): Here again is a provision which is considered to be in the interest of the indigenous workers. The majority of these workers are new recruits. The provision of the Native Labour Ordinance is that, at the expiration of two years, a worker should return to his village, and it will be appreciated that that results in a fairly rapid turnover. Most of the workers are in the unsophisticated class and, if they were paid all their wages, they would undoubtedly spend it on things which are really not worth while. It is therefore considered that, by having an arrangement whereby a certain proportion of the wage is deferred, the workers are assured of having some money, on the completion of their two-year agreement, to take back with them to their village.

Mr. TARAZI (Syria) (interpretation from French): In this connexion, does not the law which regulates the payment of wages provide for any indemnity when a person leaves -- an indemnity which should be paid, surely, on the termination of the contract?

Mr. JONES (Special representative): I am afraid I do not really follow that question; I would be glad if the representative of Syria repeated it. I just cannot make out what information he is seeking.

Mr. TARAZI (Syria) (interpretation from French): I am sorry if I did not make myself clear. This is a basic question. It is, after all, one of the basic tenets of Western democracy; it is a principle which is to be found enshrined in industrial and labour legislation -- that is, that indemnity should be paid to each employee on the termination of his work contract. I do not know whether there is a representative of the International Labour Organisation here who might perhaps explain this matter.

Mr. JONES (Special representative): I would be glad if the representative of Syria were to explain to me what he means by "indemnity".

Mr. TARAIZI (Syria) (interpretation from French): I would request the representative of the International Labour Organisation to explain this matter for me.

The PRESIDENT (interpretation from Spanish): Would the representative of the International Labour Organisation care to say anything?

Mr. DUNAND (International Labour Organisation) (interpretation from French): I am, of course, at the disposal of the Council. If I correctly understood the question of the representative of Syria, he was asking what laws are in force in the Territory in the case where a worker is discharged under conditions which would involve the responsibility of the employer -- that is to say, somebody who is dismissed although there has been no strike or for reasons which are not laid down in the contract, and therefore either collective bargaining agreements or the contract or the labour legislation does provide for some form of indemnity, which, generally speaking, is a payment of a part of the wage which corresponds to the normal period in which he would be given notice. In the circumstances, I do not think that the representative of the International Labour Organisation could say much more about the matter.

Mr. JONES (Special representative): I am still a little bit doubtful as to what the question may be. If I give a general explanation in regard to the matter of employment, I think that perhaps in that explanation may appear the answer which is sought by the representative of Syria. When an indigenous worker enters into an agreement, that agreement is witnessed before an administrative officer. The full particulars of the agreement are explained to both the worker and the employer, or his representative, and the conditions are also made quite clear. If, during the period of that agreement, there is any dispute, or if the agreement is terminated before the expiry of the two years, or twelve months, or whatever the period may be, there are two ways in which that can take place. One is by a mutual agreement between the worker and the employer -- and that has to be

approved by a district officer. The other method, of course, when there is a dispute and the two parties cannot come to a mutual agreement before a district officer, is to refer the matter to the court: the court makes whatever judgment it considers equitable under the circumstances, including pay or anything like that.

In those cases in which the agreement runs its full course and is terminated by the expiration of the time period, the worker appears before the district officer with the employer or his representative. Everything is carefully checked over. The worker is asked whether he is quite satisfied or whether he has any complaints at all. If everything is in order, he is then paid the amount of deferred wages owing to him under the agreement. So far as his return home is concerned, it is the responsibility of the employer to see that the worker is provided with free transportation and rations back to his village.

I hope that in that answer I have perhaps covered the point on which the representative of Syria was seeking information.

Mr. TARAZI (Syria) (interpretation from French): On page 67 of the report, in chapter 5, headed "Social Security and Welfare Services", we are told, in the first paragraph of that chapter, that "there is no special legislation dealing with social security", and the second paragraph then goes on to say:

"Practically the whole of the indigenous inhabitants live in their tribal areas and responsibility for the care of the aged, infirm and orphans rests primarily on the tribal organization...".

However, among the inhabitants there are labourers. I should like to know whether, in addition to hygiene and medical services, any social security system exists in some other form -- covering labour accidents, let us say, or accidents which occur while a person is at work. Is there no social security system, in other words?

Mr. JONES (Special representative): Dealing with the specific point raised by the representative of Syria toward the end of his question, I might say that the Labour Ordinance provides for the payment of compensation in the event of the death or injury of a worker. As regards social security and other social services covering the aged, infirm and orphans, as mentioned in the report -- and,

of course, I do not think there is need for me to mention what is obvious, that is, that they have free medical services, educational services, and other services of that nature -- there is no ordinance or special legislation for the reason which I think is quite fully given in the report and which was read out by the representative of Syria.

There have been one or two isolated cases in which some assistance has been needed, and it has been liberally given by the Administration. The Administrator has the authority, in exceptional cases, to give financial assistance.

Mr. TARAZI (Syria) (interpretation from French): Appendix XIX of the report, page 178, lists the European and non-European medical officers. I note that there is no native doctor in the Territory. Is the Administering Authority taking any steps to ensure that in the near future there will be native medical officers in the Territory?

Mr. JONES (Special representative): The plan for the educational advancement of the people is fully explained in the section dealing with education. There are no indigenous people who have the required secondary education to enable them to go to a university to take their medical degree. We do hope that as progress continues we shall have some indigenous inhabitants who will be able to undertake these studies. However, that is in the distant plans. In the meantime, we are sending some of our people to Fiji, where they are taking the course of assistant medical practitioner in the Fiji Medical School. Several have already returned and have been appointed. At present I believe there are five or six taking the course.

Mr. TARAZI (Syria) (interpretation from French): Page 63 deals with marriage customs. The report tells us that a marriage which is in accordance with the customs prevailing in the tribal group to which the parties belong is recognized as a valid marriage. In other words, it is a legal marriage. Does the Administering Authority take any measures to ensure that such marriages are inscribed in the civil register? In other words, is there also a civil register to list the marriages which are performed in accordance with native traditions?

Mr. JONES (Special representative): I think that a glance at the map and at information that has been given concerning the various stages of advancement of the people would make it obvious that to attempt any central marriage registry for the inhabitants would be quite impracticable. However, we have taken some action more or less to record births, deaths and marriages of the indigenous people. That is done in two ways. The first way is by means of what is known as a village book or village register, which has been in use for many years. The names of all the inhabitants of a village are entered in that



book. They are entered in family groups and provision is made to include the names of children born and marriages in the family group. As more and more indigenous people are able to read and write English, they are making the entries as the events take place. Where the people are not able to read and write, the entries are made by administrative officers who usually visit the villages at least twice a year and bring the village register up to date. Where we have established official councils, the councils are keeping a register for the village. No doubt in forty or fifty years' time when the Territory becomes more settled and there is a degree of advancement throughout the Territory, there will be some type of central or district register where such information will be kept.

