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

AGENDA ITEM 39

The Togoland unification problem and the future of the Trust Territory of Togoland under British administration: reports of the United Nations Plebiscite Commissioner and of the Trusteeship Council (A/3169 and Corr.1 and Add.1, A/C.4/340 and Add.1, A/C.4/341, A/C.4/L.457) (*concluded*)

DRAFT REPORT OF THE FOURTH COMMITTEE: PART II
THE FUTURE OF TOGOLAND UNDER FRENCH ADMINISTRATION (A/C.4/L.457) (*concluded*)

1. The CHAIRMAN recalled that at the previous meeting the Committee had, at the request of the USSR, agreed to delete from paragraph 22 of the draft report (A/C.4/L.457) the sentence reading: "The Fourth Committee accordingly recommends to the General Assembly the adoption of the following draft resolution", and to replace it by the following sentence: "The text of the draft resolution adopted by the Committee is reproduced hereunder". He wanted to make it clear that that decision did not constitute a precedent; all Committee reports should always be concluded by the standard sentence, which the Committee had agreed to delete from the report on the future of Togoland under French administration.

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*)

2. Mr. LOOMES (Australia) recalled that, as the Australian Minister for Territories had said, Australia was working steadily for the advancement of the indigenous people, paying primary attention to social measures in education, health and better ways of living. Australia had voted for part two of the report (A/3127), relating to education. In that field, Papua had advantages resulting from joint administration with the Trust Territory of New Guinea, thanks to which it had the use of the services of a large group of specialists. Since 1955 the Department of Education had, by virtue of the Education Ordinance, been responsible for maintaining education at a proper standard, particularly in the Mission schools. Those schools received grants-in-aid, certain educational supplies and assistance in technical matters, the value of which had risen from just under £30,000 in 1951-1952 to over £40,000 in 1954-1955.

3. The development of education in Papua was hampered by difficult communications, the scattered population and the wide variety of languages. Despite those obstacles, the number of indigenous pupils attending school had increased from 44,800 in 1952 to 48,100 in 1955. Over the same period expenditure by the Department of Education had risen from £143,106 to £221,112.

4. The Administration was continuing its efforts to reduce illiteracy by teaching literacy first in the vernacular and then in English, which was planned as the ultimate lingua franca of the Territory. A programme of research in linguistics begun in 1952 had made it possible to provide an increasing number of readers in vernacular languages. The Administration was encouraging the production of newspapers, one of which had a circulation of about 5,000. There was a Native library service which helped to supply reading matter for the newly literate.

5. Efforts were being made by the Administration to increase the number of children advancing to higher levels of education. By 30 June 1955, there had been 523 pupils in the native post-primary schools, as against 255 in 1952. Satisfactory progress had been made by Papuan students awarded scholarships for secondary

education in Australia. The Administration had improved the training for Native teachers at the Sogeri Education Centre and since 1953 had been providing refresher courses for Mission teachers. In 1955, thirty-five teachers had graduated from the accelerated teacher-training courses at Popondetta. Technical training was provided by the Technical Training Centre at Port Moresby, which had increased the variety of courses available; apprenticeship courses were available under a scheme which had come into operation in 1955 and included the participation of private concerns. Finally, vocational training was also provided by the Administration through co-operative schools, local medical training courses, and the Central Medical School at Suva. To overcome the traditional native apathy towards the education of women and girls, women's clubs had been established and special broadcasts were given, two special central schools for girls had been opened and the maternal and child health service had been developed, while girls had been granted scholarships for secondary education in Australia.

6. The report of the Committee on Information was generally satisfactory, but his delegation had some reservations in respect of paragraph 20. Experience in Papua had shown that it was unrealistic to try to set time-limits for the attainment of particular stages in the education of people, some of whom had never had any contact with civilization. Furthermore, the unequal stages of development among the various groups of the population made it impossible to draw up an over-all programme. The competent Australian authorities, however, would give the report due attention, as it represented a sincere attempt to deal objectively with educational conditions in the Non-Self-Governing Territories.

