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Chairman: Mr. Santiago PEREZ PEREZ (Venezuela).

**Information from Non-Self-Governing Territories
transmitted under Article 73 e of the Charter
(continued)**

[Item 32]*

GENERAL DEBATE (*continued*)

1. Mr. ABOU-AFIA (Egypt) thought that the proposal made at the 335th meeting by the Guatemalan representative, to the effect that the communication from the Reverend Michael Scott should be circulated, was fully justified. The letter was both interesting and important since it showed to what extent and in what manner the people of Nyasaland had been able to decide whether or not they wished to be integrated in a federation which, according to the letter, risked extending the problem of racial discrimination to new areas in Africa. The Fourth Committee was fully competent to discuss the contents of the letter.
2. The CHAIRMAN said that in the absence of any objection, the communication from the Reverend Michael Scott would be circulated to the members of the Committee.

*It was so decided.*¹

3. Mr. NAUDE (Union of South Africa) reserved his delegation's position in regard to the communication.
4. Mr. S. S. LIU (China) praised the amount and the quality of the work done by the Committee on Information from Non-Self-Governing Territories and ascribed its success to the spirit of co-operation which appeared to have pervaded all its proceedings. The desire of both the administering and non-administering Powers to co-operate in seeking to improve the conditions of the peoples of the Non-Self-Governing Territories had been evident everywhere, and should be appreciated by the Fourth Committee.
5. Resolution 648 (VII) of the General Assembly declared that for a territory to be deemed self-governing in economic, social or educational affairs, it was essential that its people should have attained a full measure of self-government as referred to in Chapter XI of the Charter. That interpretation of Chapter XI was gradually becoming more widely accepted both in

the Fourth Committee and in the Committee on Information. The revised Standard Form adopted in resolution 551 (VI), of 7 December 1951, in which part I, section D, called for the transmission of information on government, marked a significant advance towards the acceptance by the Administering Members of the concept of international accountability as envisaged in Chapter XI. However, there was still a wide gap between the lofty ideas of Chapter XI and the implementation of Article 73. The only time when the Assembly was given a full opportunity to study the political conditions, including the constitutional status, of a given territory was when the Administering Member concerned served notice that, in its view, the political development of the territory had reached such a stage that it was no longer obliged to continue to transmit information in its respect under Article 73 e. The Committee on Information had thus been forced to examine information on economic, social and educational affairs in isolation, as though it bore no relation to political conditions and political development. The Chinese delegation was convinced that unless information on political conditions was regularly furnished, it would be exceedingly difficult for the Fourth Committee or the General Assembly to evaluate the information on economic, social and educational conditions, or to form any judgment regarding the measure of self-government that a territory was said to have obtained. In that connexion, he paid a tribute to those Administering Members which had voluntarily transmitted information on government to the United Nations.

6. The importance of the transmission of information on political conditions and political development could not be over-estimated. In the realm of policy-making, whether in the economic or in the social or educational fields, no policy could be laid down without reference to its political implications. That fact had been recognized in the statement made at the 324th meeting by the representative of the United Kingdom, which illustrated the relationship between constitutional or political developments and the formulation of educational policy in Non-Self-Governing Territories. What was true in the educational field was no less true in the economic or social field.

7. The Committee had before it seventeen reports of the Secretary-General,² three of which were summaries of general trends in territories under the administration of the Netherlands, the United Kingdom and the United States (A/2411/Add.1, A/2413/Add.1, and A/2414/Add.1). The Chinese delegation wished to register its appreciation of the response of the above-mentioned three Administering Members to the request that a survey should be provided of the principles and practical measures indicating general trends in the territories under their administration. It hoped that other Administering Members which had not yet provided such in-

* Indicates the item number on the agenda of the General Assembly.

¹This communication was subsequently circulated as document A/C.4/241.

² See A/2407, A/2408, A/2409, A/2410 and Add.1, A/2411 and Add.1, A/2413 and Add.1 to 6, A/2414 and Add.1 and 2.

formation would do so in the future. In view of the time needed to study the seventeen reports, the Fourth Committee might well suggest that, in the future, they should be distributed as early as possible.

8. The fact that information had been furnished by the Administering Members for only fifty-five territories was a matter for serious concern. Some of the seventy-three territories originally listed had admittedly reached a stage at which Article 73 e no longer applied, but it was doubtful whether the cessation of the transmission of information from all the territories on which no information had been received during the current year was justified. The time might well have come for the General Assembly to make a general investigation of the facts and deal with them in an appropriate manner.