Mr. BHANDARI (India): I refer the attention of the special representative to page 137 of the report, where the wages of the different indigenous persons employed by the Administration and employed privately are given. I presume that these wages are on a monthly basis, but I should like to know whether, in accordance with the existing labour legislation, these wages are in addition to the provisions for rations and clothing in all cases.

Mr. JONES (Special representative): Yes; in every case in addition to the cash wage which is actually shown, they are provided with rations, clothing, equipment and hospital services. I should also like to make it quite clear that transportation is paid from the village to the place of work. When the native completes his agreement, he is then returned to his village at the cost of the employer. In addition, in all cases where the wife and children of a worker reside with him at his place of employment, the employer is required to provide them free of charge with accommodation, food, clothing and medical attention.

Mr. BHANDARI (India): For my next question I would like to make a comparison of the wages which are given to the various categories of persons listed. Teachers are given £4.12.0 per month, whereas other jobs, like those of carpenters, receive £5.17.5. Is that not a great deterrent to the indigenous people for education and learning so that they can later become teachers? On the one hand there is the problem that there are not enough

teachers and facilities, and on the other hand there is this low wage which is paid to teachers with the result that people are deterred from taking up this profession.

Mr. JONES (Special representative): I have not had any information to indicate that their enthusiasm for teaching as a profession has been lessened because teachers receive lower wages than perhaps carpenters or other tradesmen. The representative of India has mentioned that there is a shortage of teachers. The temporary shortage was caused mainly by the delay in opening the teacher-training colleges and, as I mentioned last year, the difficulty we experienced in getting European-trained teachers from Australia to teach in these particular schools. To overcome the temporary shortage of indigenous teachers, as I mentioned in my opening statement, the teacher-training course is being reduced by two years purely as a temporary expedient. I can assure the representative of India from my own knowledge that the people themselves are very keen on the teaching profession. There is no lack of applicants.



Mr. BHANDARI (India): My next question concerns medical assistants. The representative of France said that when he was in New Guinea he found that the doctors had said that the indigenous women medical assistants were very good. Do these indigenous women who are medical assistants do the same type of work as the European medical assistants? I find that there are quite a few European medical assistants also. Do they do the same type of work?

Mr. JONES (Special representative): Is the representative of India referring to the female medical assistants?

Mr. BHANDARI (India): Yes.

Mr. JONES (Special representative): No, they do not do the same work as a European medical assistant. In most cases they are the wives of medical assistants who are sent out to a particular area. The policy is to get a married native for this work whenever possible, and then to encourage him to bring his wife in to go through the training course with him. When they go out the wife usually concentrates mainly on infant welfare work and any particular work that relates more directly to the women and children in the area where they are posted.

Mr. BHANDARI (India): My next question concerns the system of labour coming to the towns for short periods which results in a constant turnover, a change in the labour which comes and works. Could the special representative tell us the reasons why they have thought it better to introduce the system of a continuous turnover of labour instead of having a continuous and steady flow of labourers staying on for a long period of time?

Mr. JONES (Special representative): The policy of the Administering Authority is that the advancement of the indigenous inhabitants, as far as it is practicable to do so, should be through the village unit. To do that, of course, it is necessary to preserve the village unit to the greatest possible extent. We feel, and I think that our experience with the co-operatives

and rural progress societies has so shown, that the best way for the economic development of the people is through their own community development. That same economic development, particularly through co-operatives, is also very good training and experience and assists them in their political development. For that reason and in conformity with that policy and so as to cause as little disruption of village social and economic life as possible, the period for a worker under agreement has been limited to two years.

Mr. BHANDARI (India): Yes, I perfectly concede that point, but there is the other side of the picture inasmuch as these villagers come to the towns. If they stay only for a period of two years they are not likely to become completely efficient in that particular line; neither are they going to be able to improve themselves as far as skilled work is concerned. I should like to have the opinion of the special representative on this. When you take the whole population of the indigenous people and as there would be comparatively few people employed as such percentage-wise, would it not be better not to lay down the condition that this should be only a temporary employment but leave it to the indigenous person to decide whether it will be better for him to return to his village and apply the knowledge he has acquired to the community development work? Or would it not be better for them to stay on in the town where they might perhaps be in a better position to obtain greater educational facilities, better medical facilities and other facilities?

Mr. JONES (Special representative): The representative of India has mentioned towns several times. First, I think I might clear up that point. Comparatively speaking, it is only a small percentage that are actually employed in towns. The great majority are employed on plantations or in the mining industry which, of course, is far away actually from the main towns. The Administering Authority appreciates the fact that within a given period -- say, a period of two years -- it is somewhat difficult for an indigenous inhabitant to become fully competent in any work other than unskilled work. For that reason, there are exceptions where indigenous inhabitants have found employment in various trades or other occupations which do require special skill;

and exceptions have been made in some of those cases. Another point is that where an indigenous inhabitant is accompanied by his wife and family -- every encouragement is given them to accompany their husbands -- there is no limit at all. They can remain away in employment as long as they like. Although they are required to return to their village after two years, they may again enter employment after a period of six months if they so desire. The whole problem of the employment of indigenous people is fully appreciated by the Administering Authority, and all our plans are aimed at what we consider is their best interests. I can say at the present time consideration is being given to indigenous inhabitants who have become skilled in various occupations to receive complete exemption from this requirement to return home at the end of two years.

Mr. SCOTT (New Zealand): I notice that on page 69 of the annual report that "30 hospitals are maintained by missions" in the Territory and that six of these hospitals are staffed with resident doctors. However, in the appendices it is stated that no information of native personnel employed in medical work are furnished by the missions. Could the special representative give us some idea on that? Does he have any knowledge of the approximate number of native personnel that are employed in mission medical establishments?

Mr. JONES (Special representative): I am not able to give any figures, but from discussions I have had with some of the mission medical officers and with our own Director of Public Health, I understand that the number is very similar proportionately to the number employed by the Administration.

Mr. SCOTT (New Zealand): I wonder whether it would be possible for the Administering Authority to obtain from the missions the figures or some information as to the native personnel employed in mission establishments since I observe that the Administration does provide some financial assistance to the mission medical establishments.

Mr. JONES (Special representative): I am quite sure that information can be obtained.

Mr. SCOTT (New Zealand): Does the Administration make use of posters and other simple propaganda devices for the encouragement of better hygiene and in connexion with environmental sanitation generally at the dispensaries and hospitals?

Mr. JONES (Special representative): Yes, extensive use is made of posters. When I paid my visit just before Christmas, they had a new publication numbering several thousand of really very excellent posters indeed which could be understood by the indigenous people.

Mr. SCOTT (New Zealand): On page 78 of the report, there is a section dealing with nutrition. I wonder whether the special representative can tell the Council if any extensive investigations have been carried out into the nutritional requirements and deficiencies of the indigenous people.

Mr. JONES (Special representative): The only nutritional survey that has been carried out was made about two years ago by a survey team from Australia, and their report was published some time ago. The Administering Authority is making full use of that information and the plans of the Department of Agriculture have also taken into consideration the deficiencies that do exist by getting the indigenous farmers to grow crops to make up for those that were discarded.

