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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. HOO (Assistant Secretary-General in charge of the Department of Trusteeship and Information from Non-Self-Governing Territories), replying to a question put by the French representative at the previous meeting regarding a possible change in the date of the annual sessions of the Committee on Information from Non-Self-Governing Territories, said that the only arrangement which seemed feasible was to hold the sessions of that Committee in April or May. The Committee on Information would thus meet in the interval between the two regular sessions of the Trusteeship Council, and arrangements would have to be made to ensure that its work was not hampered by the sessions of the Economic and Social Council.
2. In order to avoid any interference with the studies the Secretariat was preparing for the Committee, the Secretariat should be notified of the change in the date of the session at a fairly early date and information should be transmitted to it in accordance with the existing procedure. In 1954, the Committee on Information was to meet again in the autumn in accordance with its present practice, to take up economic conditions in the territories. It would then meet in the spring of 1955 to consider mainly social conditions. If the Secretariat could be assured forthwith that those arrangements were acceptable, it would be able to organize its work for the two sessions of the Committee.
3. In the final analysis, that change in date would have the advantage of providing more time to prepare special studies, which would be distributed to the members of the Committee on Information sooner than they would otherwise have been. The Committee's report could also be distributed earlier, before it was taken up by the Fourth Committee.
4. On the other hand, the summaries of information submitted to the General Assembly in 1955 would have to be shorter because, after the 1954 session, there would be little information to give the Committee for

its 1955 spring session. However, as the documents showing general trends seemed to have proved satisfactory, the possible gap might be filled by such documents.

5. If the members of the Fourth Committee felt that the question warranted further study, the Secretary-General would communicate with the members of the Committee on Information as soon as possible and take into account their views on the matter.

6. Any action would naturally depend on the change in the date of the opening of the regular session of the General Assembly, a question now before the Assembly.

7. Mr. SHTOKALO (Ukrainian Soviet Socialist Republic) said that the Committee was considering one of the most important items on its agenda. Sub-paragraphs a and b of Article 73 of the Charter imposed specific obligations on the Administering Members, the ultimate objective being the attainment by the Non-Self-Governing Territories of full self-government and independence. The fulfilment of those obligations was of vital concern to the peoples of the Non-Self-Governing Territories and for that reason it was essential, in studying the information transmitted by the Administering Members<sup>1</sup>, to evaluate primarily the progress made along the lines laid down in the Charter.

8. With regard to educational conditions, he recalled the principles stated in article 26 of the Universal Declaration of Human Rights. From the point of view of those principles, education in the Non-Self-Governing Territories left much to be desired.

9. In its report on education (A/2465, part two), the Committee on Information had noted that many children registered in schools were unable to pursue their studies up to the minimum grade required to obtain the rudiments of a genuine education and that instruction now provided did not meet the needs of the population, either in quantity or quality. Information from other sources, in particular the *Preliminary Report on the World Social Situation* (E/CN.5/267/Rev.1), indicated the extent of illiteracy in the Non-Self-Governing Territories: for example, in British Somaliland, less than 1 per cent of the population could read and write. The same sources revealed that school attendance was very poor: in French Equatorial Africa, 10 per cent of the children of school age attended primary schools; the proportion dropped to 5.2 per cent in French West Africa and the figures on Kenya, Nyasaland, Madagascar and Uganda showed an equally serious situation. Moreover, as the Committee on Information had emphasized, a very small percentage of girls attended school (4 per cent in the Belgian Congo, 5 per cent in British Somaliland), especially secondary schools. The training courses for primary school teachers barely went above the post-primary level.

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

<sup>1</sup> 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.

