



Monday, 21 January 1957,  
 at 10.55 a.m.

**New York**

**CONTENTS**

Agenda item 34:	
Information from Non-Self-Governing Territories transmitted under Article 73 e of the Charter: reports of the Secretary-General and of the Committee on Information from Non-Self-Governing Territories ( <i>continued</i> )	
(a) Information on educational conditions ( <i>continued</i> )	
(b) Information on other conditions ( <i>continued</i> )	
General debate ( <i>continued</i> )	279
Requests for hearings ( <i>continued</i> )	282

**Chairman: Mr. Enrique de MARCHENA**  
 (Dominican Republic).

*In the absence of the Chairman, Miss Brooks (Liberia), Vice-Chairman, took the Chair.*

**AGENDA ITEM 34**

**Information from Non-Self-Governing Territories transmitted under Article 73 e of the Charter: reports of the Secretary-General and of the Committee on Information from Non-Self-Governing Territories (A/3105 to A/3109, A/3110 and Corr.1, A/3111 and Add.1 and 2, A/3112 and Add.1 and 2, A/3113 and Corr.1, A/3114 and Corr.1 and Add.1, A/3115, A/3127) (*continued*):**

**(a) Information on educational conditions (A/3165 and Corr.1 and Add.1 and 2) (*continued*);**

**(b) Information on other conditions (*continued*)**

**GENERAL DEBATE (*continued*)**

1. Mr. AGUERO (Chile) said that education was the very core of the colonial problem: it was useless to speak of liberty, civic rights and peaceful coexistence unless the peoples had a solid cultural basis. Chile considered that the possession of a colonial empire might confer certain right, but it entailed mainly duties and responsibilities which could be summed up in one word: education. Fortunately, the administering Powers now understood their mission, which was to prepare peoples for freedom, to establish nations and to bring them into the community of free States. The colonial status was a transitory stage through which many countries had passed. Chile, which had been under Spanish domination for three centuries, was proud of the heritage which its educators had left it, and remained deeply attached to Spain.

2. The Chilean delegation had therefore been pleased to note the advances described in the Committee's report. It regretted that the great efforts made were still insufficient in relation to the number of people to be educated, but it understood that such a cultural revolution could not be carried out in a year without detriment to the quality of the education.

3. He laid particular emphasis on the eradication of illiteracy and the education of women, which his delegation regarded as the keystones of cultural advancement, although it did not underestimate the importance of vocational training and secondary education. He recalled the famous decision, commended by Mr. Torres Bodet, enjoining Mexicans who knew how to read and write to teach their illiterate compatriots to read and write. The Administering Members had a similar duty towards the populations dependent on them. It was satisfactory to note that the number of people learning to read and write was increasing, especially since they would then be able to receive vocational or technical training and become useful members of society.

4. In conducting literacy campaigns it would be of advantage to make use not only of schools but of all organizations where the indigenous inhabitants might foregather, such as missions, religious institutions, civic organizations, sports associations and, in countries where military service was compulsory, barracks. Chile knew by experience that the teaching of reading and writing in barracks was an excellent way of combating illiteracy, especially in rural and mountainous regions; the young men who returned to their homes at the end of their year's service knew how to read and write.

5. The education of girls was essential, especially in areas where the woman was the centre of family life and inspired all the decisions. To educate women was to educate future generations. It was encouraging to see that the number of girls' schools was increasing; no effort made in that direction would be wasted.

6. The Chilean delegation was glad that the United Nations Educational, Scientific and Cultural Organization (UNESCO) was concerned about the problem of illiteracy and was also working to increase library facilities. It was satisfied with the work that the Committee and the specialized agencies had accomplished, and it would support any initiative designed to improve upon the good results already obtained.

7. Mr. MENCER (Czechoslovakia) considered that one of the Fourth Committee's duties was to hasten the development of the Non-Self-Governing Territories, and that the United Nations' responsibility in that field was further increased by the growing importance of national liberation movements. The status of Non-Self-Governing Territories was temporary; the principal task of the administering Powers was to shorten the period of that status and to guide the Territories towards independence. Those Powers asserted that they were not obliged to communicate information on the political advancement of the Territories; nevertheless, although they had been careful to ensure that the word "independence" did not appear in Chapter XI, the fact remained that that Chapter of the Charter was based on that very principle. The development of the Territories was an indivisible whole and the political aspect could not be separated from the economic, social and cultural aspects.

