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Held at Headquarters, New York,
on Friday, 17 June 1955, at 2 p.m.

President: Mr. DORSINVILLE (Haiti)

Examination of the annual report of the Administering Authority
on the administration of the Trust Territory of the Pacific Islands
[Agenda item 4 e] (continued)

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EXAMINATION OF THE ANNUAL REPORT OF THE ADMINISTERING AUTHORITY ON THE ADMINISTRATION OF THE TRUST TERRITORY OF THE PACIFIC ISLANDS, YEAR ENDED 30 JUNE 1954 (T/1173, 1179 and 1181) [Agenda item 4e] (continued)

At the invitation of the President, Mr. Delmas H. Nucker, special representative for the Trust Territory of the Pacific Islands under United States administration, took a place at the Trusteeship Council table.

Educational advancement

Mr. RIFAI (Syria): The absence of detailed educational statistics on Saipan in the annual report make it difficult to ascertain whether there has been a continued expansion or a reduction in the number of students receiving elementary and secondary education. In view of the reduction in expenditure on education, can the special representative tell us whether there has been a continued expansion in the educational field, and can he give us some details on this aspect?

Mr. NUCKER (Special representative): I am pleased to be able to advise that we have a total of 1,106 students in the Saipan public school programme, and this includes the missionary schools. Using this figure and adding it to the figures reflected in the balance of the Trust Territory, I believe it is safe to say that our enrolment is continuing at a high level, in fact, is increasing. During the last year we have had an increase of between 4 and 5 per cent in the enrolment over the figures shown for 1954.

Mr. RIFAI (Syria): The annual report reveals that there has been a reduction in the staff of the educational department, both in non-indigenous and indigenous personnel. With the non-indigenous personnel, there were 32 posts in 1954, compared with 43 in 1953. With the indigenous personnel, there were 63 posts compared with 84 posts. On the other hand, there has been a slight increase in the number of elementary school teachers, most of whom are uncertificated. What steps are being taken to increase the supply of senior

(Mr. Rifai, Syria)

teachers, and has the Administering Authority given further consideration to ways of providing greater incentives to teachers and to the possibility of assisting municipalities with subsidies, as suggested by the Trusteeship Council at its fourteenth session.

Mr. NUCKER (Special representative): We have had a decrease in the American personnel, which was brought about by our placing more reliance on the indigenous personnel as teachers. The decrease in the Micronesian personnel, as shown here from 84 to 63, means that the Trust Territory no longer is directly paying teachers who now are being paid in full by the municipalities.

As regards aid to elementary school teachers who are paid by the municipalities, several steps have been taken during this past year by the municipalities themselves, with our aid and counsel. Several districts have initiated new taxes which have produced funds with which to pay the elementary school teachers. We have noticed throughout the districts that twenty new schools or major additions or repairs to existing schools have been made during the past year, again at the expense of the local municipality.

Our American personnel, in travelling through the districts into the municipalities, are constantly discussing with the leaders of the community the need for better treatment of schoolteachers, the regular payment of salaries and the provision of better facilities for the students. At this time, we do not have any elementary school teachers who have not been paid. Last year at the time of the report we did have some teachers who had back pay owing to them.

I think that the whole level of education is rising within the Territory, based essentially on the work we are doing with the teachers at the municipal level.

Mr. DOISE (France) (interpretation from French): The report indicates that the beginning of the primary education cycle instruction is in the vernacular only. On the other hand, we know that at least nine different languages are spoken in the Trust Territory. Does not this fact give rise to difficulties in the recruitment of primary school teachers?

Mr. NUCKER (Special representative): The primary school teachers are without exception local Micronesians who speak the language in which the education is given. The nine different languages present a problem to the Administration from the standpoint of the preparation of materials to be used in the local schools for the children. This has resulted in our having in each district at least mimeographing facilities, and in two of the districts more advanced printing facilities, which we are now using to prepare material for use in the local schools in each of the nine languages to be used by the local teachers.

Mr. DOISE (France) (interpretation from French): My delegation notes in the report that every year there is a six-week re-training period for instructional personnel. Could the special representative develop this idea and perhaps explain to us how this re-training period works and how it is conceived.

Mr. NUCKER (Special representative): In each of our districts there is a District Director of Education who, every summer, calls in at different times school teachers from various sections of the district, keeping the different language groups together -- in other words, calling them in according to language area. A six weeks' session is conducted, chiefly through an interpreter, the Director of Education and the Superintendent of Schools in the district who, in every instance, is a Micronesian. The teachers are given advanced work in arithmetic, reading and other subjects which they will use in their elementary schools. Incidentally, about two months ago I was in Yap, where I saw a training programme being conducted for twelve elementary school teachers from the Woleai group, who speak a different language from that which is spoken on the island of Yap, although it is in the same district. The twelve teachers were sitting around a table when I was there and studying multiplication of fractions. They were very serious and very intent. The youngest person present was probably thirty-five years old, and the oldest, about fifty. They were spending six weeks on Yap. They had been provided with quarters and food and were receiving daily instruction, which they would take back with them to their district.