Generally speaking, it was found that the indigenous diet throughout the Territory was entirely satisfactory. Nevertheless, there were a few deficiencies. We are now doing our best, particularly through the Department of Agriculture, to overcome them.

Mr. SCOTT (New Zealand): In the section dealing with penal organization on pages 81 and 82 of the report, I do not see any mention of rehabilitation measures that may be carried out by the Administration for prisoners. I would ask the special representative whether any special training in vocations or trades of a technical nature is given to prisoners in the Administration prisons.

Mr. JONES (Special representative): Yes, vocational and other training is actually given to prisoners. There is no special branch dealing with that at the present time, but that is one of the matters that is under consideration. Thought is being given not only to assistance to prisoners in regard to their advancement during their period in jail but also to the creation of a separate department.

Mr. SCOTT (New Zealand): I return to a question which was raised earlier by the representative of Belgium in connexion with the expenditure on hospital construction during the year covered by the report. I wonder whether the special representative would say whether the small amount of money spent on hospital construction is any indication that the Department of Health's work in the Territory has in any way been retarded during the year under review.

Mr. JONES (Special representative): The delay in starting the hospital building programme has been very disappointing to the Administering Authority. As I explained last year, it was due mainly to the matter of reaching a final decision before going ahead with the expenditure of such a large sum of money which the Administering Authority intends to devote to hospitals and hospital buildings. Mainly, the idea was to be quite sure of the best way of providing



an integrated system of hospitals that would be adequate to meet the needs of the Territory not only now but let us say in ten, fifteen or twenty years hence. As I explained in my opening statement, the programme is well underway. I feel quite sure that, under the new system of building, the tempo so far as the programme is concerned will increase year by year.

I should like to make it quite clear that the new buildings are replacing the temporary structures which have been in use since the war. The delay in starting the programme has not affected departmental progress. In addition to normal departmental expansion and carrying out the routine functions, there has been considerable advancement made by the special units. Their work has expanded, as will be seen from the report.

Another point which I should like to mention in this connexion is the research work that has been carried out on the three major disease problems in the Territory; that is, malaria, in particular malaria control; tuberculosis; and Hansen's disease. I think that members will agree after reading the report that the research work which has been carried out in the Territory in connexion with these three diseases is an outstanding achievement. Not only will the Territory itself benefit from the work done but other countries will benefit where these particular diseases or any one of them are prevalent.

Mr. SCOTT (New Zealand): I do not have any further questions. However, I should like to thank the special representative for a gratifying and heartening reply. I had read with some interest the section of the report dealing with the progress that has been made by the Department of Health in combating the three diseases which he has mentioned.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): On page 61, there is some reference to the fact that the entire population has guaranteed to it the basic human rights and the fundamental freedoms. It would be desirable to have the special representative make clear how one can reconcile this statement with the factual position. I have in mind particularly the restrictions on the movement of the indigenous population.

Mr. JONES (Special representative): The representative of the Soviet Union has made a more or less general statement and I am not sure whether he is referring to the restrictions on workers.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): On page 61 of the report it is stated that all elements of the population are secure in the enjoyment of human rights and fundamental freedoms without discrimination as to race, sex, language and religion; and on page 62 mention is made of the restriction of movement of the indigenous inhabitants. The report also contains a statement to the effect that corporal punishment still exists and is applied to indigenous inhabitants. That is not a general question, but a specific one, and I should like to have some explanation from the special representative. How can one reconcile the statement on page 61 to the effect that the population enjoys human rights and fundamental freedoms and is secure in such enjoyment with the existence of the other statement on page 62 with regard to restriction of movement and the application of corporal punishment?

Mr. JONES (Special representative): If the representative of the Soviet Union continues to read the rest of the paragraph on page 61, he will find that the situation is quite clear. After the words which he has quoted, the sentence continues as follows: "...except to the extent that it is still considered necessary to preserve certain provisions relating to the indigenous inhabitants in order to protect their interests, etc.".

In regard to the restriction of movement to which the representative of the Soviet Union has referred, and as mentioned on page 62, I have already replied to the representative of India who asked a similar question. I really have nothing to add to the reply which I made to that question.

So far as corporal punishment is concerned, that is dealt with in the resolutions, and the considered reply of the Administering Authority is given in that part of the report which deals with the resolutions. It sets out quite fully the policy of the Administering Authority, and I feel that there is nothing I can add which will assist the representative of the Soviet Union.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): I do not quite understand the reply of the special representative, but I have another question. On page 62 reference is made to restrictions upon the freedom of movement of the indigenous inhabitants in certain townships. Are these restrictions applied to some townships only, or is it a general restriction? Page 127 does not state that this restriction is limited to certain townships; there is a general statement there.

Mr. JONES (Special representative): It is limited to certain townships, which are named in the Ordinance providing for this particular restriction.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): According to page 127, Appendix III, a number of indigenous inhabitants were tried and convicted for "Unlawful wearing of clothing". What kind of clothing is considered unlawful?

Mr. JONES (Special representative): I must admit that I am not aware of what those particular offences might be. As far as my memory of the Ordinance goes, there are no restrictions on the wearing of clothing. The restriction in that connexion which existed some years ago was removed, but I shall make full inquiry and submit an explanation later.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): On the same page it is said that, during the year under review, for riotous behaviour more than 1,000 indigenous inhabitants were convicted. I should like to have some explanation on this point. What was the nature of this riotous behaviour? Does it refer to isolated cases, or was it a mass action?



Mr. JONES (Special representative): That refers to the kind of behaviour, among indigenous inhabitants, which sometimes occurs at football matches where they become over-excited, or if they have a celebration in the village. There might be four or five villages invited and it ends up in a brawl. The punishment meted out in those cases is not very severe, just enough to act as a deterrent and to make them realize that that sort of behaviour will not be tolerated.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): In the same Appendix it is said that, during the year under review, more than 100 indigenous inhabitants were convicted for neglecting to carry out work given by a village official. What, exactly, was the nature of the offence, and what is the provision of Ordinance 119 which they allegedly violated?

Mr. JONES (Special representative): The chief officer of a village is given certain statutory authority in regard to certain matters in his village, and that authority enables him to give orders to villagers to do certain things. These particular offences occurred in connexion with hygiene and sanitation. It is necessary, of course, to insist that villages should be kept as clean as possible in the interests of the people themselves, and the chief is given this power to order them to do a certain amount of work towards keeping the village clean. It is the same law which, I think, exists in most countries; one cannot go throwing garbage about, and if one does not follow the simple rules in regard to sanitation and hygiene it is considered an offence. The same applies in the native villages.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): In the report it is stated that the rations for clothing and other items which workers receive equal £7.15s.0d. per month. This is more than 5s.0d. per day. It is also stated in the report that daily labourers receive 6s.0d. per day, and that this includes the cost of their rations for clothing and so on. If we subtract the cost of the rations from the daily wage, then it would appear that the daily labourer receives very little payment. Is that correct?