9. Although detailed information was given on many subjects listed in the Standard Form, information on certain other subjects was incomplete or altogether lacking. For example, the Secretariat's survey on compulsory universal education (A/AC.35/L.128) had had to be restricted to only twenty-four of the fifty-five territories for want of data. The Fourth Committee might well appeal for greater co-operation and fuller information on all subjects relating to the Non-Self-Governing Territories.

10. In conclusion, the Chinese delegation wished to associate itself with other delegations in expressing its indebtedness to the Chairman and members of the Committee on Information and to the Secretariat for the report which they had helped to prepare (A/2465).

11. Mr. MENDEZ (Philippines) said that the Committee on Information from Non-Self-Governing Territories had done a great deal for the indigenous peoples through its regular examination of the economic, social and educational conditions in the Non-Self-Governing Territories. It was partly through its conscientious efforts that the vital interests of the peoples of the Non-Self-Governing Territories were gradually coming to be accepted as paramount in their relations with the administering Powers. The draft resolution on the association of representatives from Non-Self-Governing Territories in the work of the Committee on Information, in the Committee's report (A/2465, part one, annex II), was an example of that fact. At least one administering Power had shown itself to be conscious of the value of indigenous participation, although it had doubted that successful arrangements could be made. Another had proposed to limit indigenous participation to an arrangement for the use of Native experts, which showed some degree of acceptance of the principle of co-operation without distinction of race.

12. The draft resolution in the report, however, was something of a withdrawal from the original draft resolution put forward by the delegations of Brazil, Cuba, Ecuador, India and Pakistan (A/2465, part one, para. 93). The request for participation had been somewhat weakened by the substitution of the word "association", though even such "association" was an advance. The draft resolution, as the representative of Brazil had explained at the 336th meeting, was the result of a compromise and should be accepted as such. It would not be in the interests of the indigenous peoples to dismiss a proposal which was designed to strengthen the links of understanding and co-operation between metropolitan officials and the inhabitants of the Non-Self-Governing Territories.

13. In connexion with the question of Puerto Rico, he noted that the members of the Committee on Infor-

mation had been almost unanimous in appreciating the efforts made in that territory. He associated himself with the representative of Mexico in paying a tribute to the Government of the United States for its detailed reports on the economic and political progress achieved by the people of Puerto Rico.

14. He hoped that, in future years, reports from other Non-Self-Governing Territories would be as satisfactory as the reports on Puerto Rico. It would be most desirable to have a more realistic picture of the conditions of the indigenous peoples in order to appreciate not only reforms designed to extend political rights but also efforts to develop the natural resources of the territories, and the extent to which profits were used to improve the indigenous standards of living. For example, the relationship between the standard wage and the cost of living was an essential element in evaluating the general economic situation. It was also necessary to know whether prevailing salaries did more than keep body and soul together and how they compared with the salaries received by officials of the Administration. Information on equal pay for equal work was of considerable value in judging whether there was racial discrimination.

15. In regard to the progress of education in the Non-Self-Governing Territories, the Philippine delegation supported the principles set forth in paragraph 3 of the Committee's report on education (A/2465, part two), which were of fundamental importance. However, no educational programme could be successful without a simultaneous attempt to stabilize the economy of the territory. People suffering from hunger and want could not be educated without risk to the established social order. More should be done for the development of community education, in order to prevent the division that developed between educated younger people and their unschooled elders. More should also be done for the education of women, particularly the training of larger numbers of women school-teachers. The poverty of the under-developed countries was the most formidable obstacle to education, many children being prevented by distance from even attending school, while others were forced by poverty to abandon their education almost before it had begun. The United Kingdom Minister of State for the Colonies had recently given the Fourth Committee a detailed report of the progress of education in territories administered by the United Kingdom. That report had been particularly encouraging, and the efforts made in institutions of higher education to wipe out racial prejudice were particularly praiseworthy.

16. The report of the Committee on Information from Non-Self-Governing Territories was a product of co-operation between the administering and non-administering Powers for the welfare of the Non-Self-Governing Territories. Much still remained to be done to liquidate colonialism, but goodwill and tolerance would speed the course. The Fourth Committee must maintain its conciliatory role if it wished to safeguard all that had been gained in the past eight years.

17. Mr. ELIAV (Israel) congratulated the Chairman and members of the Committee on Information on their contribution to the efforts to achieve international co-operation in securing the advance of the peoples of the Non-Self-Governing Territories. The report on education was a brilliant and stimulating appraisal of the educational situation in those territories and of the associated problems.