10. The Committee had also noted that there were still very wide differences in the opportunities for education offered the various groups. Racial discrimination against the indigenous inhabitants was shown by the substantial differences between the funds allocated for education of Europeans and indigenous inhabitants respectively. The figures given in the *Preliminary Report on the World Social Situation* showed that expenditure for the education of a European child was forty times higher than the expenditure on an indigenous child in Northern Rhodesia and one hundred times higher than that in Kenya. In those territories and in other territories under United Kingdom administration, the indigenous inhabitants were barred from attending European schools. The same discrimination was practised in teacher-training and in the salaries paid to European and indigenous teachers respectively. The absence of schools where pupils were taught in the indigenous language was the most blatant and reprehensible example of racial discrimination in education. The suggestion in the Committee's report that there might be obstacles to the use of the mother tongue was baseless. It was clear that the obstacles had been set up on purpose by the administering Powers, which hindered the cultural development of the Non-Self-Governing Territories in order to delay the social and political progress of the indigenous populations and thus to maintain their hold on those territories.

11. The administering Powers' policy could be seen even more clearly in the field of secondary and professional education. While the number of children attending primary school was very low, hardly any children at all received a secondary or professional education. In the Belgian Congo 8 per cent of the children of school age attended primary school, and 0.1 per cent secondary schools. In Northern Rhodesia one child attended secondary school for every ninety attending primary school. The result of that policy, as shown by the above-mentioned report on the world social situation, was that in dependent territories where post-primary education was little developed, there was no indigenous élite to fill leading positions in administration or in large agricultural and commercial undertakings.

12. It was the urgent duty of the United Nations to take the necessary steps to induce the administering Powers to make a radical change in their education policy and to improve the opportunities for indigenous populations in that field.

13. He then turned to hygiene and public health and pointed out that the credits granted for those purposes by the administering Powers were insignificant in comparison with the huge profits which they derived from the exploitation of the human resources and natural wealth of the Non-Self-Governing Territories. For that reason and owing to the wretched living conditions of the indigenous populations, the disease and mortality rates, particularly infant mortality, were very high, in Puerto Rico and Malaya for example. Relevant documents showed not only that there were no maternal and infant welfare centres but that medical services for the population were almost entirely lacking. In certain territories there was only one doctor for 50,000 inhabitants or even more. The figures were more striking still when it was remembered that most doctors lived in towns, so that the medical attention available for rural populations was even less. In certain territories such as the Gold Coast, Nigeria, Madagascar and Zanzibar, the sums devoted to public health were

growing smaller year by year and so was the number of hospitals. In Nigeria, the number of hospitals had decreased by 8 per cent in 1949-1950 in relation to the previous year, and by a further 5 per cent in 1950-1951. Finally, in that field as well as in education, there was racial discrimination against the indigenous population. The hospitals and medical services for the European population, which were not open to the indigenous inhabitants, were better equipped and had larger and better qualified staffs.

14. The facts which he had quoted showed that the administering Powers were not taking the measures necessary to ensure the progress of the Non-Self-Governing Territories in hygiene and public health. The United Nations could not remain indifferent to such neglect.

15. The economic policy of the administering Powers was contrary to the aims of the Charter. Not only did it fail to promote the economic advancement of the Non-Self-Governing Territories but it was even harmful to their economies. Conditions in Malaya were a striking example. Under the domination of British and American monopolies the economic situation had gone from bad to worse and in spite of unusually favourable natural conditions which made possible two harvests in one year, the population did not have enough to eat. The administering Powers developed the natural wealth of the territories only to obtain strategic minerals on which they made large profits. Moreover, although those Powers paid very little for the strategic materials which they exported, they sold at high prices the consumer goods which they imported into the territories. They were, besides, seizing land belonging to the indigenous populations. That was so in Tunisia, where one company had obtained 150,000 acres and another 75,000, and in British Guiana where the conditions of the indigenous farmers were made worse by the fact that they were compelled, as a result of the scarcity of land, to rent at prohibitive prices land which had been given to European settlers.

16. With regard to the political aspects of the problem, the situation in Puerto Rico was typical. The United States Congress had struck out of the so-called Constitution of that territory all the provisions of the original draft that might be termed at all liberal. The articles providing that the Government should combat sickness and poverty, and those proclaiming the right to education, to collective bargaining and to other rights, had been suppressed.