8. The General Assembly had already studied the problems of education at previous sessions, and, in resolution 743 (VIII), it had set forth the principal objectives to be sought. That resolution might well serve as a guide for the Committee if it contemplated taking concrete measures at a later stage.

9. Although some relative progress had admittedly been made, the situation was far from satisfactory, and the administering Powers should resolve to apply drastic remedies. It was still not possible for the majority of the inhabitants to follow primary education courses. According to document A/AC.35/L.226, prepared by UNESCO, nearly one-half of the world population was illiterate and the majority of illiterate people lived in the Non-Self-Governing Territories. In some territories, such as North Borneo, Nigeria, the Solomon Islands, and Somaliland under British administration, the degree of illiteracy exceeded 85 per cent. The Czechoslovak delegation endorsed the statement in paragraph 19 of the Committee's report (A/3127, part two) concerning the establishment of compulsory primary education. Without such a measure it would be impossible to arouse the civic and moral conscience of the peoples, to raise their level of living, to encourage economic, cultural and social development, and to give them some part in the conduct of their own affairs. He would not dwell on the conclusions in chapters VIII and IX of part two of the report, for many representatives had already analysed them. He would, however, like to stress the importance of improving racial relations in the matter of education. The abolition of all discrimination in education would make it possible to ensure the complete economic and social equality of all groups. It was regrettable that racial discrimination was still to be found in many Non-Self-Governing Territories and that it should have become one of the very keystones of the colonial system. According to document A/3109, the average wages of miners of European origin in Northern Rhodesia were approximately £110 in 1954, as against £7 for indigenous miners; the same inequality prevailed with regard to education. The situation in Kenya and other Territories was similar. Racial discrimination was absolutely contrary to the principles of the Charter and the Universal Declaration of Human rights; it was time to put an end to it.

10. The Czechoslovak delegation had been struck by the increase of criminality which often accompanied the stagnation or decline of education. The question of the increase or decline of criminality was, of course, related primarily to the level of material conditions of life, but school education was one of the factors which might play a role. For example, while delinquency was increasing in the Belgian Congo, the funds allocated to indigenous schools had diminished by nearly one half from 1953 to 1954. Criminality had also increased in Uganda, Zanzibar, Northern Rhodesia, Nyasaland, French West Africa, Gibraltar, Hong Kong, Barbados and Dominica. In most cases, it was the desperate economic and social position of the indigenous inhabitants that gave rise to delinquency. Owing to the system of monoculture encouraged by the administering Powers, poverty increased as agricultural or mining production, the inhabitants' main source of income, declined. Lack of funds was often invoked to explain delays or decreases in the sums allocated to education in such Territories as the Belgian Congo, Grenada, St. Lucia or St. Vincent. The administering Powers, which were directly responsible for the advancement of

education, should bear in mind the conclusions the Committee had set forth in chapter IX of its report, and should devote more funds to the construction of new schools, the training of teachers, and the smooth operation of the educational system in general; otherwise, all efforts to speed up the development of the Territories would be in vain.

11. In resolution 845 (IX), the General Assembly, considering that all Member States of the United Nations should facilitate educational advancement, had invited Member States to offer scholarships to students from Non-Self-Governing Territories. Czechoslovakia was glad to see that some countries had already responded favourably to that request. For its own part, it had decided to offer, as from the 1957-1958 school year, fifteen scholarships for higher education in the fields corresponding to the special needs of the Territories and to the wishes of the persons concerned. Those scholarships would also cover the cost of travel in both directions and the students' subsistence for the period they would require to learn the language in which they would be taught. The United Nations would undoubtedly receive other similar offers; the main point, however, was that the administering Powers should do everything they could to enable the students to take advantage of those scholarships.

12. Some representatives had suggested that the General Assembly should draw up a calendar setting out the various stages of educational advancement; others had proposed that a date should be fixed for the establishment of compulsory primary education, and yet others had called for the abolition of all racial discrimination. In addition, some representatives had suggested that international co-operation should be encouraged by means of conferences to which countries adjacent to the Non-Self-Governing Territories would be invited. The Czechoslovak delegation considered many of those suggestions to be useful, but it reserved the right to give its detailed views on the matter later.