18. He noted the large measure of agreement that had been reached in the Committee on Information on the various matters it had discussed and the fact that the report on education had been adopted unanimously, although it included some constructive criticism and outspoken recommendations in regard to the educational policies and efforts of the Administering Members. In connexion with the composition of the delegations represented on the Committee on Information, he wholeheartedly welcomed the participation of experts at the recent session. That practice should not be limited to the administering Powers but should be followed by all the members of the Committee on Information, so that that body might become a real pool of information and experience. His delegation would support any draft resolution to that effect which might be presented to the Committee.

19. One of the chief problems discussed by the Committee on Information had been the participation of representatives from Non-Self-Governing Territories in the work of the Committee. The original draft resolution submitted by Brazil, Cuba, Ecuador, India and Pakistan, to be found in paragraph 93 of part one of the Committee's report, could have constituted an important step in the gradual introduction of the peoples of the Non-Self-Governing Territories into the United Nations. However, that proposal had not met with that support from the Administering Members which would have ensured its full implementation, and had thus had to be modified. Nevertheless, even the modified text adopted opened new prospects for the closer association of the Non-Self-Governing Territories with the work of the Committee on Information. Another aspect of the same problem had been stressed by the representative of Pakistan, who had suggested at the 334th meeting that the Secretariat should recruit a fixed quota of the staff dealing with the problems of the Non-Self-Governing Territories from among their inhabitants. The Israel delegation sympathized fully with the principle underlying that suggestion.

20. With regard to the problem of education in the Non-Self-Governing Territories, he noted that the general picture of educational advancement was a complex one. On the one hand, there had been a steady increase in school enrolment and in the educational facilities provided in general, and considerable sums had been spent on education in some territories. On the other hand, in some territories, the proportion of children of school age attending school was very low, and if school wastage was taken into account, the proportion was even lower. The Israel delegation fully realized the difficulties inherent in the effort to effect within a short time a large increase in school enrolment and attendance, including the major problem of finding suitable teachers, the deep-rooted social prejudices which had to be overcome and, last but not least, the formidable problem of capital expenditure and current financing. The last problem might perhaps be solved by instituting a special education tax, part of which would be paid by economic corporations active in the Non-Self-Governing Territories. It also realized that similar, and other problems, were being faced by many independent States embarking upon programmes of universal education. It hoped, however, that educational advancement in the Non-Self-Governing Territories would be further accelerated in the coming years.

21. The spread of education in the Non-Self-Governing Territories had to contend with psychological, social and other problems which resulted from the discrepancy

between local traditions and the impact of modern civilization. Sudden changes must be avoided and education based on the indigenous culture. Special attention might be paid to that side of the problem in teacher-training schools, as was suggested in the report. In that way, continuity would be maintained between the generations and more local support for educational efforts would be aroused. In that respect, too, similar problems of adaptation confronted many new independent States, including Israel. It would seem advisable to pool experiences in that important field for the benefit of all. In connexion with the adaptation of traditional teaching methods to the requirements of modern education, he drew the Committee's attention to the promising possibilities of audio-visual methods, which had been found to be most suitable and effective in Israel with immigrant children who had had little or no previous schooling.

22. Section XI of the report on education stressed the importance of community education. It was only through the participation of the local population that the gulf between school culture and local customs, age-old tradition and modern ways of living, could be bridged. Local authorities and indigenous communal bodies should be encouraged to display an interest in, and assume partial responsibility for, the education of their younger generations. Educational systems already existing in some of the Non-Self-Governing Territories should be assisted and supported. If the local population became a direct partner in the effort to expand education, it might well voluntarily shoulder a greater share of the fiscal burden involved. Lastly, such participation by the indigenous population would serve as an important stage in its training for full self-government.

23. Since some of the major problems confronting education in the Non-Self-Governing Territories existed also in independent States, an international organization such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) could usefully serve as an international clearing-house for the pooling of common experience and achievements. A promising beginning had been made in that direction in connexion with the problem of the use of indigenous languages for modern instruction. UNESCO should be invited to assist also in such fields as the eradication of illiteracy, women's education, teacher training and community education. Major projects in those fields had been or were being carried out in such independent countries as India, Burma and Mexico, and the experience gained should be shared by all countries and territories faced with similar difficulties.

24. The work of the Committee on Information at its recent session had proved that the decision to prolong its existence had been a wise one, that it was playing an essential part in the fulfilment by the General Assembly of its responsibilities towards the Non-Self-Governing Territories and that it deserved the full and continuing support of all Member States.