17. Furthermore, racial discrimination was practised against indigenous populations in all sectors in the Non-Self-Governing Territories. For example, indigenous workers were paid very much less than Europeans for the same work. In French West Africa, European salaries were seventy times as large as those of indigenous workers in the same category. Finally, the administering Powers, particularly the United States, were constructing a network of military bases in the Non-Self-Governing Territories; they were confiscating more land for that purpose, thereby worsening the plight of the indigenous populations.

18. In view of all those facts, it was clear that the Administering Members were not fulfilling their obligations under Article 73 of the Charter. The information they transmitted was tendentious and did not reflect in the slightest degree the real living and working conditions of the populations. His delegation considered that the Committee must take steps to cope with that

abnormal situation and to ensure that fuller and more accurate information was transmitted by the Administering Members.

19. Mr. DE MARCHENA (Dominican Republic) congratulated the Committee on its excellent work and the Secretariat on its constructive help to the Committee and on the value of the documents it had prepared. He also congratulated the administering Powers and the peoples of the Non-Self-Governing Territories, for whom the future was full of hope. The Committee had given a striking vindication of the reasons which had led the General Assembly to establish it. In its work two fundamental aspects of Chapter XI of the Charter were successfully merged: first, it analysed information transmitted by administering Powers, and the exchanges of views which took place in that connexion were extremely fruitful; and secondly, it was an essential link between the United Nations and the populations protected by the Charter.

20. He wished to confine his remarks to education, which the Committee had studied with particular attention in 1953. His delegation was keenly interested in that question, and in 1949 had submitted to the Special Committee on Information transmitted under Article 73 e of the Charter a draft resolution (A/AC.28/L.13/Rev.1) concerning the eradication of illiteracy, which had become General Assembly resolution 330 (IV). His delegation was therefore gratified to note that the Assembly's directives expressed in resolution 333 (IV), emphasizing the paramount importance of education in the progress of Non-Self-Governing Territories, had resulted in the preparation of so valuable a report.

21. The report showed a broad understanding of the need to extend education and to overcome occasional local resistance. If certain elements did not understand the magnitude of the effort which had been made, they must be convinced by all possible means that the practical measures adopted were designed to promote education. The attendant educational and social problems were common to Non-Self-Governing and Trust Territories and certain other areas. It was therefore easier to assess the size of those problems, particularly with regard to such questions as vernacular tongues and the need to avoid any deep cleavage between the younger generations and the older people, who developed more slowly. The illiteracy problem had also arisen in the Dominican Republic. Government measures had brought about a radical change, of which he was justly proud. Statistics showed how great an effort had been made to solve problems very similar to those with which the Committee was concerned, and what praiseworthy results had been obtained.

22. In paragraphs 11 and 12 of its report, the Committee recalled the principles of the Charter and the Universal Declaration of Human Rights and defined the purposes of education in Non-Self-Governing Territories. He unreservedly supported those conclusions. His delegation attached great importance to education for women, the development of which had a twofold advantage: it represented progress in education itself and, more generally speaking, it tended to improve living conditions in communities where educated women could exert a great influence. Practical measures should be taken to accelerate the development of education for women, but without undue haste, which might be fatal.

23. The Committee had approached the main aspects of the problem in a spirit of realism and harmony, on which it must be congratulated. He was therefore

all the more surprised at the Indian representative's remark that the activity of religious missions had had a regrettably adverse effect on the cultural heritage of the Non-Self-Governing Territories. From his own experience, acquired during many journeys in those territories, he was able to state that Catholic missions and Christian missions in general had done admirable work which was above all criticism and that they had been inspired by a noble spirit of devotion worthy of the greatest respect. If necessary, he was ready to give the Committee all relevant information concerning the value of the contribution which the Christian missions had made to the social and cultural progress of the Non-Self-Governing Territories. However, the Dominican delegation did not wish to bring into the discussion the political bias which certain people would like to introduce, especially as the criticism had come from a non-Christian country, whose convictions would receive more respect if it had not wounded the religious feelings of millions of people for whom the Catholic Church had always been and would always be a spiritual mother.