13. Mr. BOZOVIC (Yugoslavia) noted that the Committee was considering educational advancement in Non-Self-Governing Territories for the third time. It should therefore show itself more critical than heretofore of both the substance and the form of the report of the Committee on Information from Non-Self-Governing Territories. That Committee had made commendable efforts, and if the results were not all that had been hoped that was because its terms of reference were too narrow. It was true that the Committee was not empowered to make recommendations on any particular Territory, but that should not prevent its making use of the statistics transmitted by the administering Powers and using them as examples to support its recommendations. Without examples of that kind, the Committee's report was nothing but a statement of general principles which did not give a true picture of the facts. The first two reports on education (A/1303/Rev.1, part two, and A/2465, part two) had defined the objectives of education; it was now time to give specific details of the policy followed in pursuit of them. He therefore hoped that the next report would be more definite. On the other hand, he found the very comprehensive studies by the Secretariat and the specialized agencies most satisfactory.

14. The Yugoslav delegation was happy to note that there had unquestionably been some progress in education. Nevertheless, such progress could hardly be said to be sufficient or to correspond to the needs of

the people concerned. The results obtained varied widely between different Territories. According to document A/AC.35/L.220/Add.1, school attendance had increased by 400 per cent in British Somaliland from 1946 to 1954, as compared with 18 per cent in the Cook Islands. In 1954, however, there had been only five pupils per 1,000 inhabitants in British Somaliland and 280 per 1,000 in the Cook Islands.

15. If it was agreed that the purpose of Chapter XI of the Charter was to help the Territories to achieve independence, it must be admitted that the educational situation was far from encouraging. He regretted that, in most cases, the administering Powers had not yet introduced free compulsory primary education. Fortunately, those Powers were no longer claiming that school absenteeism and slow progress were due to the non-co-operation of the parents. The Administering Members should adopt legislation making primary education universal, for, although that would not solve all the difficulties, it would at least have some influence on the parents and on the community as a whole.

16. With regard to the lack of resources, the Committee had indicated in paragraph 21 of its report (A/3127, part two) that the task of constructing and maintaining school buildings could be substantially reduced through simplified building plans and the use of local building materials. Furthermore, the administering Powers should ask the local population to contribute to the expenditure. The local inhabitants should also participate in the formulation and application of the educational policy; in that connexion he quoted a passage from paragraph 14 of the report. He also supported the recommendation in paragraph 20 concerning the establishment of time-tables setting forth dates for the attainment of each particular stage on the path towards universal primary education.

17. The state of secondary education, too, still left much to be desired. The same was true of technical and higher education. Yugoslavia was happy to note that some Member States had offered scholarships to the Territories, but, in the information he provided on that subject, the Secretary-General did not say what publicity had been given to General Assembly resolution 845 (IX), how many offers of scholarship had been made and with what result. The Yugoslav delegation would like to have some details on those points.

18. Educational policy did not pay sufficient attention to local conditions. A longer part of the school curricula should be devoted to the Territories in question, to history, geography, social science and natural sciences, tribal music and dancing. The administering Powers did not necessarily meet the wishes of the local population by transplanting the school system of the metropolitan country. The schools were not intended for the education of foreigners but of people who would be useful to their country. Education should therefore be reorganized, and, as the Committee had recommended, the curricula should be adapted to local needs and teaching given in the vernacular languages. Such a reorganization would require very careful study by the administering Powers and UNESCO; he hoped that the Committee would have gone into the subject by the time it prepared its next report on education.

19. The Yugoslav delegation considered that the solution of educational problems might be facilitated by regional co-operation. It also thought that new infor-

mation centres should be established in Africa to serve the needs of groups of Trust and Non-Self-Governing Territories. He reserved the right to revert to that question later.

20. The Yugoslav delegation regretted that Belgium had not participated in the work of the Committee on Information from Non-Self-Governing Territories. The General Assembly should take note of that fact and express the hope that Belgium would reconsider its decision and adopt a conciliatory attitude.

21. Mr. COHEN (Under-Secretary for Trusteeship and Non-Self-Governing Territories) said that the Secretariat would try to provide the information requested by Yugoslavia concerning offers of scholarships.<sup>1</sup> Such information, however, would necessarily be rather brief, in view of the short time available. The Secretariat would also record the offer of scholarships that the Czechoslovak delegation had just made.<sup>2</sup>

22. Mrs. SHELTON (Cuba) said that the Committee had submitted a simple and practical report dealing with the essential aspects of the problem of education in the Non-Self-Governing Territories, every chapter of which contained pertinent observations. The Cuban delegation welcomed the interest which nearly all administering Powers were showing in their educational policy: they had improved the primary schools and provided increased funds for school maintenance; some had introduced compulsory primary education and others had announced an increase in primary and secondary school enrolment. She was certain that all such progress was directed towards the achievement of the fundamental purposes enunciated in General Assembly resolution 743 (VIII).