25. Mr. RYCKMANS (Belgium) agreed with the view expressed by the Mexican representative at the 335th meeting that it was difficult to pass final and objective judgment on the actions of the administering Powers solely on the basis of the summaries prepared by the Secretariat. He could not detail all his Government's achievements in the Belgian Congo in a statement to the Committee. Referring to the Mexican representative's expression of regret that all the administering Powers had not participated to the same extent in the work of the Committee on Information, he said

that his Government believed that its contribution lay in the information it submitted and the documents it authorized the Secretary-General to use in preparing his analyses and summaries. While Mr. Ryckmans did not wish to imply any criticism of the way in which the information was summarized, it should be understood that his delegation was responsible only for the information submitted, not the deductions drawn therefrom. His Government would have sent more information and have made further official and semi-official documentation available to the Secretariat, had other countries with the same problem of administering peoples who had not yet attained a full measure of self-government supplied information similar to that which it was supplying. The General Assembly had unfortunately not seen fit to adopt the Danish representative's view that the Secretary-General should be authorized to prepare comparative studies on the basis of all the official information he could obtain on any country with comparable climatic and geographical conditions and the same degree of cultural development as the dependent territories.³ Such studies would have been instructive to the administering and non-administering Powers alike.

26. He wondered whether all the comments of the Committee on Information were intended to be generally applicable. Some of them certainly did not apply to the Belgian Congo. Its inhabitants, for example, could not be associated in the formulation of educational policy and programmes. As yet, many of them did not feel the need for any education beyond the tribal initiation into the arts of hunting and fishing.

27. In many cases, representatives had based their criticisms of his Government's policy on data contained in its reports. It was unfortunate that none of them had thought to mention its achievements. At the previous meeting, the Brazilian representative had mentioned the need to industrialize and diversify the economy of the Belgian Congo. The Belgian Government's report contained several pages on the great development of the cotton industry, the manufacture of blankets, chemicals, quinine, explosives, shoes, candles and many other items, and the increased output of electric power. Since 1948, 80 million dollars from the Native Welfare Fund (*Fonds de bien-être indigène*) had been spent on the development of the rural population alone.

28. In connexion with education in the Belgian Congo, it was interesting to note that out of a total of 66,000 European inhabitants, 2,511 were engaged in teaching the indigenous inhabitants. Seven thousand students were attending teacher-training colleges and would soon be ready to go out and work beside the 36,000 teachers already in the field. More than one million children were attending schools, and in the last financial year educational expenditure had amounted to approximately 12 million dollars.

29. Some representatives had claimed that the administering Powers gave the indigenous inhabitants a certain degree of education to make them better workers in the colonists' interests. There had been a time when that prejudice had been widespread in the Congo itself. As early as twenty years ago, in a book entitled *La Politique Coloniale*, he had stressed the fact that limited education for the indigenous population was used by the educated minority to further their social superiority over their illiterate brethren on whom they lived as

parasites. The situation would be different once literacy became widespread; then education would no longer be regarded as the door to the much-sought after white-collar jobs and an escape from manual labour but it would be recognized for what it was, namely a means of raising the standards of living of the masses.

30. His Government had also been criticized for basing its elementary educational programme on the religious missions. There were now more than 2,000 missionary teachers at work in the Belgian Congo. The Government granted the teachers in the subsidized schools a living allowance of approximately \$1,500 per person. If the Government had to pay the normal teaching wage to secular staff whom it recruited plus accommodation, travelling and other expenses, the cost of employing the European teachers would amount to the impossible sum of \$18 million. Thus by using the missions the Belgian Government could ensure better and more widespread education than if it had to bear the whole burden itself. He could not agree with the Indian representative that the moral influence of missionary education was bad rather than good. While he agreed that it would be wrong to try to uproot one of the great religions of the world through missionary action in the schools, in the case of the backward tribal societies in the Congo, the effects of Christianity could only be good. The old tribal culture was based on primitive and harmful customs forbidden by Christianity. That the people were not loth to renounce those customs was proved by the fact more than two fifths of the population were now Christian.

31. The Committee on Information had attached great importance to the education of girls and had deplored the fact that it lagged behind the education of boys in many territories, including the Belgian Congo. The authorities in the Congo had not been blind to the need for women's education, but it should be remembered that only fifty years ago, the Congo had been an unexplored region inhabited by hostile tribes and that twenty years of pioneering had been necessary before the Congo became a fit place to which to send women teachers. The time had now come when the foundations were securely laid and more rapid advance could be expected. There were 27 training colleges for women teachers, attended by 800 pupils, and more pupils could be admitted as soon as they had reached the necessary level of primary education. His Government had been blamed for providing different curricula for boys and girls. It was manifestly absurd to teach the boys cooking and sewing; the only alternative was to stop that instruction for girls.