Mr. JONES (Special representative): He actually receives almost double the basic wage. As the representative of the Soviet Union has worked out, when the cost of the rations is 5s.0d. a day and worker receives 6s.0d. per day, he really earns 1s.0d. per day, which is about £1.8s.0d. per month. I would point out that, as in the case of the wages scale, this is only the minimum that can be paid.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): On page 27 it is stated that the Baluan Council maintains at its own expense two indigenous medical assistants, yet only £160 were allowed for medical expenses. How much was paid to these medical assistants?

Mr. JONES (Special representative): If that information is not given in the particulars relating to this Council, then I am afraid I cannot give it.

The meeting was suspended at 3.55 p.m. and resumed at 4.30 p.m.

Educational advancement

Mr. RYCKMANS (Belgium) (interpretation from French): On page 84, it is stated that the Administration has 52 schools for native persons, with some 2,700 children. On page 86, it is stated that the missions have some 2,600 schools, with more than 83,000 pupils. In other words, education is to a very large extent in the hands of the Christian missions. The missions are subsidized by the Administering Authority. On page 86, we are told that the existence of such schools "is designed to allow for schools of a lower standard, which must necessarily continue to be part of the Territory's educational system for some time to come".

The Administering Authority, as I have said, subsidizes the mission schools. But it subsidizes them on the basis of £10 per annum for a village school, without granting any aid or assistance -- at least, I see no evidence of it -- as regards the building of the schools themselves. And it so happens that the greater part of the responsibility for education in the Territory is assumed by benevolent organizations which are not connected with the state and which receive £50,000 per annum as subsidies.

I must ask frankly: Does not the special representative think that it would be possible to obtain considerable results if there were greater assistance given by the Administration to those missions which are prepared to devote their attention to education? At the present time, even without having any subsidies for school buildings, the missions have built 2,600 schools which teach some 83,000 children, as against 52 Administration schools teaching some 2,700 children.

The missions entrust to the indigenous councils the task of constructing certain schools. I do not know to what extent the Administering Authority subsidizes such council schools. We are informed, on page 86:

"The extent of responsibility of the council varies as far as maintenance of buildings and payment of teachers is concerned, being decided on the particular circumstances of each case."

If the councils are able to keep up a scholastic system, are not the missions capable of keeping up a better scholastic system? Would it not be possible to make considerable and rapid progress in the development of the education of the native masses by giving some form of encouragement to the missions, on condition that the education they provide should be really adequate? Missionaries are people who pass their entire lives in the Territory. They have no personal ambition and they have no desire to advance in the hierarchy of the Administration. A missionary who has spent thirty years in the country and who knows the language thoroughly is still perfectly prepared to be a humble schoolmaster in a primary village school. Instead of taking advantage of this devotion, the Administering Authority confines itself to a £50,000 subsidy.

Complaints are made, and I think they are justified, that the training of teachers is insufficient. There is a normal school set up by a mission which might train teachers. This school is directed by people who know the native languages and who can therefore prepare natives to teach natives. The normal school receives in the form of a subsidy -- "Higher training institution (boarding), per unit per annum, £100." Do you not think that the money which the Administration hands out could be more usefully employed if it were used to encourage the missions? Conditions could be imposed whereby they would improve their education. However, they could be given subsidies at least to cover a great part of the building costs of the schools. It is well known that the missions are not wealthy. The efforts made by the missions cover 85 per cent of children of school age going to mission schools. Do you not think that it would be highly desirable to try to improve this educational system by giving them strong subsidies, even to the extent of covering the greater part of the building costs and maintenance of the schools, but, of course, subject to conditions providing adequate education, including inspection by the official services of the scholastic benefits offered by the mission schools? This is the question which I am asking. Obviously it will not be the special representative who will give the final answer here. But I do ask the question of the Administering Authority. Do you not think that there is room here for some review of the present educational policy?

The school at Kerevat, which is an interesting experiment, in the course of the last year graduated only twelve teachers. It seems to me that twelve teachers per year from a population of one million will hardly lead to much progress, and will not contribute very much towards the generalization of an educational system.

I should like to speak briefly about medical training. I note that a certain number of pupils are at the Central Medical School in Fiji. There appears to be a slight printing error on page 77 of the report, which states that "three students have graduated as assisted medical practitioners". I suppose that this means "assistant medical practitioners". I should like to know who these assistant medical practitioners were and the type of training they received.

As far as I know there is not a single one as yet who has been able to follow the courses offered in the Medical Practitioners Schools. They are only assistant medical practitioners. What is an assistant medical practitioner? What sort of professional training is involved in this title?

Mr. JONES (Special representative): I have listened with great interest to the representative of Belgium. The policy of the Administering Authority has been, as is described in the Ordinance and as referred to by the representative of Belgium, for the various Christian missions to play quite an important part in the educational advancement of the indigenous inhabitants -- in particular in their primary education, the education which they receive in the village school. The missions are well fitted and situated to do this because in almost every village in the Territory which is under Administration control they have their representative present; and it is and always has been their policy and part of their accepted work to run a small village school.

The Administering Authority appreciates the value of such assistance and has accepted it gratefully; the Administration has also, as is mentioned in the report, been making monies available to the missions for this particular work.

The representative of Belgium mentioned the building of over 2,000 schools by the Mission. I am very glad to say that those schools are actually built by the indigenous people themselves from local materials, that is, bamboo or whatever timber may be available; they are just native material buildings as we know them. Their actual value is very low, and it is a very simple and easy matter for the indigenous people to build these little schools in the villages. The missions have no expenses to meet so far as those schools are concerned. In regard to the assistance given, it is not limited to any given sum by the Administration; it is limited by what the mission authorities are able to do. If they can provide an approved teaching staff and meet the requirements that are laid down, then the various subsidies will be made available to them. As it is mentioned on page 86, the grants made to the missions are made on a definite basis. If they can provide the teaching staff with the qualifications set out, the subsidies are made available. For instance, an education liaison



officer, if they can provide a qualified person for that work, is allowed £500 per annum. A master or mistress is granted £450 per annum and so on. I shall not go right through them, but I just wish to give some idea of the basis and stress that there actually is no limitation. If they can provide the people and they can be definitely employed gainfully, not just providing three or four schools in one centre by three or four different missions, the money would be forthcoming. The same applies to the various schools; for example, the village schools for which the per annum figure is £10. This is only a small village school; they live in their own homes. The amount of £10 per unit is considerable and covers, I should say, most of the costs of educating the children to go on to the intermediary schools. The village school accounts for 72,000 pupils and 2,000 schools, and the intermediary schools account for over 3,000 pupils and 142 schools. Then there are the non-boarding schools and the subsidy given these schools is £20 per annum per unit. Then there are the intermediate boarding schools; the subsidy in that case is £60 per annum per unit. In the higher training institutions where of course they have to have fully qualified teachers, it goes up to £100 per unit per annum.