Mr. DOISE (France) (interpretation from French): My delegation is much interested in this particular piece of information. This is a very interesting way of keeping teachers trained on a permanent basis.

What is the composition of the committee which apportions scholarships? Are the Parent-Teacher Associations represented on it -- apparently there are Parent-Teacher Associations in each district?

Mr. NUCKER (Special representative): Parent-Teacher Associations, where they are in existence, are represented on the committee which recommends scholarships. We also have, in the majority of the districts, Boards of Education, which also are represented on this scholarship committee. The scholarship committee consists, broadly, of the Director of Education for the district, who is an American -- except in the Marshall Islands, where we recently made a Marshallese Director of Education -- the Superintendent of Schools of the district, who is a Micronesian, the teacher who has recommended the student for a scholarship, and a representative of either the Board of Education or the Parent-Teacher Association or both, if they are in the community.

Mr. GIDDEN (United Kingdom): I have one or two questions to ask which relate exclusively to higher education and arise out of the table which is found on page 166 of the report. In that table we see that, during the past year, the Trust Territory itself financed thirty-six students to attend higher institutions of education of one sort or another. This figure is a fairly substantial reduction from the figure of 1954, and I was wondering whether the decrease is attributable mainly to the general decrease in Government expenditure on education which has taken place in the past year, or whether it is explicable more by the termination of a particular project of training which the Government instituted in the previous year.

Mr. NUCKER (Special representative): The latter is the reason for the reduction in the number of scholarships. In previous years the Trust Territory did have a larger enrolment at Suva, and, as the students came out of Suva as medical or dental practitioners, they were not replaced in like numbers.

Mr. GIDDEN (United Kingdom): I am very glad to hear that reply by the special representative.

My second question is to enquire for a clarification of the table which appears at the top of page 167. We see that there is a total of 200 students attending centres of higher education of all kinds. My question is, what proportion of these, approximately -- and I imagine that part of the answer must be found in the location of the students, which is also given on page 167 -- are attending centres of higher education not in any particular technical field?

Mr. NUCKER (Special representative): There would be a small proportion attending higher units of education for general purposes. The majority of the Micronesians who go to school outside the Trust Territory normally are going for a specific purpose. It is to be noted, however, that we have a total of ninety-some students attending school in Guam. They are attending the high school there, where they receive education of a general nature; but it is not higher education in the sense of a standard above that of a high school.

(Mr. Nucker, Special representative)

The students who go to Hawaii are, for the most part, studying agriculture or medicine. The students in the other category, where the figure of forty-six is shown, are in Suva and elsewhere, most of them studying definite subjects.

Mr. GIDDEN (United Kingdom): My last question is of a general nature. I should like to have the special representative's opinion as to whether there is any dearth of funds -- from one source or another -- in the Trust Territory which prevents a potential student, that is, a person who could be expected to profit from higher education of either a general or a technical nature, from pursuing further studies.

Mr. NUCKER (Special representative): I am pleased that that question was asked.

In terms of funds, I believe that the Trust Territory is now in a position to grant scholarships to students who desire further education and have expressed their intention to return to the Trust Territory -- particularly if those students are properly screened by our scholarship committees and we are not requested to provide scholarship funds on a broad general basis. About three months ago, we authorized one student from each District to be sent on to college outside the Territory for a full course of college work. In past years, only one scholarship has been available for the entire Trust Territory; now, exclusive of Saipan, we shall have six -- or probably only five, because I doubt whether Rota is ready as yet to provide any applicants. Furthermore, within the past three or four months we have authorized our Director of Health to send four additional persons per year to Honolulu for additional medical study. These persons will be selected from among the Micronesians who have had the benefit of the Suva schooling. They will receive advanced education for positions as medical practitioners. We have also told the educational staff that next year we hope to increase the number of full scholarships from five to ten, which will represent a considerable increase over the previous figure of one.

Mr. SERAPHIN (Haiti) (interpretation from French): In the Secretariat's outline of conditions, it is noted (paragraph 78) that the number of students enrolled in institutions of higher education outside the Territory has increased from 157 to 200. The number of scholarship-holders, however, has decreased. We should like to know what has accounted for the decrease in the number of scholarships granted by the Administration.

Mr. NUCKER (Special representative): In the main, the reduction in the number of scholarships is accounted for by the reduction in the number of students going to the Suva School for instruction in medicine and dentistry. Apart from that, there has been very little change during the past years in the scholarship position.

