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President: Mr. Mason SEARS (United States of America).

Present:

The representatives of the following States members of the Trusteeship Council: Australia, Belgium, China, El Salvador, France, Haiti, India, New Zealand, Syria, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United States of America.

The representatives of the following specialized agencies: International Labour Organisation; Food and Agriculture Organization of the United Nations; United Nations Educational, Scientific and Cultural Organization.

Commemoration of the tenth anniversary of the United Nations

1. The PRESIDENT said that on the occasion of the tenth anniversary of the United Nations, it was gratifying to note that the Organization had successfully launched the most widespread and sustained effort in history in the interests of international harmony. Six hundred million people now belonged to countries which had graduated from colonies into sovereign nations and which wielded enormous influence. It had been a difficult but a most inspiring period. For the Council it had been a period of trial and error.

2. It should not be forgotten that one of the most important events that could happen in the modern world was the birth of an independent nation, and the Council, which was concerned with the development of nations yet unborn, would continue to encourage and assist the peoples and the Governments of the Trust Territories in fostering that development.

3. Mr. COHEN (Under-Secretary for Trusteeship and Information from Non-Self-Governing Territories), referring to a statement made by the Secretary-General on 19 June at Stanford University, said that no one could deny the appreciable progress that had been made towards the achievement of the objectives of the International Trusteeship System. A better understanding had developed between the Administering Authorities and the people entrusted to their care, and the evolution of the Territories was being accelerated in every way.

In addition to the Trust Territories, the Non-Self-Governing Territories were making rapid strides with the assistance of the metropolitan Powers and were assuming an ever greater degree of responsibility in the management of their own affairs.

4. The advancement of the world towards respect for human rights and fundamental freedoms was the principal task of the community of States and of peoples and by that procedure the United Nations would not fail to conquer any obstacles which might impede the establishment of peace among all nations.

Examination of the annual report of the Administering Authority on the administration of the Trust Territory of New Guinea for the year ended 30 June 1954 (T/1175, T/1187) (continued)

[Agenda item 4 (c)]

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

QUESTIONS CONCERNING THE TRUST TERRITORY AND REPLIES OF THE SPECIAL REPRESENTATIVE (concluded)

Social advancement (concluded)

5. Mr. JONES (Special Representative), in reply to a general question asked at the previous meeting by the New Zealand representative, gave a detailed description of the Native apprenticeship scheme introduced under the 1953 ordinance. The scheme was under the control of the Apprenticeship Board, which was made up of two members outside the Administration and three officers of the Administration. In addition, a district committee had been appointed in each of the Territory's main centres to assist the Board. The courses, defined by experts, included both practical and theoretical training. All apprentices must pass a final examination before being granted a tradesman's certificate. An employer wishing to engage an apprentice must apply to the Apprentice Board and the apprentice must also apply to the Board for permission to enter into apprenticeship with the employer of his choice. If both applications were satisfactory, the apprentice was engaged for a probation period of three months. The wages varied according to the class of trade and the number of years of apprenticeship, ranging from £A 1 per month for the first year to £A 10 for the fifth year. In addition, the apprentice was provided with board and accommodation, clothes, and medical attention free of charge and the fares from his home to his place of work and back were paid for him. He was also entitled to sick leave, accident insurance and to two weeks' holiday each year.

6. In reply to a question also asked at the previous meeting by the USSR representative, he said that the ordinance relating to the adoption of children stated specifically that an indigenous child could not be adopted by non-indigenous parents. With regard to

indigenous children mandated to the care of a mission or an individual, the relevant ordinance provided for inspections, reports and all other safeguards designed to prevent child labour.

7. Turning then to the question of the dowry of brides which had been raised at the previous meeting by the Belgian representative, he explained that in most cases the dowries were an exchange of gifts between the parents of the bride and bridegroom. There were areas, however, where a payment in cash or in goods was made to the bride's parents. In general the custom was on the wane and he could not say whether as a result of the improvement in economic conditions there had been any increase in the dowry.