24. He reserved the right to make a statement later on the various draft resolutions before the Committee, especially those relating to the participation of Non-Self-Governing Territories in the work of the Committee, a question on which the Dominican delegation had taken a firm stand.

25. Mr. ITANI (Lebanon) said that his Government made express reservations as to the undeniable sovereignty of Tunisia and Morocco. It considered that that sovereignty had been recognized and guaranteed by treaties which France itself had signed. The opinion held by Lebanon on this subject, and shared by all the Arab States and many free countries, had been set forth repeatedly, and had been recently set forth once again by the Chairman of the Lebanese delegation in the First Committee (637th meeting).

26. With regard to the report of the Committee on Information (A/2465), he referred to the obligations under Article 73 of the Charter which Members of the United Nations administering territories whose peoples had not yet attained a full measure of self-government had undertaken. He also recalled the terms of reference of the Committee on Information, which had been set up originally by resolution 332 (IV) of the General Assembly and extended for a further three-year period by resolution 646 (VII) of 10 December 1952.

27. There was nothing easier than to evade the obligations arising from the two resolutions. For that reason, the Lebanese delegation greatly regretted that the Belgian representative had abstained from sharing in the work of the Committee on Information, which had proved so fruitful. His participation would probably have helped to make that work, the results of which the Fourth Committee was at present studying, easier and more complete. The Lebanese delegation would be very glad to see the Belgian delegation reply favourably to the friendly appeal of several delegations that it should take part in the work of the Committee on Information in future. That was especially desirable because the Belgian representative had provided information of very great value at the Committee's 337th meeting. He congratulated the Belgian representative on having deserved well both of Belgium and of the United Nations, and he hoped that the favourable reception of his statement would lead the Belgian Government to reverse its decision.

28. The co-operation of all Member States, and of all the Administering Members especially, was essential. Present difficulties in some Non-Self-Governing Territories could be attributed to the fact that all matters relating to those territories were, generally speaking, examined and settled only in accordance with the views of the administering Powers.

29. The Lebanese delegation fully realized the value of the report of the Committee on Information and the voluminous and interesting documentation provided by the Secretariat. Nevertheless, however great might be the volume of useful and indispensable documentation, it did not give an accurate idea of what was happening in the Non-Self-Governing Territories. It should be remembered that the statistical information had been supplied by the administering Powers concerned and represented only their point of view. That remark should not be taken as a sign of distrust of the administering Powers. It simply meant that, if the information was to be as complete as possible, it would have to come not only from the administering Powers but also from certain representatives of the territories concerned and, if possible, from an international committee working with the competent authorities in the territories in the preparation of the information.

30. The Lebanese delegation therefore supported draft resolution B submitted by the Committee on Information (A/2465, part one, annex II), concerning the association of representatives of the Non-Self-Governing Territories in the work of that Committee. It also supported the Pakistan representative's proposal (334th meeting) that some of the Secretariat staff should be recruited among the inhabitants of the territories. It was essential, too, to increase co-operation between the authorities in the Non-Self-Governing Territories and qualified representatives of the specialized agencies, whose views were bound to diverge somewhat from the considerations and ideas expressed by representatives of the administering Powers.

31. The supreme goal of the peoples of the Non-Self-Governing Territories was political independence, and that was strictly in accordance with the spirit and the letter of the United Nations Charter. The era of colonialism had run its course, and all peoples aspired to freedom in all its forms. All social, economic and cultural progress should therefore be directed definitely towards political liberation. Not to accept that would be to look backwards and to act contrary to the most elementary laws of the evolution of peoples.

32. The report of the Committee on Information said that there had been considerable progress in education in the Non-Self-Governing Territories. For instance, it stated that the number of school children in fifty-nine Non-Self-Governing Territories had grown from approximately five million in 1945-1946 to more than seven million in 1951. However, the same report stressed that less than one-tenth of the children went to school in many areas of Africa; that there were generally fewer girls than boys in primary schools and that the proportion was even smaller in secondary schools; that although the educational budget represented 15 to 20 per cent of the budget in some territories, it fell well below 10 per cent in many other territories; that in general the opportunities for school attendance did not meet the aspirations and need of the peoples; that there was an obvious need for accelerated action; that the length of the courses was too short; and that the quality of the teaching left much to be desired.