32. At the previous meeting, the Brazilian representative had deprecated the Belgian delegation's tiresome insistence on its interpretation of the Charter. The Charter was a well-considered document and it deliberately distinguished between the provisions of Chapter XI, on the one hand, and those of Chapters XII and XIII, on the other. In the case of the Trust Territories, reports on all matters, including political development, were to be submitted to the General Assembly for discussion; in the case of the Non-Self-Governing Territories, information was to be submitted to the Secretary-General on certain limited subjects, excluding political matters, for information only. No body comparable to the Trusteeship Council had been set up under Chapter XI. The interpretation of the Charter which he had so often expounded in the Committee had been his Government's interpretation from the outset and, had the Belgian people had any inkling that some other inter-

³ See *Official Records of the General Assembly, Fifth Session, Fourth Committee*, 188th meeting.

pretation might exist, the Belgian delegation would never have signed the Charter, or the Belgian Parliament have ratified it. He would still like the Brazilian representative to reply to his question regarding the applicability of Article 23 (b) of the Covenant of the League of Nations to the Indians in Brazil. Secondly, did the Brazilian representative feel that by signing the Charter, his country had stripped its Indian population of the guarantees they had enjoyed under the Covenant?

33. In conclusion, he thanked those representatives who had expressed regret at his delegation's decision not to participate in the work of the Committee on Information and hoped that it would review its decision. He would transmit their views to his Government.

34. Mr. GHASSEMZADEH (Iran) paid a tribute to the members of the Committee on Information, the representatives of the specialized agencies who had helped them with their expert knowledge, and the Secretariat which had prepared the initial studies.

35. It was encouraging to note from the Committee's report that in recent years the number of schools, teachers and pupils had considerably increased in a number of Non-Self-Governing Territories, as had the credits for education. On the other hand, school facilities in many territories were still woefully inadequate, the children had to travel great distances to school, and the period of school attendance was only one or two years.

36. General Assembly resolution 329 (IV) had invited the Administering Members to promote the use of the indigenous languages in the territories under their administration, and UNESCO had responded to the invitation extended to it in that resolution by stating that any language could become a vehicle for instruction and that instruction should be given in the maternal language to as advanced a stage as possible. He hoped that the Administering Members would do everything possible to conform with resolution 329 (IV) and UNESCO's recommendation and that, in conformity with paragraph 1 (c) of the resolution, they would keep the Secretary-General informed of the scope and results of the steps they took.

37. If article 26 of the Universal Declaration of Human Rights, providing for universal, free, compulsory elementary education, was to be put into effect, sufficient schools to accommodate all the children of school age must necessarily be provided. In the field of women's education, in particular, more energetic action was called for on the part of the administering Powers.

38. It was clear from the Committee's report that there was still a great deal of discrimination in education in the Non-Self-Governing Territories. That was contrary to the provisions of the Charter, the Universal Declaration of Human Rights and General Assembly resolution 644 (VII), and it could only lead to bitterness and distrust between children of various racial and religious groups.

39. It was of the utmost importance that representatives from the Non-Self-Governing Territories should participate in the work of the Committee on Information. They could enlighten the Committee on economic, social and educational conditions in the territories and on the wishes of the indigenous population. Furthermore direct contact between representatives of the indigenous population and the members of the Committee might lead to the solution of many disputed questions

and facilitate co-operation in the Committee. It was essential, however, that the indigenous representatives should be independent of the administering Powers.

40. The administering Powers had assumed a sacred trust under Chapter XI of the Charter. The world was passing through troubled times and was threatened by a worse war than any yet experienced. It was of vital importance for the maintenance of peace that due attention should be given to the interests of the 200 million inhabitants of all races of the Non-Self-Governing Territories scattered throughout the world.

41. Mr. LYNKOV (Byelorussian Soviet Socialist Republic) said that the information supplied by the Administering Members in accordance with Article 73 e of the Charter, despite their attempts to present matters in the most favourable light, revealed the fact that they were not fulfilling their obligations in the political, economic, social and educational fields. The administering Powers were not interested in granting self-government and independence to the Non-Self-Governing Territories, but in strengthening the colonial régime and keeping the territories as sources of profits.

42. One third of the report of the Committee on Information was devoted to Puerto Rico, and represented the new status of that territory as a great step forward. However, the United States delegation had strongly opposed, at the 321st meeting, the granting of an oral hearing to the representative of a political party in Puerto Rico who would have been able to inform the Fourth Committee of the true situation there. Yet another example of a disguised form of annexation was the federation that was being established by the United Kingdom in Central Africa to intensify the exploitation of its population and gain additional raw materials. The African peoples had protested against the plan because it disregarded their interests and would preclude the granting of self-government and independence.

