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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 to 3; A/C.4/L.458, A/C.4/L.459) (*continued*);
- (b) Information on other conditions (*continued*)

GENERAL DEBATE (*continued*)

1. Mr. GREKOV (Byelorussian Soviet Socialist Republic) said that the status of the Non-Self-Governing Territories was essentially a provisional one. The Administering Members and the United Nations should co-operate in order that those Territories might achieve self-government or independence as rapidly as possible in accordance with the provisions of the Charter and the wishes of the peoples concerned. While some Territories, such as Morocco and Tunisia, were now Members of the United Nations, the majority were still under the authority of a few Powers.

2. Conditions in those Territories were far from satisfactory, and in some cases no significant improvement had taken place. In Basutoland, for instance, there was no industry and no public welfare scheme; seventy-three persons had been subjected to corporal punishment in 1954, tuberculosis was prevalent and there were no plans in the Territory for the training of physicians or dentists. In Swaziland 181,269 Africans owned 2,250,395 acres of land, whereas 3,201 Europeans owned 2,150,160 acres. Health conditions were poor in a number of Territories such as Brunei, Northern Rhodesia, and the Bahamas where tubercu-

losis had broken out anew, while public health funds had been reduced. The Administering Members should take drastic steps to remedy the situation.

3. With regard to educational conditions, a number of shortcomings were still apparent which were holding up the development of the Territories. The illiteracy rate was very high: 95 per cent in Sierra Leone and 99 per cent in British Somaliland. The importance of eradicating illiteracy had already been stressed by the General Assembly in resolution 330 (IV). The Committee had rightly taken the view that the institution of compulsory primary education for all was essential in order to achieve that objective. As in the past, relatively few children attended school (54.4 per cent in the Belgian Congo and 10.4 per cent in Sierra Leone). Millions of children were thus unable to receive education. The number of schools was still inadequate, increasing slowly or remaining unchanged, as in French Somaliland. The construction of schools should be accelerated so that the indigenous inhabitants might receive education under normal conditions. The Committee on Information from Non-Self-Governing Territories had emphasized the importance of secondary education, so far available to only a small number of students, many of whom moreover did not complete their studies. Document A/AC.35/L.225 provided interesting information on that point. In its report (A/3127, part two, para. 65), the Committee on Information said that shortage of funds was a major obstacle to secondary educational advancement. The Administering Members should carry out the Committee's recommendations. Document A/AC.35/L.228, prepared by the Secretariat, indicated that teacher-training was a most urgent problem which would become more acute as facilities for primary education expanded. A shortage of teachers existed in many Territories and very often teachers were not qualified. Lastly, the Committee on Information stressed the importance of expanding the education of women, technical training, and higher education. The Byelorussian delegation supported the Committee's recommendations and hoped that they would be considered by the Administering Members.

4. The Committee had, on the whole, been unduly optimistic, and its findings did not correspond to the facts. Despite minor progress in isolated instances, conditions were still far from satisfactory and the Administering Members should take vigorous steps to improve them in the interest of the peoples concerned.

5. Mr. SINH (India) congratulated the Secretariat on its report on offers of scholarships by Member States (A/3165) which was more comprehensive than its earlier reports on the subject. More Member States had come forward with offers of scholarships and the prospect was encouraging for the future. However, although 103 applications had been received from students, only two scholarships had so far been granted. The report failed to indicate how many of the appli-

cants were not qualified from the educational point of view. If the demands fell short of the available offers, additional publicity measures would have to be taken in the Territories. In that connexion, the report did not contain any reference to publicity measures undertaken by the Administering Members. Since those Members would largely have to be relied upon for publicity measures, it might be useful for the Secretariat to consult them on that point. The procedures for processing applications should also be simplified. The Indian delegation felt that unless the Secretary-General was given discretion in the matter, delays would inevitably ensue. An advisory bureau might be established within the Secretariat which, in close consultation with the Administering Members, would advise the students in detail regarding the qualifications required of them and the scholarships open to them.

6. The representative of India had suggested at the 601st meeting that the Committee on Information might set up a sub-committee to study means of improving the character of the information supplied to the General Assembly. Drastic revisions need not be undertaken, for fuller information could be furnished even within the scope of the existing Standard Form. The Indian delegation would like to be assured that the Committee on Information would, at its next session, have before it the study on the Standard Form requested by the representative of Burma (601st meeting, para. 43).