7. He did not propose to refer to economic and social developments in detail at that stage, as much information on the progress being achieved could be found in the report on the Territory for the year ending 30 June 1955 (A/3112/Add.1). In connexion with chapter XIII of the Committee's report (A/3127, part two), he recalled that his Government was fully aware of the importance of international collaboration, that it had been a substantial contributor to the United Nations Children's Fund (UNICEF), the Expanded Programme of Technical Assistance and the Colombo Plan, and that it participated in the work of the Economic and Social Council, the Economic Commission for Asia and the Far East and the South Pacific Commission. Australia considered international technical assistance as supplementary to the technical assistance provided by the Administering Members themselves; it was wrong to attempt to measure the progress made in those Territories in terms of the amount of technical assistance received from outside sources.

8. Australia took very seriously the obligations towards Papua which it had accepted in signing the Charter, and was carrying them out in good faith. In conclusion, he expressed gratification at the friendly and co-operative spirit which had prevailed in the debates in the Committee on Information.

9. Mr. PACHACHI (Iraq) urged the Committee to adopt the draft resolution appearing in annex II of the report of the Committee on Information (A/3127, p. 12), of which he had been one of the sponsors. Part two of the report contained much interesting information on education in Non-Self-Governing Territories, and indicated the progress made in that field since 1953. It

must be admitted that the report, which was a compromise between widely divergent views, was far from perfect. The Committee's terms of reference were too restricted. It was not allowed to study the political aspects of developments in the Non-Self-Governing Territories and was thus compelled to give an incomplete and therefore not wholly accurate picture of the conditions prevailing. The Secretariat itself was subject to restrictions which sometimes reduced the value of its reports. The statistical data provided by the administering Powers were not always up-to-date or complete. The result was that the Committee obtained a great deal of information about some Non-Self-Governing Territories and practically none about others. In the absence of adequate information from all the Territories, it was difficult to undertake comparative studies such as could alone give a true picture of the progress that had been made.

10. The administering Powers and other States were agreed on the importance and the principal aims of education. The problems and objectives of education were the same, in both under-developed and developed countries, and his delegation appreciated the difficulties facing the administering Powers.

11. There was universal agreement on the principle of compulsory primary education. However, there had been a lack of method and enthusiasm in the way in which the administering Powers had applied that principle. The most pressing problem was the shortage of funds. It was difficult to give an entirely satisfactory answer to the problem, because the demand was so greatly in excess of the available resources. Education would not be dealt with at the expense of other aspects of economic and social development. The Non-Self-Governing Territories must accordingly be placed on a sound economic footing.

12. Goodwill could do much to make up for the shortage of funds, however, as had been proved in St. Vincent and Jamaica. He would be in favour of the establishment of time-tables setting forth dates for the attainment of each particular stage on the path towards universal primary education, as suggested in paragraph 20 of part two of the Committee's report. In certain Territories in Central and East Africa, the administering Powers had not done enough for the development of primary education. In United States Territories, on the other hand, progress had been very rapid.

13. In most of the Non-Self-Governing Territories the campaign against illiteracy had made little progress. The percentage of illiterate persons continued to be high. Very few Administering Members had made any serious studies of the problem, and still fewer had devised plans to solve it. Illiteracy was, however, of primary importance. It explained the economic and social backwardness of most Territories. It had to be eliminated, not only in order to promote educational progress but also to facilitate the political emancipation of the inhabitants, which was the main objective of Chapter XI of the Charter.

14. Adult education was also inadequate. The conditions peculiar to each Territory had to be studied and appropriate measures put in hand. As the United Nations Educational, Scientific and Cultural Organization (UNESCO) had pointed out, it was necessary to draw up comprehensive plans and supervise their phase-by-phase implementation. Lastly, it was essential to train teachers. In that connexion he recalled that in the

Middle East UNESCO had established a Fundamental Education Centre which had greatly aided the countries in that region in their campaign against illiteracy. He hoped that the administering Powers would also draw on that organization's experience. The campaign against illiteracy comprised two stages: instruction proper and then the provision of literature to encourage the reading habit. In its report entitled "Reading material for new literates" (A/AC.35/L.221), UNESCO stated that much remained to be done in that field. The Iraqi delegation believed that the Committee on Information should study that question in conjunction with the question of mass communications (A/3127, part two, para. 32).