33. The Lebanese delegation unreservedly approved the purposes of education as defined by the Committee in part two, paragraph 12, of its report. They were in accordance with the findings of modern educational science, international principles and the Universal Declaration of Human Rights.

34. Thus there was still much to be done in the Non-Self-Governing Territories in order to ensure equality of opportunity at all levels of teaching for all racial, religious and cultural groups and to encourage the use and development of national languages, the campaign against illiteracy, the development of secondary and higher education, the training of teaching staff, the introduction of free and compulsory education, the development of education for girls, vocational training and community education.

35. If the administering Powers should submit that financial difficulties prevented them from carrying out all the required reforms, they ought not to forget that they had voluntarily accepted a sacred trust and that in carrying it out they should accept every sacrifice and expect justified criticisms. The day their burden seemed too heavy to them, no one would hold it against them if they asked to be relieved of it. The United Nations would certainly not fail in its duty in those circumstances and would take whatever action was required.

36. With regard to the state of education in Tunisia and Morocco, it must be noted that those were not backward countries, foreign to modern civilization. They had been independent for centuries and had rendered great services to mankind and civilization. The information on the educational, economic and social situation in the two countries was disheartening. It contained references to discrimination between Europeans and the indigenous population and to the spreading of the French language and culture to the detriment of the Arabic language and culture. The information supplied by France itself (A/2410 and Add.1) showed that the educational opportunities for Europeans were better than those for the indigenous inhabitants and that there were many more French than Arabic newspapers. Medical care for Europeans was far superior to that given to the indigenous inhabitants. Secondary and higher education were not always as available to the indigenous inhabitants as to the Europeans and there were far fewer of the former in the higher posts in education.

37. Arab civilization, to which the Tunisians and Moroccans had made a great contribution in the past, bulked large in contemporary civilization. The Lebanese delegation would consequently be very glad to hear the representatives of France and the legitimate representatives of Morocco and Tunis one day solemnly declare that friendship, harmony and co-operation in dignity and mutual respect had replaced the present tension and distrust. France would find it to its advantage to pursue a policy likely to achieve that purpose. It would thus help to strengthen its bonds with the Arab States and would show itself worthy of the liberal traditions, spiritual heritage and principles of freedom, justice and right to which it was certainly no stranger.

38. Mr. KAISR (Czechoslovakia) said that the subject of the political, economic, social and cultural situation of the Non-Self-Governing Territories was most important.

39. After studying the report of the Committee on Information and the Summaries of information trans-

mitted by the Administering Members, and hearing the statements made in the Fourth Committee by the representatives of those Members, his delegation was still convinced that the colonial Powers were not prepared to acknowledge that the old colonial régime was waning. They were rather trying to stop the historical process of the rebirth of former nations and the creation of new independent national units. They presented the facts fallaciously, alleging for propaganda purposes that the national liberation movement which was spreading and growing stronger in all the colonies was the result of "communist intrigues". Actually, the most varied strata of the indigenous population were taking part in the struggle against oppression and colonial exploitation. They were not exclusively the elements which were customarily called extremist and rebel. There was the example of recent events in British Guiana, where a political party had committed the crime of asking in its electoral programme for independence, nationalization of foreign monopolies and the development of health services and education.

40. Racial discrimination was still the essential feature of political, economic, social and cultural life in the Non-Self-Governing Territories. It could be seen from document A/2413 that the colonial Power had increased the number of beds in the European hospitals in Northern Rhodesia by 11 per cent and in the African hospitals only by 2 per cent, although the population was almost entirely African. Similar discrimination was to be noted in education. A sum of £70 a year was provided for the education of each European child, whereas the money allocated for an African child did not amount to even £2. The statement in that document that the general mortality rate had increased by 10 per cent and infant mortality by 20 per cent was thus not surprising.