7. Under General Assembly resolution 222 (III) it was the duty of the Administering Members to inform the General Assembly of any constitutional changes which, in their opinion, would make it unnecessary to transmit information. However, he wondered what the position was when a Territory was placed under the administration of a different country. Undoubtedly, information on the Cocos or Keeling Islands should henceforth be transmitted by the Australian Government, since the administration of the Islands had been transferred from Singapore to Australia. At any rate, the Indian delegation thought that the General Assembly should be kept informed of administrative changes of that nature. It did not know whether there had been similar changes in other territories, and it would like the Secretary-General to examine the situation and report to the General Assembly on the matter. Moreover, he noted that only Australia, New Zealand, the Netherlands and the United States of America had made use of the special section for information on human rights. France and Belgium had not transmitted any information on that point, and the United Kingdom had transmitted only brief reports. It was to be hoped that the Administering Members would furnish fuller information in the future. Lastly, the Indian delegation hoped that the Secretary-General's representative would reply to the comments made during the debate concerning both the Administering Members and the Secretary-General. It was clear that under the provisions of the Charter and the resolutions of the General Assembly the Secretary-General had certain well-defined responsibilities; the Indian delegation hoped that in the discharge of those responsibilities the Secretary-General would give a reply.

8. Mrs. WHITE (Liberia) agreed with the Committee on Information that economic progress must be borne in mind in examining educational conditions in a Territory. Universal education should be the criterion. She hoped that the administering Powers,

in planning their school policy, would continue to be guided by the objectives defined in General Assembly resolution 743 (III).

9. There was still much to be done in the field of education, but marked progress had been achieved in some of the Territories. The administering Powers had increased the funds devoted to education and had redoubled their efforts to establish compulsory primary education.

10. Any study of the situation should take into account the political aspirations of the inhabitants. That aspect of the question was closely inter-related with economic, social and cultural development. She therefore urged the Administering Members to transmit information on political conditions in their Territories.

11. The Liberian delegation opposed discrimination in any form. It therefore noted with satisfaction that institutions of higher education were open to students of all races. It was to be hoped that that practice would be extended to the lower levels of education. A discriminatory school system precluded an improvement in the general level of living, prevented the development of a national conscience and retarded the training of qualified personnel.

12. She paid a tribute to the work done by the United States, as well as by other administering Powers, and said that her delegation would vote in favour of the report of the Committee on Information from Non-Self-Governing Territories.

13. Mr. MATHUR (Nepal) said that he was particularly interested in the Non-Self-Governing Territories. The information furnished by the administering Powers was essential, and the Nepalese delegation was appreciative of their co-operation.

14. Educational advancement should proceed in an atmosphere of mutual understanding, and the administering Powers should try to earn the goodwill of the indigenous inhabitants. While the latter should be taught in their own language as a matter of course, they had to learn the language of the administering Power if they were to keep up with modern developments in science.

15. Although the purpose of education was to train the mind, it should also provide the student with a means of livelihood. Hence, the practical aspects of education should not be neglected. The General Assembly should also concern itself with the questions of wastage and stagnation in the schools. Finally, the administering Powers should give particular attention to the training of doctors and nurses, who were sorely needed by the Non-Self-Governing Territories.

16. He was glad to note that a large number of countries had offered scholarships to students from Non-Self-Governing Territories.

17. Community development programmes were very important because they helped to raise the standard of living and to reduce unemployment.

18. He hoped that health conditions would be improved in a number of territories and that corporal punishment would be abolished everywhere.

19. After observing that the administering Powers had a sacred mission to fulfil in the Non-Self-Governing Territories, he congratulated the Committee on Information, the Secretariat and the United Nations Educational, Scientific and Cultural Organization

(UNESCO) on the documentation that had been prepared.

20. Mr. RIVAS (Venezuela) explained that Venezuela and fifteen other Latin American countries had presented the draft resolution in document A/C.4/L.459 because they were firmly convinced that international co-operation would help to solve the problems of concern to the Fourth Committee.

21. Article 74 of the Charter, to which allusion was not often made when Article 73 was discussed, laid down the principle of good-neighbourliness, and was the basis of the draft resolution, which had as its objective the assistance of the Administering Members in the fulfilment of their mission towards the indigenous inhabitants. Good-neighbourliness should be expressed in an active and generous manner. Article 74 aimed not at reducing non-administering Member States to a passive role but at defining the ways in which they could be of help.