43. The report of the Committee on Information paid little heed to social questions; the administering Powers gave little or no information on the subject, thus violating Article 73 e. The living conditions of the people in many of the Non-Self-Governing Territories left much to be desired, but the administering Powers did nothing to improve them. In many territories expenditure for social purposes had actually been cut in recent years. Racial discrimination was prevalent in many of the Non-Self-Governing Territories; the status of women was unsatisfactory and corporal punishment was practised, particularly in many territories under United Kingdom administration.

44. The representatives of India, Brazil and Iraq had stated in the Committee on Information that the economic policy in the Non-Self-Governing Territories was not directed primarily to the benefit of the indigenous inhabitants. There was ample evidence that the administering Powers were concerned with their own interests rather than with those of the inhabitants of the Non-Self-Governing Territories. Valuable products were exported to the metropolitan countries for the benefit of the administering Powers instead of being used to improve the living conditions of the people, whose only right was to provide cheap labour for foreign companies working for the benefit of the metropolitan countries.

45. The administering Powers allowed land belonging to the indigenous inhabitants to be alienated and handed over to colonial companies and individual colonists. In a number of the African Non-Self-Governing Territories industrial companies had seized enormous tracts of

fertile land, with the inevitable result that thousands of the indigenous inhabitants were impoverished.

46. Much could be said on the subject of the conditions of the indigenous workers; mention could be made, for example the practice of racial discrimination, of denial of the right to organize trade unions, and of segregation. Commerce and trade in the Non-Self-Governing Territories was entirely in the hands of the metropolitan countries; the administering Powers neglected the welfare of the local inhabitants and the needs of local markets. Cultivation was concentrated on produce for export. He quoted as an example the Gold Coast Cocoa Marketing Board, which had a complete monopoly of the purchase and sale of cocoa, from which it derived enormous profits. In that same territory there was a very high infant mortality rate and living conditions were very bad. Generally speaking, the situation was steadily worsening. European companies bought local products at low prices and sold imported goods to the indigenous inhabitants at extortionate prices.

47. The administering Powers made no effort to promote the political advancement of the peoples they administered; in fact, such steps as were taken were rather reminiscent of nineteenth-century colonial repression. The General Assembly was entitled to demand that the administering Powers should take urgent measures to help the people of the Non-Self-Governing Territories to achieve self-government and independence, whereas in fact they were limiting the rights of the indigenous inhabitants, hindering progress and often revoking rights previously gained by the people. A recent example of that was to be found in the events in British Guiana. Such facts belied declarations made before the United Nations of high ideals and belief in human rights.

48. A Brazilian scientist, Josué de Castro, had stated in a book entitled *The Geography of Hunger* that the population of the Belgian Congo had been reduced by nearly 50 per cent during the period of European occupation. The people of Puerto Rico lived in miserable conditions and suffered from malaria and malnutrition; they were worse off than the slaves in the United States during the first half of the nineteenth century.

49. The situation with regard to education was very bad. The Committee's report on education admitted that the provision made for education did not meet the requirements of the indigenous populations either qualitatively or quantitatively. The number of schools was insufficient, the period of education was too short and the value of the education given was very doubtful. In many cases children were unable to remain at school long enough to learn to read and write. In education, too, racial discrimination was prevalent. In a number of territories expenditure on education had been reduced instead of increased. The report showed that there was no regular programme for financing education in the Non-Self-Governing Territories. The Committee's report stated that the information on individual territories threw little light on the degree of literacy. Information on the subject of illiteracy was given in respect of only ten territories and no real progress was shown to have been made in those territories. Not many children were enrolled in the schools, and of those who were many had to leave after a short time to obtain paid employment. Thus even official data showed the administering Powers were not fulfilling their obligations in the field of education, with the result that there was mass illiteracy among the indigenous inhabitants. Of the people of Africa, 90 per cent could neither read nor write. What

little education did exist was given only because the administering Powers needed a few educated indigenous inhabitants to enable them to maintain contact with the population.

50. He agreed with the observation of the Indian representative that education in the Non-Self-Governing Territories should not neglect the peoples' traditional cultures and values. The people of Africa were highly gifted in many ways and their artistic products were known all over the world. It was claimed that Europe had taught Africa much, but Africa had also much to teach.