41. A United Nations document entitled National Income and its Distribution in Under-developed Countries<sup>2</sup> showed that the national income in three British colonies in Africa—Northern Rhodesia, Southern Rhodesia and Kenya—had been so distributed in 1946 that it had been £292 per non-African inhabitant and £5 per African. According to the same official source, Northern Rhodesia had delivered to the United Kingdom, in other words, to the British copper monopolies, 27 per cent of its net national product in 1949. Those facts flatly contradicted the United Kingdom representative's statement at the 324th meeting about an association of races.

42. As the United Kingdom representative had also spoken about advancement towards the constitution of larger territorial units, he wondered what was the significance of the plan for setting up a federation of Rhodesia and Nyasaland, which the British Parliament had approved the previous summer against the wishes of the indigenous population. It was most likely that its purpose was to strengthen colonial domination in that part of Africa. Pretending respect for democratic principles, the colonial authorities had submitted the plan to a referendum, but of the 6 million Africans who inhabited the three parts of the proposed federation—Nyasaland, Northern Rhodesia and Southern Rhodesia—only 429 had been entitled to vote. All the other participants in the referendum had been Europeans. The federation plan had been strongly criticized in the *Sunday Times* and the *Observer*. The administering Power's report (A/2413) made no reference to that

case, but the Czechoslovak delegation had cited it at random to show that the colonial Powers were continuously violating Article 73 of the Charter and the Universal Declaration of Human Rights.

43. It should be noted that the administering Powers gave no exact information on the adverse circumstances in the territories and in most cases refrained even from mentioning them. Thus, in its report on Tunisia, summarized in document A/2410, the French Government not only failed to mention the territory's political situation, but also failed to give information of any value on the people's social condition. The French Government itself could certainly not consider that social advancement in Tunisia and Morocco was so satisfactory that there was no need to mention it. The Fourth Committee was entitled to demand information on the social advancement of the people living in those parts of North Africa, upon whom the Press and world opinion had concentrated their attention.

44. To obtain an accurate idea of the real situation in the Non-Self-Governing Territories despite the inadequacy of the information transmitted by the Administering Members under Article 73 e of the Charter, it was only necessary to consult United Nations documents. The *Preliminary Report on the World Social Situation*, for instance, showed that the consumption of essential foodstuffs was constantly decreasing, that the average number of calories available for the world as a whole had been considerably reduced and that the great inequalities in food which had existed among countries before the war had been appreciably aggravated.

45. Yet another proof of the incompleteness of the information supplied by the Administering Members could be found in the fact that it was stated in document A/2410, without the least explanation being given, that the number of murders in Madagascar had risen from 70 to 1,016 in one year. Similarly, the Belgian Government, which gave statistics in document A/2408 on the production of bottles and the number of air-line passengers in the Belgian Congo, failed to give any information on the indigenous inhabitant's standard of living in 1952. A glance through document A/2414 showed that the number of deaths of children less than one year old in Alaska had risen from 167 in 1949 to 237 in 1951 and that in the United States Samoan Islands the total number of deaths had been 214 in 1952 as against 152 in 1950, but nowhere was there any explanation of those abnormal and alarming phenomena.

46. Chapter XIII of part one of document A/2465 showed that the Administering Powers had succeeded in eliminating from draft resolution B prepared by the Committee on Information (A/2465, part one, annex II) any recommendation for the direct participation of the representatives of Non-Self-Governing Territories in the work of the Committee on Information and in substituting a mere invitation to Member States to attach duly qualified indigenous representatives to their delegations. It should not be forgotten that the appointment of delegation members pertained exclusively to the metropolitan government; consequently, the revised text of the draft resolution, which had been put forward as a compromise solution, no longer met the General Assembly's wishes. The Czechoslovak delegation would support any amendments designed to ensure the representatives of the Non-Self-Governing Territories wide participation in the Committee's work

<sup>2</sup> United Nations Publications, Sales No.: 1951.XVII.3.

and to guarantee them the greatest possible freedom of expression.