15. With regard to race relations, he subscribed fully to the principles set forth by the Committee on Information in paragraph 72 of its report. He was glad to note that relations were improving in higher education. The University of Leopoldville had a large majority of Africans, and in British Territories the universities were open to students of all races. On the other hand, discrimination was the rule in primary and secondary schools. Certain administering Powers alleged that their segregation policy was dictated by considerations of a linguistic rather than racial nature. In that connexion he recalled the principles formulated in 1950 and 1952. On the whole, race relations in primary and secondary schools were far from satisfactory. In the Congo, for example, the percentage of enrolment was 50.4 per cent for Africans and 100 per cent for Europeans. In Kenya it was 25 per cent for Africans and 100 per cent for Europeans, and the funds appropriated for the education of Africans, who represented 96 per cent of the population, did not exceed those appropriated for other groups. He recognized, however, that the situation was improving in the French Territories. Moreover, the slow rate of progress was not due so much to the policy of the administering Powers as to the attitude of the settlers. Racial prejudice was often used for the purposes of economic exploitation of the indigenous inhabitants. The question, therefore, had to be considered from two angles, the educational and the economic. It was the responsibility of the administering Powers to curb the influence of the settlers and restore the rights of the indigenous inhabitants.

16. There was no doubt but that Western colonialism was in its last stages. While convinced of the rightness of its cause, the Iraqi Government bore no rancour towards the former colonial Powers. Although colonialism had failed in the field of human relations, it had left behind it many lasting achievements. Apart from the social, economic and cultural reforms it had introduced, it had implanted democratic institutions, the rule of law and the concept of an honest and efficient civil service. Moreover, was it not true that those who were at present fighting against foreign domination had been trained in the Western school of thought?

17. Thus, in each Territory the end of colonialism could well mark the beginning of fruitful co-operation. To bring that about the administering Powers would have to accept realities and choose the path of wisdom and peace.

18. In conclusion he paid a tribute to the members of the Committee on Information for the spirit of harmony that had prevailed at its meetings.

19. Mr. ESPINOSA Y PRIETO (Mexico) said that the consideration of information from Non-Self-

Governing Territories was one of the most important of the Fourth Committee's tasks. Yet the Committee frequently encountered difficulties, because it often found that information was lacking on certain essential points, despite the voluminous documentation at its disposal. The report of the Committee on Information was therefore most useful to it.

20. The Mexican delegation welcomed the Venezuelan representative's suggestion on interregional co-operation (601st meeting, para. 32), and also favoured the establishment of time-tables setting forth dates for the attainment of each particular stage on the path towards universal primary education. It had followed with great interest the Committee on Information's discussion on the Iraqi draft resolution, which it had already supported at the tenth session of the General Assembly. It noted with satisfaction that the plan to reduce the volume of documentation for reasons of economy had been abandoned. In the past he had feared that the Committee on Information would have to confine itself to generalities in view of its very limited terms of reference. But its report on education proved that it had been able to carry out a difficult task, thanks to the conscientious efforts of everyone who had participated in its work. The report was an account of the true situation in Non-Self-Governing Territories; the Mexican delegation had found some very valuable suggestions in it, particularly in paragraph 14 of part two and in all those dealing with race relations in the field of education.

21. The Mexican delegation had also studied carefully the summaries prepared by the Secretariat. It was glad to note that one of the most complete reports dealt with the Belgian Congo (A/3109). Many chapters were of great interest, particularly the one on town and rural planning and housing, a field in which the Belgian Administration had been most successful. It was also reassuring to read that the problem of agricultural indebtedness did not exist in the Belgian Congo, and that efforts were being made to promote agricultural production. There was reason to believe that a people that enjoyed a good economic, social and cultural administration would necessarily become increasingly active politically, and that this would lead it towards complete self-government.

22. The Mexican delegation had learned with interest how FIDES (Fonds d'investissement pour le développement économique et social) functioned in Territories under French administration. It also noted that a community development programme had been undertaken in many Territories. Thus in Madagascar the French Administration encouraged a traditional village organization, the Fokonolona, which endeavoured to develop social and economic solidarity among the members of indigenous communities.