Mr. SERAPHIN (Haiti)(interpretation from French): It is also noted in the outline of conditions that the expenditure on education has decreased from \$435,440 to \$386,816. That rather surprises us, because, offhand, it would seem that the Territory's educational needs should be increasing rather than decreasing. Could the special representative give us any reason for the decrease in expenditure?

Mr. NUCKER (Special representative): There has been a decrease of about \$50,000 in the total expenditure for education in the year under review. Part of that decrease results from the fact that we have been able to use surplus supplies and property acquired at no cost to the Trust Territory. That situation is not reflected in the dollar expenditure shown for 1954. Furthermore, during the period under review, the number of American or Stateside teachers was reduced. If that reduction were averaged out for the year, the saving would be in the neighbourhood of \$25,000 or \$30,000. I believe that those two factors account for the reduction. I do not think that the decrease in the number of American personnel has resulted in a decrease in the level of education afforded the Micronesians.

Mr. SERAPHIN (Haiti)(interpretation from French): On the same lines, we note that, during 1954, there was a decrease in public education personnel. What was the reason for that decrease?

Mr. NUCKER (Special representative): I am not aware of just which table the representative of Haiti is referring to. Our total force of instructors -- elementary school teachers, intermediate school teachers and PICS school teachers -- is, I believe, greater than it was during the previous year.

(Mr. Nucker, Special
representative)

We have, however, reduced the number of Stateside teachers and Micronesian teachers who had been on the Trust Territory payroll. Those teachers, in the main, were engaged by municipalities, so that the net reduction has not been too great. I do believe that our present force of teachers is greater than it has been in any other period reported upon, by reason of the fact that we are thinking of opening a few new schools, that discussions are being held in connexion with the opening of new municipality schools, and that additional schools have been built during the past ten or twelve months.

Mr. SERAPHIN (Haiti)(interpretation from French): Have the indigenous inhabitants shown greater interest in a teaching career? Also, has the Administration taken any steps to stimulate such an interest?

Mr. NUCKER (Special representative): There is a growing interest in education which the educators believe will result in their ability to choose better teachers at the elementary level. I wish to mention a point of interest. A few months ago we held in Guam a conference of educators from the seven districts. At that conference we had fifteen Americans and six Micronesians. I was much pleased to notice that the Micronesians took a very active part in the conference. In fact, one of them, a Mr. Uag from Yap, stated that this is the first conference that he has attended -- and it is the third in succession - in which he has felt that he had sufficient grasp of the English language to really participate and make suggestions. The conference was broken up into committees and each committee was headed by a Micronesian. The statesiders at that conference had each been in educational work in the Trust Territory for at least two years.

The conference was devoted this year more toward how to do the job than to what kind of a job was to be done. In the past, by reason of lack of experience of stateside educators and by reason of lack of participation of the Micronesian educators, the conferences have not produced the results of this year. At that conference considerable time was given to just this question raised by the representative of Haiti: how they could in their own communities develop interest in becoming teachers in the youngsters who were going on to PICS.

I believe there will be a rather concerted drive on the part of the educators to influence our youngsters to become teachers. I suggested to the educators that they might well clear it with the health people and the public works people to make certain that the other divisions did not think that they were being raided or pirated of potential employees. But there is a growing lively interest in education in the Trust Territory.

Mr. SERAPHIN (Haiti) (interpretation from French): My delegation would like to know whether the population of Yap is a bit more receptive to the administrative Council. Last year we were told that a certain sort of independence on the part of the people kept them outside the general development programme.

Mr. NUCKER (Special representative): The people in Yap still have a very highly developed sense of independence. It is to be admired. On the other hand they are participating more in the administrative activity. I believe that since 1 January -- I have forgotten the month -- there were elections held in each of the ten districts in Yap for a magistrate and a few others. At those elections we had an average turnout of over 90 per cent of the eligible voters. We had an average of three candidates for each position. On checking with our people who attended the elections, I was informed that the Yapese were quite interested.

At the last meeting I had with the Council at Yap, one of the questions raised dealt with education. The question was along the following lines: Would the Administration provide the transportation expenses of a Yapese student if the Yapese Council would raise funds to pay the tuition for that student? Our answer of course was that we would do so. Just recently the Yapese wanted another school building in which they would have a library and other facilities. The parents had the children go out and make copra. They collected the coconut, cut it into copra and sold the copra. Within about two weeks, I believe, these youngsters, going out in groups of six to each party, raised something like \$500 for their school building. The parents were pleased and we were pleased. Of course the \$500 came from the parents' coconut trees, but nevertheless it does show the interest in Yap particularly as regards education.

Mr. SERAPHIN (Haiti) (interpretation from French): I now wish to refer to the report of the United Nations Educational, Scientific and Cultural Organization (UNESCO), document T/1181. The UNESCO report points out that the annual increase of school pupils is about 1,000 per year. But no mention is made as to whether the general programme of the schools takes into account this annual increase of children of school age. We would like to hear the comments of the special representative with regard to this matter.