I can assure you that the Administering Authority is very appreciative of the work being done by the various missions, and the questions that have been raised by the representative of Belgium stressed the very important question of educational policy, and the attention of the Administering Authority will be drawn to this.

With regard to medical training, the title used is assistant medical practitioner. These students complete a course of five years, I believe, at the Central Medical School at Fiji. At one time, when they had graduated, they were known as native medical practitioners. The title has now been changed to assistant medical practitioners. I have no information available as to the course of study, but I think it is fairly well known generally that whilst it is not equal to the medical degree gained in Australia, the United States or any other country, a very high standard is maintained. Their degree is not actually equal to the medical degree we know.

Mr. RYCKMANS (Belgium): I believe that they have assistant medical practitioners and medical practitioners in Fiji. What is the difference between medical practitioners and assistant medical practitioners? I see that a group of students are taking a special course of studies to obtain the required educational standards for entry into the Central Medical School. Is that in order to become fully qualified medical practitioners or to become assistant medical practitioners?

Mr. JONES (Special representative): To the best of my knowledge, the Central Medical School at Suva, to which the indigenous inhabitants of most of the territories in the Pacific may gain entry, does not take them to the degree of Bachelor of Medicine or Bachelor of Surgery; it is of a lower standard. I may be wrong there, but I think that is the position.

Mr. RYCKMANS (Belgium): There is only one category of medical student in Fiji. They are all studying for the degree of assistant medical practitioner and does this also include the title of full medical practitioner? That is what I want to know.

Mr. JONES (Special representative): My colleague, the representative of Australia, has mentioned to me that in some territories, after being graduated from the Central School, they are known as native medical practitioners. In other territories they are known as assistant medical practitioners. Actually, there is no difference in their qualifications.

Mr. RYCKMANS (Belgium): They have the same training as the people I met in Samoa who are Samoan medical practitioners.

Mr. JONES (Special representative): Yes.

Sir Alan BURNS (United Kingdom): In reference to the fourth paragraph of page 92 of the report, could the special representative give us some account of the contents and form of the feature programme put out on the radio as the result of the recording patrols?

Mr. JONES (Special representative): The recording patrols undertaken actually refer to patrols by officers of the Department of Education. During those patrols, all sorts of general matters which may be of general interest to the indigenous inhabitants are recorded, including indigenous music that is peculiar to that particular area or tribe and other matters of really general interest to other indigenous people: their methods of agriculture, land ownership and anything at all which they think would be of educational value and of help to the indigenous people of one part of the Territory in appreciation of the conditions and the happenings in another part of the Territory. Then, this is broadcast generally to the people.

Mr. OBERLEMKO (Union of Soviet Socialist Republics) (interpretation from Russian): My question has to do with page 83 of the report. It is stated that under the Education Ordinance 1952, the Administrator may make education in certain places compulsory. I should like to know whether such compulsory rules were laid down and where.

Mr. JONES (Special representative): No rules have as yet been laid down. Under the Ordinance, of course, there is provision for certain regulations to be made dealing with such matters as compulsory education. The draft regulations have been prepared and are at present awaiting approval. After they have been finally approved, appropriate action will be taken regarding compulsory education and on any other matters on which action is necessary.

Mr. OBEREMKO (Union of Soviet Socialist Republics) (interpretation from Russian): I should like to ask the special representative to clarify for me the data contained on page 88 of the report. It is stated there that "The primary section of indigenous education in the Territory extends over eight years". The first four years are provided by vernacular schools, and the next years in village higher schools, area schools, station schools, or native authority schools. Then, on page 84, there is a table which does not repeat these designations of various elementary schools for the indigenous population.

Among the fifty-two schools referred to here, eleven native area schools and forty-one native primary schools, how many give this full course of eight years of elementary education?

Mr. JONES (Special representative): Generally speaking, the full years' education would not be given in any one school. As is mentioned, the education would start in the village schools, which are mainly conducted by the missions. From those schools, the students would then proceed to the village higher schools. Some of those schools will be run by the missions and others will be run by the Administering Authority.

The fifty-two schools mentioned on page 84 are primary schools; in other words, where the indigenous people receive their elementary education, supplemented of course by the two thousand schools which are controlled by the various mission authorities. The same applies to secondary education. They will then move on to other schools, some of which will be controlled by the Administering Authority and some by the various missions.

Mr. OBEREMKO (Union of Soviet Socialist Republics) (interpretation from Russian): Perhaps I did not formulate my question very clearly. The schools which are referred to on page 84 are Administration schools. There is no reference there to mission schools. Which of these fifty-two schools give the four final years of elementary education? How many such schools are there?

Mr. JONES (Special representative): On page 84, it will be noted that there are fifty-two Administration schools which will provide education of the standard mentioned by the representative. On page 86, the number of schools of a similar type which are administered by the various missions is given. This number would be termed as intermediate and amounts to 142.

Mr. OBEREMKO (Union of Soviet Socialist Republics) (interpretation from Russian): My next question pertains to page 87 of the report. It is said there in connexion with the fact that in the Trust Territory there is no European secondary school that scholarships are granted for training in Australia. Are such scholarships also given to indigenous pupils so that they might receive a secondary education in Australia? If such scholarships are granted, how many of them have been granted to indigenous inhabitants during the period under review?

Mr. JONES (Special representative): In my opening statement I gave figures in this regard. Twenty scholarships were awarded to the Territory of Papua and New Guinea for the year 1953. It was found that a number of students had reached the standard from which, it was considered, they should be given an opportunity to proceed with their secondary education and, as the provisions for secondary education had not yet been established in the Territory, they were given the opportunity to proceed to Australia. Of the twenty scholarships awarded for 1953, six were awarded to the indigenous students in the Territory of New Guinea. The scholarships cover the cost of fees, books, clothing, incidentals and travelling expenses for the full five-year secondary course. The scholarships were awarded as the result of competitive examinations and, as I said, six were awarded to students in the Trust Territory. The same number will be awarded next year and, in the meantime, steps are being taken by the Administering Authority to provide what secondary education may be required to meet the needs of the students who will reach that stage in their educational advancement.

Mr. OBEREMKO (Union of Soviet Socialist Republics) (interpretation from Russian): What is the explanation of the fact that fourteen scholarships were awarded to students from Papua and only six to students in New Guinea?

Mr. JONES (Special representative): I have explained that there was a competitive examination and, in 1953, apparently there were more Papuan students who were successful. The tables may be reversed next year so that the majority of the scholarships will be awarded to students from New Guinea.

Mr. OBEREMKO (Union of Soviet Socialist Republics) (interpretation from Russian): But why could the Administering Authority not grant a fixed number of scholarships -- more than six -- to the Trust Territory? If only six are granted, does that mean that in the Trust Territory no more than six students can be found who would qualify?