8. In reply to a question by Mr. TARAZI (Syria), Mr. JONES (Special Representative) said that the Director of the Department of District Services and Native Affairs had decided to institute a general relaxation of the curfew. If the new hours did not result in an increase of offences, the question of curtailing or even abolishing the curfew in some towns would be considered.

9. Mr. TARAZI (Syria) wondered what procedure was followed by the district commissioner in deciding upon a request for permission to marry, and what was the position of the spouses in a mixed marriage.

10. Mr. JONES (Special Representative) said that the permission of the district commissioner was required in order to enable him to ensure that the indigenous girl understood that she was not contracting a marriage according to Native custom but a permanent marriage which could be broken only by the Supreme Court. He understood that there were many legal complications affecting the situation of an indigenous woman married to a non-indigenous man and he could not give detailed information on the subject. There had never been a case of a marriage between a European woman and an indigenous man.

11. In reply to further questions by Mr. TARAZI (Syria), Mr. JONES (Special Representative) said that no special organs had been established for the settlement of disputes between employers and employees. Some officers of the Department of District Services and Native Affairs were also labour inspectors; some of them had been appointed as full-time labour officers whose duty it was to arbitrate labour disputes.

12. With regard to public health, there were still no indigenous medical practitioners in the Territory. As students were able to undertake higher education at university level, no doubt some would choose the medical profession. Those qualifying would be eligible to practice within the Territory and for appointment to the Department of Public Health. The long-range plan of the Department of Health was to establish training facilities to enable indigenous inhabitants to receive their training in the Territory. Four indigenous students had completed a course at the Central Medical School at Suva, Fiji, and had received their diplomas as assistant medical practitioners.

13. In reply to a question by Mr. DORSINVILLE (Haiti), Mr. JONES (Special Representative) said that the value of all the payments in kind granted to workers was about £7 per month. Therefore, as a general rule, workers earned a minimum monthly wage, including 15s. in cash, of approximately £7 15s., while a day-to-day worker who earned 6s. per day received a minimum monthly wage of approximately £9. The

system of day-to-day workers paid in cash had been instituted for the convenience of workers from villages near towns. The employer was not required to provide accommodation for that class of worker.

14. Mr. DORSINVILLE (Haiti) pointed out that on page 80 of the annual report¹ the table showing the amount of food supplied in accordance with the ration scales did not give the average prices of the different foods mentioned. The report did not contain any information about the prices of clothing or rentals, and it was therefore difficult to assess the standard of living of the population.

15. In addition, the Administering Authority stated on page 72 of the report that it had undertaken a survey of the standard of living. He wondered whether the Administering Authority now had any more definite information than had been available when the report was issued.

16. Mr. JONES (Special Representative) said that some average retail prices were given on page 184 of the report. It was difficult to arrive at any figures because in most areas trade was still by barter.

17. It was equally difficult to give any accurate idea of the standard of living of the population, for that would require comparison with other people who had attained a similar degree of development. As a whole, the standard of living of the indigenous inhabitants of the Territory was satisfactory. They were well housed and well fed, although in some areas there was a shortage of proteins.

18. Mr. DORSINVILLE (Haiti) said that it would be useful to know the amount of the indigenous worker's family budget. The very fact that minimum monthly, as well as daily, wages had been established, covering not only cash payments but also the estimated value of payments in kind received by workers implied that something was known about the cost of living in the Territory.

19. Mr. JONES (Special Representative) said that the employer paid for the fares, accommodation, rations, food and hospital care of indigenous workers. Thus the worker's basic needs were always assured regardless of the cost of living. The sum of 15s. per month which the worker received was an additional amount which he could spend as he wished. The daily worker, who was not paid in kind, received a minimum daily wage of 6s., calculated on approximately the same basis. The minimum wage was revised from time to time as the need arose.

20. Mr. DORSINVILLE (Haiti) drew attention to the statements which appeared on pages 15 and 65 of the report concerning religion and belief in magic. He asked what action the Government had taken in that connexion and what was the influence of the Christian missions.