Mr. NUCKER (Special representative): The increase in enrolment in schools is a current problem and one of deep concern. I have mentioned that twenty new buildings or additions to buildings resulted in the past twelve months. Additional buildings are planned. At the educational conference a discussion was held as to the number of additional teachers who would be needed for the coming year, and arrangements are being made looking towards assuring that we will obtain a fresh supply of teachers out of our Pacific Islands Central School to meet the growing need.

In summary, we are aware of the problem and we are trying to meet it.

Mr. SERAPHIN (Haiti) (interpretation from French): My last question concerns what I think may have been a minor error. In the UNESCO report which I have mentioned, the statistical table gives the numbers of the various public, elementary and secondary educational establishments. For the previous year the table gives the break-down for the schools as regards the elementary and secondary schools. However, under the heading of 1953-1954, there is only one figure of 7,265. We would like to know whether this figure is the over-all figure for the elementary and secondary schools.

Mr. NUCKER (Special representative): It is the over-all figure. That is my interpretation.

Mr. SCHEYVEN (Belgium) (interpretation from French): The school population, according to statistics annexed to the annual report, amounts to 9,219 pupils, of which 1,833 attend courses organized in non-governmental schools; that is to say 20 per cent of the school population. I would like to know if the people are satisfied with the educational facilities granted in the non-governmental schools.

Mr. NUCKER (Special representative): We are satisfied with the education in the non-public schools. These schools apply to the High Commissioner's office for a certification. They are subject to visits by the District Educational Director. Their standards have been very high and we have no dissatisfaction with their product.

Mr. SCHEYVEN (Belgium) (interpretation from French): On page 19 of the annual report, it is pointed out that these non-public schools are not subsidized. I should like to know who defrays the expenditures for organizing these schools and if possibly there are registration fees to be paid by the school children attending these schools.

Mr. NUCKER (Special representative): The non-public schools are missionary schools. Their development and organization from a cost standpoint belongs to the missionary societies involved.

Some of the missionary schools charge \$1.00 a month for board. I think that one charges as much as \$100 a year. That is only in one instance. The majority of the schooling provided by the missionary societies is free with no boarding charges for the students. Those having charges have very minor ones.

Mr. SCHEYVEN (Belgium) (interpretation from French): Under these conditions, I wonder if it would not be worth while for the Government to subsidize these non-public schools, provided of course that they meet all the educational standards and the programmes laid down for public schools. I see that on page 92 it is stated that the districts are not financially able to undertake the construction of new schools. Under those circumstances, would it not be better from the financial point of view to subsidize existing schools than to go into the rather burdensome construction of new schools?

Mr. NUCKER (Special representative): That question has been discussed time and time again. Our public schools are nonsectarian. We have no specific religious training in the public schools. There is no pointed religious training there.

(Mr. Nucker, Special
representative)

I believe that to subsidize missionary schools in Micronesia would create a terrific problem and would have far-reaching implications. The districts are not capable in all instances of providing or building new schools as rapidly as they would want to do so or maybe of the type they want. However, with our present financial position brought about by money being given to us by Congress for construction and with a healthier economic trend in the Trust Territory at the present time, I believe that we will be able to provide schools for all students who desire to go to public schools rather than non-public schools. It is my personal belief that in the Trust Territory we should not, as a Government, start a policy of subsidizing missionary schools in order to relieve ourselves of a portion of the cost of providing a full number of public schools when and if necessary.

Mr. BENDRYSHEV (Union of Soviet Socialist Republics) (interpretation from Russian): I should like to ask the special representative whether there are children of school age who do not actually attend school and, if so, what is their number.

Mr. NUCKER (Special representative): In answer to that question, I would need to say that no doubt there are children of school age who do not attend school. Their number would be very small and would be limited to some of the extreme outer islands where, maybe for reasons based on the culture and habits of the people, the parents do not let the children go to school or where, in isolated instances, families live so far from a school that the children do not walk the required distance to get there.

The number would be very small. When we consider that in round figures there are 62,000 people in the Trust Territory and that we have over 9,000 students, I believe it can be assumed that the great, great majority of children of school age are going to school.

Mr. BENDRYSHEV (Union of Soviet Socialist Republics) (interpretation from Russian): My next question is consequential upon my previous one. Should we understand that the children of parents who live in remote islands or far from

schools have no physical facility to attend school, that is, that despite their desire to receive instruction they have no possibility of attending schools? If that were so, what does the Administering Authority propose to do either in the way of providing transport facilities in order to furnish some opportunity for these children to get to school or in the way of the establishment of schools in remote islands or something along those lines?