51. In the vital matter of health, the situation was extremely unsatisfactory. Disease was rampant in the Non-Self-Governing Territories and the administering Powers did nothing. Expenditure for health purposes was reduced rather than increased. There was a shortage of doctors and nurses, hospitals were insufficient and living conditions deplorable. All those deficiencies were the result of the policy of the administering Powers, who were not concerned with the welfare of the indigenous inhabitants.

52. All the questions to which he had referred required careful attention and study.

53. U ON SEIN (Burma) thought the Fourth Committee would be well advised to approve draft resolution A, on educational conditions in the Non-Self-Governing Territories (A/2465, part one, annex II). He felt there was much merit in the suggestion made by the representative of Guatemala (333rd meeting) that the summary of the objectives of education contained in paragraph 12 of the Committee's report on education should be included in the resolution, and would like to hear the comments of other members of the Committee. The Burmese delegation shared the opinion expressed by the representatives of Indonesia, Haiti and India on the usefulness of the Committee's work in the field of education.

54. He drew the Committee's attention to certain broad considerations bearing on the general programme of work of the United Nations. A first report on education (A/1303/Rev.1, part two) had been approved by the General Assembly in 1950; it was to be hoped that the Assembly would approve the second report also. Under the terms of General Assembly resolution 333 (IV), a further report on education would be prepared in 1956. Those reports were communicated to the administering Powers, and from the statement made by the United Kingdom representative at the 324th meeting, it appeared that, at least in the case of the United Kingdom, the reports were given wide circulation and were considered by the educational authorities in the Non-Self-Governing Territories. That was highly satisfactory. The problem arose, however, of the programme of work to be adopted in any future consideration of education so as to avoid duplication of effort and to contribute to the progress of education in the Non-Self-Governing Territories. While it might be premature to make definite proposals on the subject, it was not premature to bring the matter up in the hope that attention would be given to it in the future. He would suggest that when next the subject of education received special attention, the report approved in 1950 and the present report should be taken as a basis for the examination of educational progress, and the information transmitted by the administering Powers should be so prepared as to show what parts of the reports had presented particular difficulties, what parts had been

of particular value and what new priorities would be useful.

55. At the 324th meeting the United Kingdom representative had said that his delegation might wish at a later stage to put forward concrete proposals to the Committee relating to its programme of work. If that were done, he hoped the suggestions he was making would be taken into account. In brief, it might be valuable in 1956 to seek, with the assistance of UNESCO, to organize a comprehensive discussion on education in the Non-Self-Governing Territories, with the aid of people who could speak with authority and experience on the problems involved. He was confident that the non-administering members of the Committee on Information would be ready to make substantive contributions to such a discussion.

56. He did not share the view expressed by the Belgian representative that there was no substantial difference between the problems of Non-Self-Governing Territories and those of independent countries. The whole purpose of Chapter XI of the Charter was to recognize that there were particular aspects of general problems which emerged from the responsibilities of the administering Powers. Burma's own experience had taught it that the manner in which even a technical problem was approached might change overnight when a people acquired its full freedom. Nevertheless, the non-administering Powers could contribute from their experience valuable opinions on the solution of many problems in the Non-Self-Governing Territories, and many of them might profit from a discussion on specific problems in those territories.

57. Similar considerations would arise when the Committee on Information concentrated on economic problems and on social problems. Special attention would be given to economic questions in 1954 and a report drawn up which would supplement the report made in 1951 (A/1836, part three). He would make some general observations on the basis of the 1951 report and of the *Special Study on Economic Conditions and Development in Non-Self-Governing Territories* (ST/TRI/SER.A/6/Add.2).

58. One subject which deserved fuller treatment in 1954 was the problem of the position of the indigenous inhabitants in the economic structure of the territories. The 1951 report had stressed in paragraph 32 that too much attention could not be paid to that question and had stated: "On the whole . . . — at least as regards Africa—the essential problem still remains that of so modifying the indigenous production as to ensure it an adequate place in the various schemes of economic development."

59. The administering Powers were responsible for the economic development of the peoples of the Non-Self-Governing Territories, but economic progress could not be divorced from political development. Various steps had been taken to promote such development in some territories, but it would be fallacious to assume that it had been promoted in the right direction if it had failed to include the economic activity of the indigenous inhabitants and to accelerate the pace of transition from a subsistence economy to a market economy, with all the economic and social advantages it implied for the peoples of the territories. The subject of what had been done and would be done to make the economy of the Non-Self-Governing Territories the best for the people of those territories should be one of the main economic studies to be prepared by the Secretariat for the following session.