21. Mr. JONES (Special Representative) said that the indigenous inhabitants in general believed in some supreme power or being. Such beliefs influenced their lives particularly when they called upon that supreme being to bring rain, to improve the fertility of the ground or in respect of similar every-day matters. Such practices were not repugnant to humanity, and they did not disturb the social order in any way. Accordingly

¹ Commonwealth of Australia, *Report to the General Assembly of the United Nations on the Administration of the Territory of New Guinea from 1st July, 1953, to 30th June, 1954*, Canberra Government Printing Office.

the Administering Authority took no action to suppress them. There were other magic practices, in particular sorcery, which were contrary to humanity and to the interests of the community. Such anti-social practices had to be suppressed.

22. There was no restriction on the activities of the various Christian missions, provided that they did not contravene the laws of the Territory or act contrary to the interests of the indigenous people. At the present time the majority of the people in the area which was under complete Administration control and in which the various missions had been operating for many years had been converted to Christianity.

Educational advancement

23. Mr. DESTOMBES (United Nations Educational, Scientific and Cultural Organization) introduced UNESCO's observations (T/1187) on the Administering Authority's annual report. They had been approved on behalf of UNESCO's Executive Board by a Special Committee of five members which had met at Paris on 15 and 16 June.

24. One of the most important measures mentioned in the annual report was the adoption of the short-term plan, which was discussed on pages 86 and 87. The Administration had rightly given priority to the training of indigenous teachers and to the development of secondary education, which such training would lead to. In that connexion he noted the special representative's statement that four new teacher-training centres had been opened in January 1955, and were attended by eighty-nine pupils. He emphasized the importance of European inspectors and considered that their number should be increased in order to raise the professional standards of indigenous teachers.

25. The number of pupils attending secondary schools had increased and he noted with great satisfaction that some indigenous pupils had been sent abroad to continue their secondary studies. He felt that greater use should be made of that method in the future.

26. UNESCO had always attached great importance to the use of vernaculars in education and was gratified that the Administration had undertaken a linguistic research programme covering indigenous dialects and that the Advisory Committee on Languages had been functioning since February 1955.

27. The Special Committee had made some suggestions concerning the Administering Authorities' annual reports which the Director-General wished to transmit to the Trusteeship Council. In particular UNESCO wished to draw the Administering Authorities' attention to the importance of statistical information necessary for the evaluation of reports, such as figures on the extent of adult illiteracy and the proportion of children of school age attending school. Another body of information without which a picture of the social and intellectual life of the indigenous inhabitants could not be obtained related to culture and research as described in part VIII, chapter 8, and in part IX of the Questionnaire approved by the Trusteeship Council at its eleventh session (T/1010, questions 177 to 188).

28. Lastly, the UNESCO Committee felt that there was much to be said in favour of using broadcasting in the elimination of illiteracy and in adult education in most of the Trust Territories. In that connexion he noted that the report on New Guinea emphasized the increasing importance attached to broadcasts.

29. UNESCO had received the annual reports at a late date and hoped that in future it would have a little more time to submit its observations and would thus be better able to help the Council in its examination of annual reports.

30. In reply to a question from Mr. SCHEYVEN (Belgium), Mr. JONES (Special Representative) said that English was introduced as a subject in the primary schools in the fourth year. During the first four years education was given in the vernacular, although Melanesian Pidgin was sometimes used. During the second four-year period increasing emphasis was laid on English, so that on completion of his primary education the student would be able to continue his secondary education, with English as the language of instruction.

31. Mr. SCHEYVEN (Belgium) noted that the Department of Education published monthly reviews in English and weekly reviews in Pidgin. He felt that it would be useful to publish articles in both languages, in order to enable readers to make comparisons and to make greater progress in English.

32. Mr. JONES (Special Representative) said that articles were often published in English as well as in Melanesian Pidgin or the local vernacular. However he would bear in mind the Belgian representative's interesting suggestion.