Mr. NUCKER (Special representative): We are carrying our school programme out into the outer islands as time goes on. I think that now we have covered, by a school operated by a Micronesian teacher, practically all of the outer islands having any population of consequence. However, by reason of the very nature of the area and the extreme distances involved, unquestionably there are families with children living on an isolated island where the family or we would be unable to provide transportation.

(Mr. Nucker, Special representative)

However, any family may send a child to a school in a district centre where room and board and schooling -- in other words, complete facilities -- are provided.

We have one other problem in education which is connected with the question put by the Soviet representative. We have no American schools in Micronesia, and the children of our American personnel are taught by their parents or, in some districts, are tutored by one of the Americans living there by means of the Calvert system, which is, as it were, a mail-order system.

A brief answer to the question is that probably there are a few instances in the Trust Territory where a Micronesian family may not have access to an elementary school, but that number would be very small. We do take care of students who are brought into the district centres.

Mr. BENDRYSHEV (Union of Soviet Socialist Republics)(interpretation from Russian): Do the boarding schools at the district centres provide food, clothing and shelter for the children who are sent there? If they do, then what amount must the parents pay for the maintenance of children in these boarding schools?

Mr. NUCKER (Special representative): Our boarding schools charge no tuition fee to the parents of children attending them. The parents have no expenses other than the money they may want to give the children for spending purposes.

Mr. BENDRYSHEV (Union of Soviet Socialist Republics)(interpretation from Russian): Do all the children in the Territory, no matter how remote the island in which they live, have an opportunity to attend such boarding schools and obtain free board and clothing, or are there some limitations with regard to admission to these boarding schools?

Mr. NUCKER (Special representative): There are limitations. I should like to clarify what we mean when we use the term "boarding schools".

We have no boarding schools at the elementary level, that is, for the first six grades. The families living in the outer islands or in isolated areas normally send their children to live with relatives so that they may attend an elementary school. Our intermediate schools -- that is, for the next three grades -- are boarding schools in the full sense of the word and there are no restrictions on families sending their children to that school other than that the students must have shown a desire and an ability to learn. In the very few instances where it is required, we provide clothing for the needy. Normally, however, the family provides the clothing at the intermediate school. We provide the food and the housing and supply all the towels and the ordinary things which are required.

Our next boarding school is the Pacific Islands Central School, which provides two years' schooling beyond that of the intermediate schools. Again, students attending PICS are selected because of the general academic abilities and desires they have shown in the past and because of their desire to go to school. So far as PICS is concerned, there are no restrictions other than those of scholarship and ability. Clothing primarily is furnished by the families of the students, but the other items are furnished by the institution.

Mr. BENDRYSHEV (Union of Soviet Socialist Republics) (interpretation from Russian): If I have correctly understood the special representative, there are no boarding schools for the elementary grades.

Could the special representative inform us whether the first six years of schooling in the Trust Territory are equivalent to six years of schooling in American schools? In other words, is the curriculum and the amount of learning equivalent to those of American schools or is the programme different in character? Are six years' schooling in Micronesia equivalent, for instance, to three years' schooling in an American school?

Mr. NUCKER (Special representative): That is a difficult question to answer. I think the truth is that the first six years in the Trust Territory schools provide the Micronesian student with an education comparable to that provided by the first six years of schooling in America. Certain subjects

in the Micronesian schools receive an emphasis different from that which they receive in the United States. Again, to summarize, I would say that after six years in our Micronesian elementary schools a student is as capable of taking care of himself in the Micronesian community as an American student is of taking care of himself in the American community after the first six years of school.

Mr. BENDRYSHEV (Union of Soviet Socialist Republics) (interpretation from Russian): From the brief outline of the curriculum which is contained on page 95 of the annual report, it does not appear that during this six years of schooling -- beginning at the age of eight, I suppose -- any tuition is given in subjects of a general cultural character such as geography, history or literature. That was the reason for my question. Surely the American schools teach these general subjects to children between the ages of eight and fourteen years, but it would appear that during the first six years in the Micronesian schools tuition is only given in the elementary skills of arithmetic, reading and writing. We wondered why six years were required to teach these skills and why broader subjects, which would expand the general perspective and understanding of the student, seem to have been crowded out.

Mr. NUCKER (Special representative): It is true that in our American schools we teach geography and literature of a sort during the first six years, as well as other general subjects. It is also true that the children in America begin learning different things at a much earlier age than the Micronesian students.

(Mr. Nucker, Special representative)

We are bringing to Micronesia slowly, and in accordance with their desire, a new concept of education. In the not too distant past there were no schools; there have been schools in the United States almost since the beginning. I believe that although the curriculum which we have for our Micronesian first six grades would seem very simple and very elementary to Americans, nevertheless, in terms of the Micronesian need, the Micronesian life, the Micronesian economy -- its very existence -- it is probably as complicated to the little Micronesian up to the age of fourteen as the more complex subjects taught in United States schools are to the Americans. There is no doubt that our curriculum is much less complex than in the United States. The simple fact that we do not have books on geography, history and literature available in the local languages would preclude our attempting to place education in Micronesia on a comparable basis with education in the United States.