23. She was pleased to see that the Committee had agreed with the representatives of Guatemala and Venezuela and had replaced the word "*enseñanza*" by the word "*educación*" in the Spanish text, since the General Assembly itself had said that the aim of education in the Territories should be to train the inhabitants to use the instruments of economic, social and political progress which would enable them to achieve complete independence.

24. She was happy to note that some administering Powers and others had shown themselves willing to co-operate with the Committee by including educational experts in their delegations. She also noted the valuable assistance given by some of the specialized agencies, such as ILO, FAO and particularly UNESCO.

25. Although the Cuban Government was not at present able to offer any scholarships under General Assembly resolution 845 (IX), it took great interest in that generous initiative and congratulated the Governments which had been able to make offers.

26. For those reasons, the Cuban delegation approved of the report of the Committee on Information and would support the draft resolution in annex II.

27. Mr. BALAY (Uruguay) emphasized that cultural advancement in the Non-Self-Governing Territories was particularly important because it was a question of preparing new nations to enjoy independence in a peace-loving and free community. He recalled the sacred trust, imposed upon the United Nations and

<sup>1</sup> Information subsequently published in document A/3165/Add.3.

<sup>2</sup> See document A/3165/Add.4.

the administering Powers by Article 73, to ensure that the interests of the inhabitants of those Territories should be paramount and to promote their well-being and political advancement.

28. Apart from those reasons, the fact that there were some Non-Self-Governing Territories on the American continent made the question of even greater interest to Uruguay. Uruguay was anxious that they, as well as the other Territories, should enjoy the independence and sovereignty which it had itself achieved. The concept of a people involved that people's right to self-determination. If the Latin American peoples concerned were unable to claim that right for themselves, it was incumbent upon the other countries of that continent to claim it on their behalf, in conformity with a long tradition of independence.

29. The Uruguay delegation had studied the Committee's report and the other documents in a constructive spirit. It continued to support the principles of General Assembly resolution 743 (VIII), which it had helped to draft, according to which the essential purpose of education was to develop moral and civic consciousness among the non-self-governing peoples. It was therefore pleased to note that in some Non-Self-Governing Territories, particularly those administered by the United States, the authorities had adopted the basic principle that education should reflect the democratic system, and were encouraging local committees, boards, and any other means whereby the people themselves could direct their educational policy. It was for the people themselves to choose the type of education that suited them and the manner in which education could help them to carry out their civic duties. Such local participation was the surest means of avoiding the conflicts which might result from the clash of different cultures, races and languages.

30. It was most regrettable that corporal punishment and the death penalty still existed in some Territories. Uruguay had no intention of dictating a line of con-

duct to the administering Powers, except in so far as its attitude might influence the Committee's decisions, but it associated itself with those countries which had condemned corporal punishment as barbarous and the death penalty as an inhuman and unnecessary form of punishment. He referred to article 5 of the Universal Declaration of Human rights, and said that in Uruguay corporal punishment had been prohibited by the first Constitution (1830) and that the death penalty had been abolished in 1907. He hoped that the administering Powers would abandon those practices, which were not only unjust but ran counter to the aims of their penal policy.

31. He noted with interest the information submitted by the administering Powers and the policy of those which were promoting the development of the non-self-governing peoples, although he sympathized with the impatience of some delegations which were anxious for those Territories to achieve independence in the near future. He emphasized the importance of the role played by the administering Powers, many of which had behind them a long tradition of freedom and fighting for freedom. Those were the countries which should inculcate in the Non-Self-Governing Territories the ideas of liberty and independence which would enable them to join the community of nations as sovereign independent States, conscious of their destiny and of their responsibilities.

#### *Requests for hearings (continued)*

32. The CHAIRMAN announced that she had received four telegrams from the Union des populations du Cameroun in connexion with its request for a hearing which had been granted by the Committee (566th meeting). She proposed that the text of the telegrams should be circulated to the Committee.

*It was so decided.*

The meeting rose at 12.15 p.m.