33. In reply to a question from Mr. SCHEYVEN (Belgium), Mr. JONES (Special Representative) said that he had no detailed information on the progress made by the scholarship-holders who had been sent to Australia, mentioned on page 89 of the report. He had only a general report to the effect that the students had made very good progress indeed.

34. In reply to a question from Mr. SCHEYVEN (Belgium), concerning the museum referred to on page 94 of the report, Mr. JONES (Special Representative) said that many specimens and materials were being collected.

35. Mr. SCHEYVEN (Belgium) referred to the figures in the statistical appendices of the report on the number of pupils and teachers in Administration schools and mission schools as well as expenditure on education. He asked whether it could be assumed that the education provided by the Government was much more expensive than that of the missions.

36. Mr. JONES (Special Representative) said the only explanation he could offer was that mission teachers often received only a nominal salary, and some no salary at all, because their work for the mission was their life work.

37. Mr. MULCAHY (United States of America) referred to page 84 of the annual report, which described the different educational plans for European, Asian, mixed race and indigenous groups. He also noted from page 88 of the report that the Administration was planning to establish consolidated schools for non-indigenous students. He asked what were the respective educational needs of the four groups and whether the new plan of consolidated schools would meet those needs.

38. Mr. JONES (Special Representative) said that separate schools had been provided for students of different races because of the great differences in cultural backgrounds, educational standards, language difficulties and receptivity of students. As in the case of hospitals, schools were usually situated in the areas of population. In general the indigenous inhabitants

preferred to have separate schools. However, in some Administration schools situated in areas where there was an insufficient number of children of the various races to justify separate schools, education was given to pupils of different races. Under those conditions teaching was very difficult because of the differences referred to. Another difficulty was that indigenous children were generally much older than the non-indigenous children in the same class.

39. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) said that on page 85 of the report reference was made to the Education Advisory Board and to district education committees. It was stated there that it was contemplated that observers to those bodies would be drawn later from those indigenous inhabitants who manifested a competent interest in the educational development of their people. He pointed out in that connexion that the question naturally arose whether there was no one at present among the indigenous population who could manifest a real interest in the education of the indigenous population.

40. Mr. JONES (Special Representative) said that the Administering Authority had given a great deal of thought to the question, in relation to the district education and other committees. The educational officers of the Territory felt that the indigenous inhabitants had not yet progressed sufficiently to be able to participate directly in the formulation of educational policy and in the administration of education. However, the Administration was not ignoring the possibility of appointing indigenous inhabitants to those committees, at least as observers.

41. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) asked whether the reply of the special representative meant that, in his opinion, there was no indigenous inhabitant able to discuss the question of what education should be received by the indigenous population of the Territory. If that was so, he could not share that view.

42. Further, he asked whether the existence of separate schools with different curricula would not result in widening or at least perpetuating the cultural differences which at present, according to the Administering Authority, separated the different races, and whether a common educational system would not eliminate such differences.

43. Mr. JONES (Special Representative) considered that the intermingling of the various races in the Territory had to be achieved naturally and not through an educational policy which would have the effect of forcing the various races to intermingle before they wished to do so.

44. The mixing of the races was indeed becoming more and more common in daily life. For instance, young people of the various races belonged to the Scouts and the Girl Guides or to various sports teams, but so far as education was concerned, children received greater benefit if educated in separate institutions.

45. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) asked whether the same curriculum was used in the schools for indigenous children as in the schools for European children.

46. Mr. JONES (Special Representative) replied that the courses were designed so that all children could eventually acquire the same standard of education. The quality of the teachers was the same in all schools. The only difference was that indigenous children progressed

more slowly and it therefore took them longer than European children to reach the same standard.

47. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) did not agree that learning capacity varied according to race. He asked whether those indigenous inhabitants who had completed the thirteen years of education received the normal secondary education which gave them the possibility of entering universities or colleges directly.