60. The fields in which economic dependence appeared to be harmful to the territories should be considered one by one. With regard to mining, for example, where foreign capital, technique and management were usually preponderant and the indigenous inhabitants were mere wage-earners, it would be interesting to study what progress had been made towards retaining or regaining the ownership of the mineral wealth of the territories, which too often had been conceded to foreign companies for an indefinite period, and what had been done to increase royalties and other proceeds that could benefit the territory.

61. With regard to transport and communications, there was considerable, or even total, economic dependence. That was true of many under-developed countries, but at least the railways and other means of inland transport as well as the harbours should be the property of the governments of the territories and enjoy complete financial autonomy. The same problem would arise in connexion with ownership of the mines.

62. In the field of secondary industries, studies should be made of the extent to which indigenous capital was invested in private manufacturing enterprises, of the measures governments had taken to encourage thrift and enable the inhabitants to share in the ownership and management of enterprises established in the territories, and of what had been done to promote their technical skill.

63. With regard to trade, it would be of interest to know what steps had been taken progressively to transfer to the indigenous inhabitants the trade which was often monopolized by foreigners. Promotion of interest in the field, training and credit facilities would help nationals to compete with foreign traders. The development of an internal market would also greatly enlarge the field of the money economy.

64. Finally, improvement in indigenous agriculture should be the paramount concern of the administering Powers. A comparative study should be made to show whether estates owned by foreign companies or individuals had profited more by scientific research, technical assistance and credit facilities than had indigenous peasants and smallholders.

65. The Burmese delegation was aware that many steps had been taken in various territories to ensure economic progress, and did not assert that the degree of development achieved co-existed with hardship and the lowest standard of living. Burma knew by experience, however, that economic advancement under foreign domination could be of such a kind that it brought poverty, slum conditions and land-hunger to the national population. In the Non-Self-Governing Territories, much remained to be done to bring the indigenous populations into the scope of the economic structure which was being slowly but steadily built up.

66. There were three fundamental points in the studies he had described: first, the training of the local inhabitants for positions requiring skill and business ability, together with the provision of improved means of production; secondly, the encouragement of the accumulation of local capital and its investment in local undertakings; thirdly, the increasing share of the local inhabitants in the economic policy of their countries through participation in government boards of management, committees of economic policy and the like.

67. The Burmese delegation had consistently made it clear that it regarded the principal problem of Chapter XI to be the political emancipation of the Non-Self-

Governing Territories. No measures of economic, social or educational advancement would be sufficient unless they formed part of political development, in accordance with Article 73 a and b of the Charter. He was convinced that if the necessary measures were taken to promote political advancement, the measures he had recommended would contribute to world co-operation through the organs of the United Nations.

68. Mr. WECKMANN MUÑOZ (Mexico) referred to the statement by the Philippine representative that he agreed with the Mexican delegation that Puerto Rico had made great progress and deserved the status it had achieved. The Mexican delegation, while favourably impressed by the progress made in Puerto Rico, especially in the political field, had not yet decided on its position with regard to the cessation of information concerning that territory.

69. He had been glad to hear the Belgian representative say that he might participate in future in the work of the Committee on Information, where his great experience and wisdom would be extremely valuable.

70. With reference to the Belgian representative's comment that it was difficult to judge the work of the administering Powers on the basis of the summaries prepared by the Secretariat, he said that the Mexican delegation made a point of reading all the documentation submitted.

71. Mr. FRAZAO (Brazil) said that Article 23 (b) of the Covenant of the League of Nations constituted

a protective guarantee for the colonial peoples, but that a study of the background of its drafting would show that it could never have been addressed to peoples living within a sovereign State. The intention of that Article of the Covenant was clearly to prevent discriminatory treatment of colonial populations. The Belgian representative's first question was thus irrelevant and his second, in which he had used the unnecessarily strong word "strip", demagogic. He regretted that the tenor of the Belgian representative's remarks had been contrary to both the spirit and the form of the appeal which his own delegation had made to the Belgian delegation at the previous meeting. He did not recognize the right of a representative of another country to question the legal status of the population of Brazil. The Brazilian delegation recognized that Chapter XI of the Charter made certain concessions to the principle of sovereignty and was therefore more restricted in its effects than Chapters XII and XIII, but it did not agree with the Belgian delegation on the extent of the restrictions.

72. Mr. MENDEZ (Philippines) explained that he had associated his delegation with the tribute paid by the Mexican delegation to the report on Puerto Rico. He did not attribute to that delegation the view that the new status of Puerto Rico might appear to be justified on the basis of that report.

The meeting rose at 6.15 p.m.