Mr. BENDRYSHEV (Union of Soviet Socialist Republics) (interpretation from Russian): To begin with, I would venture to differ with the view of the special representative that the Micronesians have less need of knowledge of history, geography or literature. It would appear to me that the Micronesians, by the same token as all other people, are interested in and need instruction in general cultural subjects. This is all the more so as they are an indigenous population of a Trust Territory, a population which should be taught the skills required for eventual self-government and independence. In this respect, education has a primary role to play.

Of course, difficulties do arise in as much as there may be no ready-made textbooks on the various subject matters in the local vernacular languages. That is understood. It would appear, however, that the Administering Authority should not stop at the point now reached. I suppose that they do plan to take additional measures in the future. What does the Administering Authority plan to do in the way of making textbooks available so as gradually to complement the curriculum for Micronesians?

Mr. NUCKER (Special representative): I mentioned earlier that each district has mimeographing facilities and that two of the districts have more advanced printing facilities. We have one person on the educational staff who is engaged solely in the preparation of material for use in the elementary schools. During the past six or seven years, since the end of hostilities, we have had to prepare educational material from scratch. We had nothing of value when we took up this programme. There were some Japanese pamphlets and booklets available, and they were all that we had available.

Today, literature is going to each of the Micronesian elementary schools, and we are proud of the fact that each year we are able to provide more and better literature for the schools. We are also getting more and more of our outer island radio communication facilities, all of which will lead to the advancement of the type of material which can be properly and beneficially used in the various communities. I think that progress is being made and I am certain that it will continue to be made.

Mr. BENDRYSHEV (Union of Soviet Socialist Republics)(interpretation from Russian): In the Trust Territory are there technical schools such as American colleges to train specialists among the Micronesian population in various fields necessary for the economic and social advancement of the Trust Territory?

Mr. NUCKER (Special representative): There are no schools in the Trust Territory beyond the level of the Pacific Island Central School. There are no schools teaching particular subjects beyond that level. Our training classes after PICS are conducted by the various operating divisions of the Trust Territory, but we do not have a school or university of higher learning beyond that afforded by our Pacific Island Central School.

Mr. JAIPAL (India): These island people were great sailors in the past and must have developed a high degree of navigational skill. What has the Administering Authority done in the way of developing this skill? Are there any schools in which Micronesians are given training in the crafts of sailing, navigation, and so forth?

Mr. NUCKER (Special representative): In each of our districts at the intermediate school level there are courses in navigation, vocational classes in boat-building and classes having to do with sailing, particularly with weather signs, the stars, and so forth. We have been able to provide through our local shipping considerable education to the younger men, which is proving of great value as time goes on. Our vocational people also work with the families in the construction of boats to be used within the island area.

(Mr. Nucker, Special representative)

It should also be stated that this educational effort is directed mainly towards encouraging the people to fish in their own areas more than they do at present. Although, in the past, they were sailors of some renown, there is now -- outside of the Marshall Islands -- little interest in going to sea again.

Mr. JAIPAL (India): My main concern was to find out whether anything was being done to preserve and develop the skill which these people seem to have acquired over a period of centuries.

That leads me to my next question. Has the Administering Authority placed any selected Micronesians who have shown any exceptional degree of skill in the United States Navy and given them any advanced training? Has such a question been thought of as yet?

Mr. NUCKER (Special representative): That is a good question, but it will receive a poor answer. It has not been thought of yet. I shall be happy to check into the possibilities of such a plan; we have navy installations on Guam and it might be possible that something could be developed from that suggestion.

Mr. JAIPAL (India): My next question concerns higher education in this area. We see that the population of this Territory is in the neighbourhood of 61,000. Could the special representative give us a rough idea of the number of Micronesians who have received, or are now receiving, university training?

Mr. NUCKER (Special representative): Last year the statement was made that, as of that time, no Micronesian had successfully completed a college education. This year one Micronesian has completed a college education, so successfully that he was number one in his class.

As to the second part of the question regarding the number who are now in university, without searching the record, I might say that there must be about 20 presently attending schools of higher education outside the Trust Territory.

Mr. JAIPAL (India): I should like to draw the attention of the special representative to the table on page 118 of the annual report; it deals with the literacy and educational level of the population. I am referring to the statistics shown against the age group 15-24 years. At the end of that table we find that the number of professional or university graduates is 2 in the Yap District, and none on any of the other islands within this particular age group. It seems to me that there is some apparent anomaly here because, as far as I recall, the special representative said that the Yapese were not as advanced, relatively speaking, as any of the other islanders. Could the special representative comment on that?