48. Mr. JONES (Special Representative) explained that in New Guinea, as in every other country, secondary education was not compulsory. It was for parents to decide whether they wished their children to take up more advanced studies. The Administration encouraged students showing a potential for further study to do so by bearing the expense both of the education itself and of the maintenance of the students at secondary schools. That assistance would later be extended in some cases to tertiary education.

49. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) pointed out, in reply to the remark of the special representative that he did not know of any country in the world where secondary education was compulsory, that at the end of 1955 secondary education was to become compulsory in all large cities in the USSR, and that five years hence it would become compulsory for all children of the Soviet Union whether they lived in the country or in the cities. He asked whether indigenous students, after the thirteen years of primary and secondary education, were ready to begin the same university course as European children after ten years' education.

50. Mr. JONES (Special Representative) replied that there was nothing to prevent them in principle. So far, no indigenous student had completed his secondary education; but when the time arrived, the Administration would take steps to assist those who were able and willing to undertake advanced studies.

51. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) noted that, according to page 89 of the report, tuition was given in the vernacular in the mission schools and in English in the public schools, and asked whether that meant that indigenous children were obliged to attend mission schools.

52. Mr. JONES (Special Representative) explained that the Administration felt that indigenous children should first learn to read and write in the vernacular. It therefore recognized the need for some education officers to be proficient in the local language. It also believed it desirable to adopt standard vernaculars and to encourage the unification of dialects. Further, the Administration's education programme was based on the co-operation of the missions. Ninety-five per cent of the pupils received their first four years of the primary course in the mission schools. For the second four years of the primary course, the pupils either remained at the mission schools or entered one of the Administration schools (village higher schools, area schools, station schools, central schools, council schools).

The meeting was suspended at 4.5 p.m. and resumed at 4.30 p.m.

53. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) asked whether the Administration intended to increase the number of public schools and whether it had any control over the mission schools.

54. Mr. JONES (Special Representative) explained that most of the indigenous people in an area became

members of the mission which had established itself in the area after it had been "opened up", and that they had no objection to their children's attending the mission school. If they asked the Administration to open a public school, as had happened in some of the more advanced areas, it would do so.

55. The Education Ordinance provided that mission schools must be registered, that their curricula must be approved by the Administering Authority. Mission schools were inspected regularly by officers of the Administering Authority.

56. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) asked what percentage of children of school age attended primary schools.

57. Mr. JONES (Special Representative) referred to the paragraph in UNESCO's observations (T/1187) beginning with the sentence "The total enrolment should be set against the total school-age population". He had pointed out to the UNESCO representative that the figures given by UNESCO referred to the total population, although of the 92,000 square miles covered by the Territory, approximately 20,000 square miles were not yet entirely under Government control. When the Administration had penetrated into an area, it took several years, depending on the size and character of the population, before schools could be established. The first officials to enter the area belonged to the Department of District Services and Native Affairs and the Department of Health. The reason for that was that health facilities had to be brought in as soon as possible and that care had to be taken to ensure that the new settlers did not suffer from respiratory or other diseases which might be passed on to the population.

58. In the areas controlled by the Administration, educational facilities were available for all the indigenous children, but not all of them took advantage of it. Schools were established in areas which were not yet under complete Administration control as and when circumstances permitted.

59. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) drew attention to the report of the Administering Authority where it was stated that, as a rule, girls did not go to school. It was obvious, therefore, that, even in the areas which were under the control of the Administration, not all children were attending school. He asked what the Administration intended to do, as he was sure that the Administering Authority did not deny that education of girls was as important as that of boys.

60. Mr. JONES (Special Representative) stated that the Administering Authority considered the education of girls to be as important as that of boys and that it was endeavouring to overcome the reluctance of the inhabitants in some of the newer areas. In the more advanced areas, such as the Rabaul area, the number of girls attending school was steadily increasing and the people had expressed willingness to allow girls to attend a boarding school.

61. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) asked what was meant by the sentence on page 88 of the report to the effect that compulsory education "would . . . be impracticable as it could have desintegrating effects on the existing indigenous social system." If the statement referred to the fact that, as a result of education, the tribal system would gradually disappear and would be replaced by more democratic institutions, he could see nothing wrong in that.

62. Mr. JONES (Special Representative) thought that it might refer to indigenous social customs concerning the part played by children in a village.

63. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) asked why the expenditure shown in UNESCO's observations under the heading "Expenditure by other Government departments" had decreased. He also asked why the percentage of Government expenditure devoted to education had fallen.

64. Mr. JONES (Special Representative) said that the "Expenditure by other Government departments" probably referred to the Native Reconstruction Training Scheme, which was intended to rehabilitate indigenous persons who had assisted the Administering Authority during the war and others who had suffered in the badly devastated areas. That programme had been undertaken not only by the Education Department but also by the Health and Agriculture Departments.

65. Although expenditure on education had fallen by one per cent in relation to total Government expenditure, it had been 17 per cent higher than in the previous financial year.

66. Mr. TARAZI (Syria) asked whether the curricula were the same for European, Asian and indigenous schools and what the Administration meant by the "training of teachers".

67. Mr. JONES (Special Representative) said that he had dealt fully with that matter in a reply to the representative of the Soviet Union and had nothing further to add. The training of teachers meant the training of both primary school and secondary school teachers.

68. Mr. TARAZI (Syria) asked how long it would take for the Territory to produce students capable of taking up secondary and higher studies.

69. Mr. JONES (Special Representative) pointed out that six students were studying in Australia and some were attending secondary schools in the Territory itself.

70. Mr. TARAZI (Syria) asked whether the Administration intended to increase the number of schools for indigenous children.

71. Mr. JONES (Special Representative) said that there had been an appreciable increase in the number of schools, including mission schools, during the year under review. The need for higher education was only just beginning to be felt in the Territory, so that the number of schools to meet that need would no doubt increase far more rapidly in the future. Ten new Administration schools had been opened since 1 July 1954.

72. Mr. TARAZI (Syria) asked whether information about the United Nations and the future of the Territory was being given in the Administration schools and mission schools.

73. Mr. JONES (Special Representative) replied that they were. On page 88 of the annual report it was mentioned that the school social studies syllabus included instruction on the United Nations and the International Trusteeship System. Information on the subject was also disseminated through the Native People's Broadcast Session and the newspapers.

74. Mr. TARAZI (Syria) noted from page 88 of the annual report that education could be made compulsory in certain areas under the Education Ordinance of

1952. He asked in which areas that had been done and what proportion of the whole Territory they represented.

75. Mr. JONES (Special Representative) regretted that he did not have the information requested.

76. In reply to a further question by Mr. TARAZI (Syria), Mr. JONES (Special Representative) explained that school textbooks were made available to students free of charge in all schools, whether mission schools or Government schools.

77. Mr. DORSINVILLE (Haiti) referred to the statement in UNESCO's observations to the effect that the enrolment of pupils had decreased in 1952-1953 through the elimination of over-age and under-age pupils but that there had been a recovery in 1953-1954; it might, however, be doubted whether the rise amounted to more than a return to the *status quo*. The natural increase of the population must be at least 2 per cent annually and new areas had been brought under the Administration's control. Mr. Dorsinville asked for the special representative's comments on that observation by UNESCO.

78. Mr. JONES (Special Representative) replied that there had been no decrease and it was even probable that the number of schools and pupils had continued to increase steadily. The statistics on which UNESCO had based its observations were accounted for by the provisions of the new Education Ordinance, which required all schools to be registered; before they were eligible for registration, schools had to meet certain standards regarding buildings, teachers' qualifications and curriculum. The Administration had found that some schools did not meet the standards but nevertheless gave satisfactory education and were well maintained, and those had been classified as "recognized schools". The figures for such schools were not included in the statistics which had been used by UNESCO, and that explained the apparent decrease which UNESCO had noted. The actual number of schools and pupils was therefore greater than that shown in the report. The report did not explain the position of the "recognized schools" and gave no statistics for them.