47. Paragraph 10 of the report on education in the Non-Self-Governing Territories showed that the administering Powers were not very interested in that important problem. While the report proclaimed the need for accelerated action to remedy the inadequacy of education in the Non-Self-Governing Territories, draft resolution A (A/2465, part one, annex) proposed no constructive measures but merely recommended the approval of the report. His delegation would accordingly welcome any amendment which would rectify such a serious omission.

48. The report showed that in education the indigenous inhabitants were the victims of a discrimination which could not be countenanced. The amounts spent on the education of non-indigenous children were far greater than those allocated for indigenous children if it was realized that there were far fewer white than indigenous children; only 7 million of the latter attended school, while there were still 33 million unable to do so. The administering Powers which exploited the territories and their inhabitants did not regard the task of educating the indigenous inhabitants as a sacred trust but solely as a matter of their own good will and philanthropy; and they sought to force on them the language, religion and way of life of the metropolitan countries. It could not be denied that the vast profits the administering Powers drew from Non-Self-Governing Territories through exploitation by firms and monopolies would more than cover the cost of organizing adequate educational services, and that the effectiveness of those services would increase if they were operated by authorities elected by the indigenous peoples themselves.

49. Mr. FERNANDEZ (Uruguay) said that the Committee on Information had submitted a very valuable report. It showed that the members sincerely desired to assist the peoples of the Non-Self-Governing Territories to attain their due place in the concert of free nations by gradual but steady development. The assistance the Committee on Information had rendered to the United Nations justified those delegations, that of Uruguay among them, which had recommended its continuance. Its work was praiseworthy and would soon bear fruit; it was to be hoped that, despite the opposition of some delegations, the General Assembly would decide in 1955 to make the Committee a permanent organ.

50. It was to be regretted that at the beginning of the general debate in the Committee on Information some delegations had approached the question of their participation in the Committee's work from a constitutional point of view, asserting that their governments did not recognize any right of the United Nations to restrict their freedom of action in the territories. Such an approach put the problem in a way which might provoke regrettable and futile conflicts. It was a matter not of imposing restrictions or exercising supervision, but of offering the administering Powers the collaboration of non-administering Powers so that the whole international community might try, in an atmosphere of harmony, to improve the living conditions of the dependent peoples, lead them to full political autonomy and, in a word, put into practice the principles enunciated in the United Nations Charter, in particular in Chapter XI.

51. He joined in urging the Belgian delegation to agree to give its valuable co-operation once more to the

Committee on Information which, under resolution 332 (IV), should be composed of all those Members of the United Nations transmitting information in accordance with Article 73 e of the Charter. Uruguay considered that all Member States were obligated to discharge the tasks recommended by the United Nations; he therefore reserved his position as to the attitude which the Belgian delegation had adopted in that matter. Uruguay had a high regard for the administering Powers; all of them were free and democratic nations and those very attributes imposed on them additional responsibilities towards the rest of the world. Public opinion was disconcerted to see them adopting extreme solutions based on standards of absolute sovereignty. When they took such action, they were doing a disservice to the cause of world democracy. It was to be hoped nevertheless that the administering Powers would be willing to co-operate with the non-administering Powers to strengthen peace, give all peoples freedom, and avoid dubious interpretations and unnecessary disputes.

52. It was satisfactory to learn that the Committee on Information had had the benefit of the presence, in the United States, French, Netherlands and United Kingdom delegations, of educational specialists who had helped to prepare the special report on education in the Non-Self-Governing Territories.

53. The report on education should be studied in the context of the general economic, social and cultural situation in the Non-Self-Governing Territories, for the three factors were interdependent. The economic development of the territories called for diversification of agricultural and industrial production so that those territories might become something more than mere providers of raw materials, and their interests could not be subordinated to those of the metropolitan country. On the social side it was to be noted that health services were inadequate, working conditions onerous, food very poor, and living conditions generally unfavourable. But the most disturbing factor harassing the Non-Self-Governing Territories was a discrimination incompatible with the terms of General Assembly resolution 644 (VII), with the principles of the Charter and the Universal Declaration of Human Rights, and with the very dignity of the individual. General Assembly resolution 644 (VII) was an effective step towards a solution of that problem as it dealt with the root of the evil by emphasizing the important part which education could play in the progressive elimination of such discrimination and in the establishment of improved race relations.