Mr. NUCKER (Special representative): I am unable to comment on that. I am astonished -- and I must admit that I have not noticed it before -- to see that this table shows 2 graduates from colleges or universities. I had not known of those two. They might be of Japanese ancestry -- a mixture of Japanese and Micronesian. I do not know of any Micronesians from Yap who have completed a university course.

Mr. JAIPAL (India): My next question concerns educational policy. We note, from the opening statement by the special representative, that the Administering Authority considers that the education of the people is one of its primary responsibilities, but the territorial policy is to encourage self-reliance and self-sufficiency on the part of the people in the provision of educational facilities -- I presume, in the construction of buildings, etc. When a community -- as is likely in some of the more remote islands -- is unable to undertake all the expenditure in these educational matters, does the Government help that community by providing funds? I presume that it does, but what I would particularly to know is, are these communities left, largely, to take the initiative in these matters themselves, or does the Government in any way stimulate the initiative and direct and guide the people in such cases?

Mr. NUCKER (Special representative): In the first place, I believe that almost any outer island group of Micronesians can provide the physical facilities needed for a school through their own labour and with the materials available locally. When we speak of providing facilities on an outer island in Micronesia, we are not thinking in terms of an expensive building such as we have in the United States. Neither the weather nor the climate requires such a building. We do help to encourage the desire to construct school buildings, however. It sounds somewhat anomalous to say, on the one hand, that our policy is to aid the Micronesians in acquiring what they wish to acquire and, on the other, that we are attempting constantly to enlarge the educational programme as regards both schools and teachers. But it is our belief that we cannot and should not prevent the Micronesians from advancing in the field of education because we are convinced that as the Micronesian, by means of education, learns more about the world in general, the more clearly, articulately and positively he will be able to state his desires, which we shall be able to help him to attain. Therefore, we believe that the education of children constitutes the foundation on which good and true desires will be built.

Mr. JAIPAL (India): I should now like to turn to document T/1181, which contains the observations of UNESCO.

On page 2 of that document, we find a suggestion that:

"a study of the cost structure of education would reveal, among other useful information, some means of subsidizing the poorer communities ... so that wide differences in salaries paid [to teachers] could be reduced".

I should like to know whether the possibility of undertaking such a study has been or is likely to be considered as a result of that suggestion by UNESCO. That would be mainly with a view to reducing the wide differences in salaries paid. I think that the other suggestion, with regard to subsidizing the poorer communities, has already been dealt with by the Administering Authority. The differences in salaries, however, remain, and I think that this suggestion concerning the possibility of finding a solution deserves some consideration.

Mr. NUCKER (Special representative): The differences in salaries -- both as between Islands and as between Districts -- do exist. It is, however, somewhat difficult to judge equity or lack of equity simply by comparing two figures: \$25 a month and \$60 a month. The personal needs of a teacher in one area may be completely different from those of a teacher in another area, or those needs may be met in a completely different manner. In the outer islands, where there is much less reliance on food coming from the outside -- that is, where there is more reliance on locally available foods -- the dollar ceases to be so valuable as it is in other islands where more food, and so forth, must be bought.

In direct response to the question put by the representative of India, I would say that at the recent conference our educators discussed this problem, and their conclusion, generally, was the following: As they worked with the various communities, their concern was going to be to obtain for the teacher a proper and recognized position of prestige, which would lead to the communities' taking enough pride in their teachers to meet the needs, from the point of view of

salaries and care. Our educators were more interested in obtaining prestige for the teaching profession than in attempting to justify or adjust the salaries paid from island to island. However, this year they intend to review the salaries paid in the various municipalities in each of their Districts and to make recommendations, from time to time, for adjustments if they are unable to resolve the problems in direct consultation with the municipalities.

On the other hand, the United States Navy recruitment -- and this relates to Saipan and Tinian -- is confined to United States citizens or nationals. The problem that I have been discussing relates only to the areas outside the Northern Marianas.

Mr. JAIPAL (India): I am very much obliged to the special representative for his reply. It seems to me, however, that -- for some obscure reason -- payment in kind is always less attractive to human beings than payment in dollars. From that point of view, the need to narrow down these wide differences must sooner or later be realized.

I shall proceed to my last question. In the last paragraph of the section entitled "Finance", on page 2 of the UNESCO observations (T/1181), UNESCO has worked out the proportion of educational expenses to the total expenditure for the Territory. It seems to me that that proportion -- 5 per cent -- is rather on the low side. I presume that it does not reflect the actual position, because it cannot take into account expenditure met out of municipal revenue and other expenditure which can be set off against voluntarily supplied labour, and so forth. Is that presumption correct?