Mr. JONES (Special representative): The six who proceeded to Australia were those who were considered to have reached the standard suitable from which to proceed<sup>to</sup> secondary education. With regard to any of the unsuccessful applicants, if it was considered -- I do not know whether it was or not -- that their standard was sufficiently advanced for them to continue with secondary education, they would be given the opportunity to do so in the Territory at one of the higher training centres.

Mr. OBEREMKO (Union of Soviet Socialist Republics) (interpretation from Russian): My next question refers to page 105. It is stated there that the total expenditure on education for 1951-52 was £436,853 while, in the year under review, the expenditure was decreased by more than £10,000. Could the special representative explain the reasons for this decrease?

Mr. JONES (Special representative): Actually, I think that there are two main factors contributing to this decrease in expenditure. The difference is about £10,000, but it is still £100,000 more than in 1950-51 and about £80,000 more than in 1949-50. There has been a certain fluctuation in regard to expenditure, and that is noticeable also, I think, in other departments. One reason is the building up of the staff and the attaining of qualified teachers from Australia; the actual expansion of the work of the Department was, to some extent, retarded over the last year because of that factor. Now that we have obtained a staff, expansion will proceed and, naturally, the expenditure will increase.

Apart from that, a very considerable saving was effected by the establishment, throughout all our stations, of vegetable gardens, which considerably cut down the cost of maintenance so far as rations were concerned.

Mr. OBEREMKO (Union of Soviet Socialist Republics) (interpretation from Russian): On page 133 it is shown that expenditure for European education is increasing from year to year. In 1950-51 it amounted to £12,733; in 1951-52 it was £24,091 and in 1952-53 the amount was £28,712. At the same time we note that the expenditure on education of the indigenous population which,

in the first place, was insignificant, is being reduced. During the year under review it was reduced to some £46,000. What is the explanation of such an abnormal situation? Why is the expenditure for the education of Europeans being increased, while that for the education of the indigenous inhabitants, where the greatest need exists and where much work is to be done, is being reduced? What is the explanation, and why do the same factors which affect the expenditure for the education of Europeans not also affect the expenditure for the education of the indigenous population?

Mr. JONES (Special representative): In the first place, it will be noted that there has been a reduction of £6,000 in school equipment and class materials. As I mentioned, the actual expansion of the Department had been retarded owing to the difficulty in obtaining qualified teachers, which difficulty is now, fortunately, being overcome rapidly. The school equipment and class materials, of course, are not items which have to be replaced every year. That explains the £6,000.

The wages and maintenance of native teachers has been increased slightly. The main drop has been from the maintenance of native students in Administration schools. So far as the numbers are concerned, it will be noted that there has been no decrease, but the cost of supplying food to the students has been reduced considerably, and the saving has been made, chiefly, in the boarding schools where the food from the gardens has replaced much of the imported food which had been used previously. Therefore, there has been a considerable savings there. It will be observed that the saving is nearly £40,000, and those two factors combined -- the school equipment and the cost of maintenance of the students -- account for most of the difference between the expenditures in 1951-52 and 1952-53. I should like to make it quite clear that the number of students has not decreased.

Mr. OBEREMKO (Union of Soviet Socialist Republics) (interpretation from Russian): It still is not clear to me why, if there are certain economic factors or administrative considerations, perhaps considerations of economy, these affect only the indigenous population. Expenditure on the education of European children is being increased, yet the expenditure on education of the indigenous children is being reduced, although we know that very much has to be done in this field. Schools are needed and they must be equipped, yet we see from the report that the expenditure on equipment has been reduced by 50 per cent. Why is such an economy being effected in the field of indigenous education? That is not clear to me, but perhaps an explanation could be given.

Mr. JONES (Special representative): So far as the European education is concerned, no maintenance is required with regard to food, since there are no European boarding schools. Therefore, the increase is a natural one, following the number of European children being educated. So far as the reduction is concerned, particularly with regard to the maintenance of indigenous students in Administration schools, it is not a question of economy or of reducing rations. This reduction has been effected because the food produced in our own gardens has considerably reduced the cost of the maintenance of these students, as will be seen from the report. The value of the food now being supplied to the students is equal, so far as calories and vitamins are concerned, to the imported food previously given, and this imported food was very expensive.

Mr. OBEREMKO (Union of Soviet Socialist Republics) (interpretation from Russian): I will not comment now on this matter, I will reserve my comment for the general debate. I have no further questions on educational advancement.

Mr. ROBBINS (United States of America): My first question is a very general one. I think that the question and the observations of the representative of Belgium could be considered as part of it. We feel, and I am sure that other members of the Council feel, that educational development ranks with economic

development in being essential for bringing forward the general development of a Territory like New Guinea. Could the special representative tell us whether any comprehensive plan for the educational development of the country is contemplated in the near future?

Mr. JONES (Special representative): Yes. As part of the planning policy of the Administering Authority, a plan for educational advancement is now being formulated in conformity with the general policy of the educational advancement of the indigenous people. I am not sure what stage has been reached, but it will be remembered that a plan was considered and discussed about two years ago in this Council. In view of the added information and knowledge that has been gained during the last two years, this new plan is being drawn up.

Mr. ROBBINS (United States of America): With respect to appendix XXII, we have made some rough calculations which may or may not be correct. The outcome of these calculations is to the effect that, on the average, there is one teacher to every 21 students in the European schools, compared with one teacher for every 19 pupils enrolled in the Administration native schools and one teacher for every 26 pupils in the mission schools. I should like to ask the special representative whether it would be practicable and whether greater advantage could be taken of the available teachers in the Administration native schools if the ratio of students to teachers was increased.

Mr. JONES (Special representative): The ratio of pupils to teachers is, of course, governed by the location of the school and the number of pupils it is intended to serve. The European schools, of course, are more scattered than the other schools and do not serve the same density of population. I would say that it is for that reason that it would appear there are more teachers on the average than there are in the other schools. Although the information is not clearly shown in the report, in quite a number of the European schools, where there are a few students in the area who are Chinese, Asian or some other race, and there is not a school available to them and the numbers are not sufficient to warrant such a school, then they attend the local European school.

Mr. ROBBINS (United States of America): My point was that it seems that in the native schools there are fewer pupils per teacher than in the European and mission schools. The special representative has given an indication of the fact that these are averages and, therefore, perhaps we cannot draw any conclusions from them. My point was that, in view of the fact that the native schools receive some support from the State and, therefore, are costly, it might be of advantage to the general educational development to increase the ratio of pupils to teachers where teachers are scarce.

Mr. JONES (Special representative): I find some difficulty in answering that question because I cannot imagine how we could increase the number of students in a native school if the students were not there. If the students were available, that would increase the numbers. I am afraid that I cannot quite follow the point raised by the representative of the United States.

Mr. ROBBINS (United States of America): I think the special representative has answered my question. If the students are not there, certainly the size of the classes cannot be increased.

Mr. TARAZI (Syria) (interpretation from French): On page 83 of the report it is stated that the indigenous inhabitants have the right to establish schools in their villages through the village councils. I should like to know whether the Administering Authority encourages the establishment of such schools and whether subsidies are given for that purpose.