79. Mr. DORSINVILLE (Haiti) asked why the Administration left the first stage of primary education in the hands of the missions. There was a vast difference between Administration schools and mission schools.

80. Mr. JONES (Special Representative) said that the work carried out by the missions in the education of the indigenous people was very important. It was recognized by the Administering Authority for its value; the missions, which conformed to the requirements of the Education Ordinance, extended their activities over the whole of the Territory. The Administering Authority saw no reason to take over the work of the missions which for forty years had been providing primary education for the indigenous inhabitants in the most desirable conditions. A change of methods would not benefit the population. Therefore, the Administering Authority intended to continue to accept with gratitude the co-operation and assistance of the missions in the huge educational task that lay ahead.

81. Mr. DORSINVILLE (Haiti) asked whether the Administering Authority would include in its subsequent annual reports the number of teachers-in-training in secondary education, in accordance with the suggestion made by UNESCO.

82. Mr. JONES (Special Representative) felt sure that the Administering Authority would take note of

UNESCO's suggestion and would be only too glad to provide any information that would permit an assessment to be made of the advancement in the training of teachers.

83. Mr. S. S. LIU (China) asked whether the teacher-training programme which was to be arranged for 1955 in a number of centres had been put into operation.

84. Mr. JONES (Special Representative) replied that four teacher-training centres had been opened in January 1955; eighty-nine trainees were enrolled and received practical training in teaching in the associated practising schools.

85. Mr. PERRY (New Zealand) asked for information on the putting into force of the Education Ordinance and of the regulations which had to be adopted to give effect to it.

86. Mr. JONES (Special Representative) said that the Ordinance and the relevant regulations had come into force.

87. Mr. PERRY (New Zealand) asked what was the position with regard to the Teachers' College and school broadcasting.

88. Mr. JONES (Special Representative) replied that all the schools attended by students taking the second four years of the primary course and all other schools of higher education were provided with radio receivers by the Administration. The Teachers' College had been opened at Dregerhafen in the Morobe District and would specialize in the training of indigenous teachers. He did not know whether the standard of training given would be equivalent to that of Australian teacher-training colleges; he would see that the information was included in the next annual report.

89. The PRESIDENT noted that the members of the Council had no further questions to put to the special representative.

Mr. Jones, special representative of the Administering Authority for the Trust Territory of New Guinea, withdrew.

Examination of petitions (continued)

[Agenda item 5]

ONE HUNDRED AND TWENTY-THIRD REPORT OF THE STANDING COMMITTEE ON PETITIONS: PETITIONS CONCERNING SOMALILAND UNDER ITALIAN ADMINISTRATION (T/L.576)

90. The PRESIDENT invited the Council to consider the fourteen draft resolutions annexed to the Standing Committee's report (T/L.576). In accordance with the established procedure, he would put each of the draft resolutions to the vote.

91. Mr. SCHEYVEN (Belgium) would not ask for a separate vote on operative paragraph 2 of draft resolution I, but wished to call the Council's attention to its ambiguity.

Draft resolution I was adopted by 11 votes to none, with 1 abstention.

Draft resolution II was adopted by 9 votes to none, with 3 abstentions.

Draft resolution III was adopted by 7 votes to none, with 5 abstentions.

Draft resolution IV was adopted unanimously.

Draft resolution V was adopted by 11 votes to none, with 1 abstention.

Draft resolution VI was adopted by 7 votes to none, with 5 abstentions.

92. Mr. SCHEYVEN (Belgium) drew the Council's attention to operative paragraph 2 of draft resolution VII; he felt that it was a little offensive to say that the Administering Authority in no way wished to discourage propaganda directed against prostitution. He proposed that paragraph 2 should be amended as follows: "Takes note of the statement of the special representative that the Administering Authority attempts to encourage propaganda directed against prostitution".