54. Education was unquestionably one of the main means of ensuring the harmonious economic, social and political development of the peoples of the Non-Self-Governing Territories. Mr. Fernandez wished to draw attention to certain aspects of that problem.

55. First the vernacular languages must be preserved, developed and, despite the difficulties arising from the existence of many dialects, used to combat illiteracy. Again, the vernacular languages should be used not only in primary education, but at every stage. He unreservedly approved the statement of experts of the United Nations Educational, Scientific and Cultural Organization (UNESCO), to the effect that there was nothing in the structure of any language which precluded it from becoming a vehicle of modern civilization (A/2465, part two, para. 18).

56. Secondly, if the peoples of the Non-Self-Governing Territories were to be effectively prepared for full



self-government, they must have the benefit of free, compulsory and universal primary education. The administering Powers must find a way to overcome all the difficulties which might arise and must give effect to that basic principle.

57. Thirdly, it was clear that education was less widespread for girls than for boys, and that the syllabi for girls were not such as to give them the minimal education they needed for modern life. The administering Powers had done a great deal in that direction, but they should intensify their efforts, for women had an essential part to play in present-day society.

58. Fourthly, the shortage of technicians was hampering the development of many regions and impeded the raising of the indigenous peoples' standard of living. Medical and teaching staff, agricultural and industrial experts, and specialists in every field must be trained if the inhabitants of the Non-Self-Governing Territories were to take a direct and active part in the political, economic, social and cultural life of their countries.

59. Those observations were not intended as criticism but, on the contrary, as evidence of his interest in the lot of the peoples not as yet self-governing. He was not unaware of the difficulties which the administering Powers faced in discharging their duties, and gladly acknowledged the value of the results so far achieved, in that between 1945 and 1951 the number of children enrolled in schools in fifty-nine Non-Self-Governing Territories had increased from five million to over seven million.

60. There must be no relaxation of effort, for there was no cause for complacency when the fate of so many people was at stake and, as the report on education stated in paragraph 9, much remained to be done. He endorsed the conclusions of that report, and would vote for draft resolution A in annex II of part one of document A/2465, while reserving the right to sup-

port any amendment which would make it more effective.

61. Mrs. MENON (India) said that the Indian delegation, far from seeking to offend any religious group, was the first to pay a tribute to the admirable work religious missions were doing throughout the world. Freedom of worship was guaranteed by the Constitution of India, whose Government had always shown the greatest tolerance towards evangelical missions, despite the fact that some of them had not always shown due self-restraint. But it was undeniable that, however noble their aims, the religious missions were undermining the cultural heritage of the indigenous populations and thus doing serious damage. The summary records of some of the Committee's meetings and the report on education in Africa<sup>3</sup> distributed by the United Kingdom Government offered convincing evidence of that fact.

62. Mr. DE MARCHENA (Dominican Republic) said that he had been glad to hear the Indian representative praise the Christian missions, but strongly protested once more against the allegation that the activity of such missions was harmful to indigenous culture. In Africa, to take an example the Indian representative had just quoted, and especially in Ruanda-Urundi, Tanganyika, Kenya and many other territories, the missions were helping to preserve the indigenous peoples' cultural, artistic and archaeological wealth and preserving indigenous folklore. The work of the religious missions among the indigenous populations was no attack on their spiritual heritage, but the struggle of Christianity against idolatry, superstition and, still more, communism; it should not be forgotten that religious organizations were civilization's strongest bastion against communism's onslaughts.

The meeting rose at 12.55 p.m.

<sup>3</sup> See *African Education, A Study of Educational Policy and Practice in British Tropical Africa*, The Nuffield Foundation and the Colonial Office, London, 1953.