Mr. JONES (Special representative): Encouragement is given to the village councils with regard to the establishment of schools in their areas. Since these schools are not boarding schools, they do not need assistance in respect of maintenance. So far as qualified teachers are concerned, they are provided and paid by the Administering Authority.



Mr. TARAZI (Syria)(interpretation from French): How many village schools are there?

Mr. JONES (Special representative): On page 84 the number of Administration schools is shown. There are eleven native area schools and forty-one "other native primary schools". They are schools, one might say, practically on the same level as the village schools. On page 86, the number of village schools administered and controlled by the missions is given as 2,471.

Mr. TARAZI (Syria)(interpretation from French): If I correctly understood the reply of the special representative, the schools mentioned on page 84 -- that is, the "native area schools" and "other native primary schools" -- are really, in fact, only village schools, and not Administration schools. I thought that the Administration had schools and that the villages themselves also had schools.

I should now like to pass on to another question. What instruction in civics is given in the Administration schools? Are pupils taught in the schools what the status of the Territory is and what the responsibility of the United Nations is toward the Territory? Or is there no such programme in existence in the schools?

Mr. JONES (Special representative): It is part of the curriculum to give instruction in general civics and, as I have mentioned earlier, there is information in the syllabus regarding the United Nations.

Mr. TARAZI (Syria)(interpretation from French): If I correctly understood the report, there are schools not only for Europeans but for Asians. I should like to know whether there is any clear-cut difference between the three types of schools. For instance, the fact that a native has received a sufficient dosage of education as a result of certain circumstances does not allow him to be registered in a European school?



Mr. JONES (Special representative): So far as the education of the various races is concerned, the educational facilities made available are those which are considered most suitable for the people concerned. The Asian school mentioned is a school which is provided by the Administering Authority for the Asian students in Rabaul. The school curriculum is very similar in every respect to the curriculum in other schools. The schools for the European children are provided in the centres where there is a European population; the schools for the indigenous people are provided in the area where the indigenous population lives. There would be no point in asking a European child to attend a native school in an indigenous area, and no advantage would possibly be gained by trying to arrange for an indigenous student to leave his own area in order to attend a European school in a European section. The same applies to the Asian students. There is no desire on the part of any of the sections of the community to have all sections attend the same schools. Generally speaking, as a matter of fact, they all prefer to attend schools where their own race predominates. In particular, so far as the Asians are concerned, they have qualified Asian teachers as instructors and they prefer it that way. They would prefer to have their own schools. However, as I have mentioned, there are some areas where there are insufficient children to warrant any separate schools: where that is the case, they all attend the same school.

Mr. TARAZI (Syria)(interpretation from French): On page 89 of the report, in Chapter 3, dealing with secondary schools, we find that the programmes in the secondary schools -- and I am referring, of course, to secondary schools for indigenous inhabitants and Asians -- do not reflect our conception of secondary education. Are such programmes based upon the aptitudes of the pupils in that territory, or does the Administering Authority have any plans for the development or the extension of such programmes?

Mr. JONES (Special representative): The secondary education mentioned on page 89 refers in particular, I think, to the Asian school at Rabaul, of which I have made mention, and also to the technical training

centres and pre-vocational higher training centres which provide two-year courses. The secondary education provided there does not take them to the same standard as applies in Australia. As a matter of fact, it takes them only part of the way along that particular course of training. As is mentioned on page 89, the more advanced students are admitted to schools in the Australian mainland States. I have been given to understand that, as part of the plan for the educational advancement of the native people, full secondary education will eventually be made available in the Territory for all students, whether they be indigenous, European or Asian.

Mr. TARAZI (Syria)(interpretation from French): If I correctly understood the special representative, all the children who have concluded their secondary studies are not at the present time, ipso facto, admitted to the universities of Australia, but only certain of these pupils. Do they get some sort of supplementary courses in the universities, or some sort of training which would bring them up to the level where they could follow university courses?

Mr. JONES (Special representative): As I mentioned earlier in reply to a question, there are no indigenous students who have yet completed their secondary education which would qualify them to enter a university. We have high hopes that some of those who are now being granted scholarships will complete their secondary education in Australia and pass their matriculation, which will give them entrance to a university.

Mr. TARAZI (Syria)(interpretation from French): On page 85, toward the bottom of the page, there is some reference to the unification of languages -- a single language -- and the report gives us some information concerning the researches of Dr. Capell. I should like to know whether the Administering Authority in the Territory is thinking about creating or fostering or forming some sort of common language -- in other words, following a policy which will ensure that pupils in all schools will be able to follow courses in a particular single language.

Mr. JONES (Special representative): We have made it quite clear in the section of the report on education that the eventual lingua franca of the Territory will be English. Concerning the indigenous languages, they are at present being studied with a view to determine whether or not there are some language groups which can be used for educational purposes in the Territory. The study is far from complete. When it is completed, there will be a definite pronouncement made and a decision arrived at. The Council will of course be duly informed.

Mr. SERRANO-GARCIA (El Salvador) (interpretation from Spanish): I have listened to the reasons which lead the Administering Authority to establish separate schools for Europeans, indigenous persons and Asians. Is the practice of separating pupils on the basis of their nationalities also apparent in schools which are organized and run by the missions, be they Protestant or Catholic?

Mr. JONES (Special representative): It is not done on any racial ground whatsoever. It is purely and simply done to meet the needs of the students of the various races.

Mr. SERRANO-GARCIA (El Salvador) (interpretation from Spanish): Is the same practice followed in the schools run by missions?

Mr. JONES (Special representative): The work undertaken by the missions is mainly, if not completely, with the indigenous people. I am sure that there is no school run by the mission authorities for Asians or for any particular race apart from the indigenous inhabitants, with whom their work mainly lies.

Mr. SERRANO-GARCIA (El Salvador) (interpretation from Spanish): Page 83 of the report states that there is no legal barrier to an indigenous inhabitant being appointed to the Education Advisory Board or to the District Education Committees. Is there at the present time any indigenous person who is a member of one of these bodies?

Mr. JONES (Special representative): There are no indigenous members of the bodies referred to.

Mr. PIGNON (France) (interpretation from French): We note in the report a statement which we are glad to see, namely that fundamental education and the development of community projects are recognized as being of the utmost importance. Some brief details are given concerning the manner in which the programmes are being worked out. Information is given concerning the Division of Special Services and the co-operation of the various departments concerned.

In view of the recognized importance of the development of community projects and of mass education in New Guinea, I should like to ask the special representative whether he does not think that it would be possible to associate, in drawing up these programmes, a certain missionary element which has done very important work? I recall having seen a Lutheran mission which had done remarkable work in the field of vernacular languages. I also met Catholic missionaries who had carried out an extraordinary experiment. There are certain indigenous elements, for instance Mr. Simogun, who is a representative in the Legislative Assembly, who might all be members of a committee to study plans for mass education. It may well be that such a body already exists. If so, the special representative can set me straight on this matter. It appears to me that so far these programmes are being worked out by purely administrative bodies. I think it might be advantageous to associate members of missions and also indigenous elements with such work. They might furnish very useful ideas.