22. Latin American countries could hardly be denied the right to invoke Article 74 to justify, as a matter of good-neighbourliness, their interest in the Non-Self-Governing Territories of the American continent. They had always conducted themselves as good neighbours, especially during the Second World War. In denouncing, at Bogotá, Washington, and Caracas, the survival of colonialism in their region, they had never had in view the use of improper methods in solving a regional problem which divided countries of the same culture. At the same time it should be noted that, while continents colonized a long time after the American continent had given the United Nations many sovereign Member States, it had been a long time since a similar event had taken place on the American continent.

23. In presenting their draft resolution, the majority of Latin American delegations were being consistent with the way they had acted in the past; in other words, by reaffirming their legitimate interest in nearby European colonies, they sought to give their proposal a sound legal foundation. That explained the number and the wording of the paragraphs in the preamble. Thus, the proposal was based, on the one hand, on the provisions of General Assembly resolution 743 (VIII), and, on the other, on the conclusions contained in the report of the Committee on Information (A/3127).

24. He wished to emphasize one of the ways suggested by the Committee of applying the relevant resolution, namely, local participation in the development of education. It had been demonstrated that, however effective an educational policy might be in theory, it was useless when planned without regard to the conditions in which it would be applied and to its effect on the general education of the population concerned. That is the opinion which the Committee expressed in paragraphs 15 and 17 of part two of its report. It was essential that an effective teaching system should be in harmony with the native culture and way of life, but it was just as essential to have qualified personnel to adapt that system to those particular conditions. There was no doubt that practical experience was needed to judge those conditions correctly.

25. In that connexion, he paid a tribute to the apostolic spirit of the missionary and the school-teacher, who came originally from the city but ended by identifying themselves with the natives of the territory in which they served, and who had been responsible for

some recent and important changes in the educational policy of the Territories.

26. Once the importance of experience was recognized, it had to be admitted that non-self-governing peoples could derive much advantage from the experience of States located in the same region as themselves. The simplest solution, therefore, would be either to ask the persons possessing experience to go to those places where the experience was needed or else to send those who could benefit by experience to the places where it had been gained. That brought them back again to the principle on which the United Nations technical assistance programmes were based. In other words, the joint draft resolution was simply a convenient means of extending technical assistance to the development of education among non-self-governing peoples.

27. He pointed out how reassuring the draft was for those delegations which kept a close watch on the budget. The costs would be borne by the States which offered the scholarships mentioned in paragraph 4 of the operative part, or which would provide the experts mentioned in paragraph 5. In the same way, the draft would satisfy the objection which the Committee had expressed in paragraph 65 of its report (A/3127, part two), where it emphasized the shortage of funds, which was an obstacle to the training of teachers, of administrative personnel capable of formulating an over-all educational policy, and of farm specialists, public health experts and others.

28. Moreover, a State that wanted to know which scholarships would be most useful to a given Territory need only send experts to the regional conferences envisaged in Article 73 d of the Charter, it being understood that the sub-paragraph in question did not compel the Administering Members to receive those experts. It could be argued that the Member States were indirectly represented, since they belonged to the specialized agencies and the latter were represented at the meeting. However, the specialized agencies could only offer the services which were provided for in their budgets and not such services as States might offer in addition. Therefore, it was logical that the Member States should want to inform themselves directly through their own representatives.

29. The French and English texts of the joint draft resolution would have to be revised in order to render the finer shades of meaning in the Spanish text. In his opinion, the draft's best feature was its simplicity. He reminded the Committee of the results which the Latin American countries had already achieved in their campaign against poverty, ignorance and disease in all their forms. They were offering to share those benefits with Territories located in the same region as themselves, and in that way they hoped not only to help bring about the complete independence of the South American continent but also to moderate the alarming tone which had been taken in the discussions between administering States and non-administering States.

30. Mr. DORSINVILLE (Haiti) said that in the French text of the joint draft resolution (A/C.4/L.459), of which his delegation was a co-sponsor, the words "*de simplifier*" should be added before the words "*les conditions d'octroi*" in the second line of paragraph 4 of the operative part.

Requests for hearings (continued)

31. The CHAIRMAN said that she had received a communication from the Association Bamiléké concerning the hearing which the Committee at its 552nd meeting had decided to grant to that organization.

She suggested that, in accordance with customary procedure, the text of the communication should be circulated.

It was so decided.

The meeting rose at 12.10 p.m.