The amendment proposed by the Belgian representative was adopted by 7 votes to none, with 3 abstentions.

93. Mr. MULCAHY (United States of America) explained that he had abstained on the Belgian amendment because he felt that the question of prostitution should not have been mentioned in the draft resolution. In his delegation's opinion the petition raised the questions of freedom of speech and civil rights, but not of prostitution.

Draft resolution VII, as amended, was adopted by 4 votes to none, with 8 abstentions.

Draft resolution VIII was adopted by 8 votes to none, with 4 abstentions.

Draft resolution IX was adopted unanimously.

Draft resolution X was adopted by 6 votes to none, with 6 abstentions.

94. Sir Alan BURNS (United Kingdom) and Mr. SCHEYVEN (Belgium) called for a separate vote on operative paragraph 2 of draft resolution XI. Mr. Scheyven saw no reason why the Administering Authority should be asked to find employment for a petitioner who had been discharged from the police force for breach of his oath of office.

The preamble and operative paragraph 1 of draft resolution XI were adopted by 8 votes to none, with 4 abstentions.

A vote was taken on operative paragraph 2 of draft resolution XI.

There were 5 votes in favour and 5 against, with 2 abstentions.

After a brief recess in accordance with rule 38 of the rules of procedure of the Trusteeship Council, a second vote was taken.

There were 5 votes in favour and 5 against, with 2 abstentions. Paragraph 2 was not adopted.

95. Mr. LOOMES (Australia) called for a separate vote on operative paragraph 2 of draft resolution XII and said that he would vote against the paragraph.

The preamble and operative paragraph 1 of draft resolution XII were adopted by 9 votes to none, with 3 abstentions.

A vote was taken on operative paragraph 2 of draft resolution XII.

There were 6 votes in favour and 6 against.

After a brief recess in accordance with rule 38 of the rules of procedure of the Trusteeship Council, a second vote was taken.

There were 6 votes in favour and 6 against. Paragraph 2 was not adopted.

Draft resolution XIII was adopted by 6 votes to 1, with 5 abstentions.

96. Mr. BENDRYSHEV (Union of Soviet Socialist Republics) explained that he had voted against draft resolution XIII because it did not meet the petitioners' request that certain property should be returned to its legitimate owners.

97. Mr. SCHEYVEN (Belgium) proposed that the end of the operative paragraph of the French text of draft resolution XIV should be amended to read: "*les services du bureau de poste peuvent être utilisés de la même manière par tous les éléments de la population*".

98. Mr. TARAZI (Syria) recalled that the Egyptian representative, speaking as a member of the United Nations Advisory Council for the Trust Territory of Somaliland under Italian Administration, had emphasized that the post office services were now the same for all users; that statement had been confirmed by the special representative. It would therefore be better to retain the existing text, which exactly stated the position, whereas the amendment proposed by the Belgian representative might lead to ambiguity. It must be made clear that the services of the post office in question were now identical for all groups of the population; in other words, that persons who received letters written in Arabic script and those who received letters written in Latin characters went to the same window.

99. After a brief exchange of views, Mr. DE CAMARÉ (France) pointed out that the question was one of the drafting of the French text and not one of substance; he therefore proposed that the Council should vote on the English text.

100. Sir Alan BURNS (United Kingdom) and Mr. LOOMES (Australia) considered that the English text was also ambiguous; it might give the idea that the working conditions of the post office workers were involved, whereas the condition of service to the public were meant.

101. Mr. PERRY (New Zealand) suggested that the English text might be improved if the end of the paragraph were amended to read: "the services provided in this post office are identical for all groups of the population".

That amendment was adopted.

Draft resolution XIV, as amended, was adopted unanimously.

102. The PRESIDENT called on the Council to adopt the recommendation in paragraph 3 of the introduction to the report of the Standing Committee on Petitions to the effect that no special information was required concerning the action taken on the resolutions which the Council had just adopted.

The recommendation was adopted by 6 votes to none, with 6 abstentions.

The meeting rose at 6 p.m.