Mr. NUCKER (Special representative): It is correct. There is another factor which contributes to that apparently low percentage for education. Over 25 per cent of the Territory's total budget is spent on transportation alone.

(Mr. Nucker, Special representative)

To compare, as was done here, the expenditure for education with the total expenditure, including money spent on an item not normally found in administration expenses, does not give as high a figure as would be the case if adjustments had been made. If the expenditure for education had been shown to include local labour and Micronesian teachers and had been compared with the expenditure for the normal administrative items, the result obtained would have been much higher than 5 per cent.

Mr. CUTTS (Australia): The special representative has already answered most of the questions which I had intended to ask. I do, however, have one question.

In reply to questions put by the Soviet Union representative, the special representative gave a very interesting account of the way in which it is possible for children living in communities in outlying islands to obtain education. He told us that the system for primary school children was the following: They would be sent to the District centre, where they would stay with relatives and go to the primary school. He said that, for the intermediate and higher levels, there were boarding schools.

I must say that that information surprised me somewhat. I should like to ask the special representative just how the Micronesian people are reacting to this system, which, it seems to me, would be rather novel to them and, in some ways, contrary to their social customs. In other words, I would have imagined that there would be some resistance to a system which, of course, is familiar to us but which involves sending the children away to the big city, as it were. Could the special representative tell us something about this problem?

Mr. NUCKER (Special representative): I should be pleased to do that.

After the first six years -- that is, the period of elementary school training -- there is a quick "fall-off" in the number of students going to intermediate school, the term of which is three years. That is, in part, caused by the fact that Micronesians keep their young men at home to work, not permitting them to go on to intermediate school. During the past year or two, however, we have begun to meet a new problem: A greater number of students want to go to intermediate school than has ever been the case in the past.

(Mr. Nucker, Special representative)

This was another subject of considerable discussion at the educator's conference, namely, the providing of additional space for the additional number of students who wanted to go to the intermediate school. The students who over the past number of years have been able to go to intermediate school, when going back to their islands have been very successful salesmen for this boarding school technique. The Pacific Islands Central School, which has the final two years, is not able to take all the students who would like to come in. The Micronesian parents are now beginning to see the advantages obtained from the boarding school technique and are beginning to believe that those advantages offset the loss of a few years work of the student involved.

I have with me several copies of the little house organ prepared by the Marshall Islands Intermediate School, the school which has recently completed its term. The little magazine is filled with items of ninth graders writing to their teachers and saying how sorry they are to go back home and wondering what they will do when they get home. It is having a sort of snowball effect. I am going to pass some of these magazines on to the members of the Council.

Mr. S. S. LIU (China): The special representative has told us, and I also note from chapters 4 and 5 of the report, that there are no institutions of higher education beyond PICS. But I was wondering whether as education is further advanced, it is the intention of the Administering Authority to establish one or more institutions of higher education of the university or college type. That is anticipating matters a little.

Mr. NUCKER (Special representative): Frankly, we have not seriously considered such a possibility at this time. As I look into the future, I think that for the next number of years we will do better by our Micronesian students who desire education at the university or college level by sending them to Guam where only recently a university programme was started, or by sending them to Honolulu, the Philippines or elsewhere, where there is complete facilities available. I believe that for a number of years we will stay with a scholarship programme of sending them outside rather than contemplate building within Micronesia.

Mr. S. S. LIU (China): On page 91 of the annual report there is a paragraph dealing with knowledge of the United Nations. However, this paragraph is very brief. I wonder whether the special representative could oblige us by elaborating a little on the information contained there. For instance, to what extent is the knowledge of the United Nations imparted to school children? At what stages in the various schools is this information provided and how much time, for example, is devoted to such studies?

Mr. NUCKER (Special representative): Our elementary grade school teachers at the summer training session are given refresher courses or new information in connexion with the United Nations. They are given material which they take back to their local municipality and information is made available as the ships and planes stop at these particular points. So that we are attempting to get to the Micronesian youth and the Micronesian community the story of the United Nations through the elementary grade school teacher. In our schools -- and I have been in a number of them -- I have yet to go into one in which I have not seen the familiar emblem of the United Nations and some of the documents which emanate from this great building. There is a distribution system in the elementary schools which is effective.

In the intermediate schools discussions of the United Nations and the United States, and other nations of the world, become a part of the programme of formal education. In PICS this is continued. I believe that almost anyone going through the Trust Territory and talking at random to the people would be rather surprised at the amount of knowledge there is concerning the United Nations. Of course, there is the United Nations Day, which I believe takes place every October, and in each district and in many of the islands outside the district there are programmes which include speeches, games, and so on, in celebration of United Nations Day. So that adult education also comes into the picture with respect to the dissemination of information concerning this body.

The PRESIDENT (interpretation from French): We have now finished our study of conditions in the Territory.

The meeting rose at 4.05 p.m.

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