Mr. JONES (Special representative): As regards mass education and community development, the specialist branch of the Department of Education is to some extent working with the mission authorities and with local councils -- that is, the native local councils and with indigenous bodies such as rural progress societies. There is no actual official arrangement; it is just a loose arrangement. I think that the point made by the representative of France that there should be some closer liaison is one worthy of consideration and one which will be submitted to the Administering Authority for consideration.

Mr. PIGNON (France) (interpretation from French): We are told in the report that there is a community development programme which is now being carried out in Tabar, in the New Ireland district, and that the project is continuing. What does the special representative think of the results already achieved? Does he feel that the results have been encouraging? Are there any difficulties, temporary or permanent, which have arisen? I would like to have his opinion on the progress of this experiment in basic education.

Mr. JONES (Special representative): The community development project in Tabar has continued for two years. It was considered one of the most interesting places in the Territory and a suitable place for the experiment. The two years have borne some good results and there is a general improvement in that particular community. We have also taken the opportunity of training a number of indigenous people in community development work, and their services will eventually be used in other communities. However, as we pointed out in the report, we feel that every community is a project which we should develop, and it is on that basis that we are approaching the question of mass education and community development.

In addition to Tabar, we have one or two other areas where community development projects are being tried out. The experience gained in those projects is being used by the Administration generally throughout the Territory.

Mr. SCOTT (New Zealand): Will the special representative give me some indication of the number of village higher schools in the Trust Territory? I did not find this in the report and I am not clear whether these village higher schools are in fact all run by the missions or whether some of them, or perhaps all of them, are run by the Administration.



Mr. JONES (Special representative): Secondary and higher education is dealt with on page 84; it shows the secondary and higher education schools. There are 6 of those central schools; there are 3 secondary, teacher-training and manual-training schools. This also comes under the heading of higher education; thus, there is a total of 9 Administration secondary and higher education schools. The higher training institutions, controlled by the missions, include technical and higher training institutions. There is a total of these of 23; that would make 23 mission higher training schools and 9 Administration schools.

Mr. SCOTT (New Zealand): Are these what are described in other parts of the report as the village higher schools?

Mr. JONES (Special representative): No, these are the other centres to which the pupils are brought; in the main they are boarding schools.

Mr. SCOTT (New Zealand): Perhaps I did not make my question quite clear. I am really interested in the village higher schools. Are they run mainly by the Administration or by the missions, and can the special representative give any indication to us as to how many of these schools exist?

Mr. JONES (Special representative): I notice that Appendix XXII, table 5, gives a list of all the Administration schools. Included in that list may be seen the village higher school. It gives the name of each area in which the school is located, but the actual total is not given. I am afraid that that would have to be ascertained by going through them. However, I could obtain that information if the representative of New Zealand wishes it; I could, if he so desires, include it in my final statement.

Mr. SCOTT (New Zealand): With regard to the Administration schools, I could easily calculate the number from the figures given in the appendix, but I should like to know if there are any mission village higher schools. I should leave it to the special representative to make what remarks he feels able to make on that in his final statement. Mention is made on pages 83 and 84 of the



report of the village schools which may be set up through village councils. It is stated on page 84 that "A number of schools has been established in association with village councils". I should like to know what part the village councils play in this association. Do they provide funds for the building of schools, do they assist in fact in the construction of schools, and do they have any control over the activities or the curricula thereof?

Mr. JONES (Special representative): The control of these schools rests with the Director of Education under the provisions of the Education Ordinance. The school buildings are usually provided by the councils, which also meet the costs. Furthermore, in some instances the councils have provided certain amenities for these particular schools.

Mr. SCOTT (New Zealand): In answer to a question by the representative of the Soviet Union the special representative gave the Council some information about Administration scholars in Australia. He did not, however, mention what the value of these scholarships -- the total cost to the Administering Authority -- was. I wonder whether he has any information on that point.

Mr. JONES (Special representative): The value of the scholarships for the purpose of secondary education is approximately £1,500. Where tertiary education is followed -- that is, a course at a university -- it is estimated that the cost would be between £3,500 and £4,000.

Mr. SCOTT (New Zealand): Does the special representative know whether any of the mission authorities award scholarships to any of their students which may be taken up outside the Territory?

Mr. JONES (Special representative): I regret I have no information on that particular point, but I should like to make it clear that students attending mission schools are eligible for the scholarships.

Mr. SCOTT (New Zealand): There is a quite reassuring statement on page 87 of the report to the effect that it is anticipated that the provision for compulsory attendance at schools may be applied in certain more advanced areas of the Territory. Could the special representative elaborate on that statement? Is this a reference to the institution of compulsory education when it is found necessary, let us say, in towns or in urban areas? What are the areas of the Territory that the Administration would have in mind for the first institution of compulsory attendance?

Mr. JONES (Special representative): It would first be applied to urban areas and then extended to other densely populated regions where the facilities and transport were available to enable pupils to get to the schools.

Mr. SCOTT (New Zealand): I have no further questions but I should like to note before I conclude that it is also encouraging to see that education is free at all stages to both boys and girls in both Administration and mission schools.

Mr. JONES (Special representative): In relation to a question asked by the representative of New Zealand on the subject of the number of village higher schools, I find that in appendix XXII, on page 194 of the report, full details are given of the various missions, the number of pupils attending their schools and the type of schools they are attending. Perhaps that will save my providing that information for the representative of New Zealand later if it meets the question which he asked.

Mr. SCOTT (New Zealand): I think that this information is probably as satisfactory as any one could gather from the report. My difficulty here was really the difference in nomenclature of these various schools which seemed to be described in various ways. No doubt they each have their distinctive characteristics, but it may be that some simplification of the nomenclature of the school hierarchy could be achieved.

Mr. S. S. LIU (China): I was interested to note in the opening address of the special representative the statement to the effect that something further was being done to publicize the work of the United Nations among the indigenous inhabitants of the Territory. The special representative also gave certain indications with regard to the material required for the purposes of disseminating information on the United Nations. At the end of the statement he said that he felt sure that after further discussion with the Department of Public Information of the United Nations satisfactory arrangements could be made for a steady flow of material suitable for general distribution. I wonder if he has already found time to get into touch with the Department of Public Information at the United Nations, and what arrangements, if any, have been made.

Mr. JONES (Special representative): I have not had time to get into touch with the Department of Public Information, but as soon as I have completed my work here as special representative it is my intention to discuss the matter fully with them, and I have already made preliminary arrangements to that end.

The PRESIDENT (interpretation from Spanish): It is almost six o'clock and it appears that all representatives have put their questions to the special representative on educational advancement except the representative of Haiti, who is not present. I do not know whether he proposes to ask any questions tomorrow, but in any case we should be able to begin the general debate then.

The meeting rose at 5.55 p.m.