23. In order to contribute to the development of education, Mexico offered students from Non-Self-Governing Territories scholarships covering their school and living expenses. As stated in document A/3165/Add.1, Mexico offered a total of thirteen scholarships, three for studies in the Department of Indigenous Affairs, four for studies in teacher-training schools, three in secondary education, and three in agriculture education. In selecting the candidates, the Mexican Government would abide by the rules adopted by the United Nations Secretariat.

24. The Mexican delegation deplored the fact that in the vast majority of Non-Self-Governing Territories

education, public health, and methods of government still left much to be desired. It was sorry to learn that in one Territory of slightly more than 500,000 inhabitants, twenty-one persons had been condemned to death and seventy-three sentenced to punishment by whipping, and that in another corporal punishment had been inflicted on 159 persons. That was a barbarous punishment unworthy of the twentieth century, and it was distressing that it should be mentioned in the documents of an organization that defended human rights.

25. The Mexican delegation noted with distress the existence of regrettable backwardness and deplorable practices, an unfair distribution of national wealth, and evidence of racial discrimination in many Territories. The great principles underlying the Organization were not applied to their peoples, whose development towards complete self-government was sometimes very slow. He did not wish, however, to end on that sad note. Tremendous progress had also been made, and the admission of twenty new Members to the Organization showed that the purposes of the United Nations would eventually be fulfilled. The Gold Coast was on the threshold of independence, and Nigeria, like many other Territories, was approaching self-government. The two proud nations dealt with in document A/3115 had just regained their independence, and Mexico welcomed the fact. It was the duty of the United Nations to fight so that all the peoples of the world should likewise attain self-government.

26. Mr. ROLZ BENNETT (Guatemala) said that the Committee should examine the information transmitted by the administering Powers in the light of the principles set out in Chapter XI of the Charter, particularly of the paramountcy of the interests of the indigenous inhabitants and of the obligation to promote their political advancement. In the relationship between political advancement and economic, social and cultural development there were two stages, which varied according to the particular conditions of each Territory or group of Territories.

27. In the first stage, political development was subordinated to economic, social and educational advancement. Both the administrators and the peoples under administration considered that efforts must be directed, first and foremost, to improving the economic system and to combating illiteracy and disease and every obstacle to the attainment of their common goals.

28. The second stage began when economic, educational and social development had attained a certain level and the people's interest turned towards political institutions, which were still rudimentary, and the attainment of self-government. Once political consciousness had been awakened, the relationship between the administering Power and the local inhabitants would depend upon the understanding and tact of the former in convincing the latter that its intentions were sincere, and that it really desired to lead the Territory towards self-government. If that sincerity was not real and crystal clear and if the administering Power misunderstood the psychology of dependent peoples, or wrongly decided to persist in outmoded colonial domination, discontent would spread rapidly.

29. There were those who regarded the natural desire for independence as dangerous nationalism and saw in it a retrogressive force which ran counter to the present-day tendency towards interdependence and the limitation

of sovereignty. Once, however, the political consciousness of a community had been awakened, it could no longer be stifled by any reform, whether economic, educational or social.

30. It was with these considerations in mind that his delegation approached the problems of education for non-self-governing peoples and had participated in the work of the Committee on Information and of the Sub-Committee.

31. With regard to the Committee's work, he was glad to note that reference was made in paragraph 17 of the report (A/3127, part two) to the objectives of Chapter XI of the Charter. He was also pleased to see that, as his delegation and the Venezuelan delegation had proposed, the word "*enseñanza*" in the Spanish text had been replaced by the word "*educación*". The former described the methods and machinery designed to communicate knowledge to human beings. The latter denoted: at the individual level, the formation of the personality and the harmonious and full development of the human faculties; at the collective level, the objectives of educational activity, the direction it should accordingly take, and the methods and machinery constituted the process known as teaching or instruction.

32. His delegation considered that the objectives and the planning of education should be adapted to the needs of the environment. Consequently, education, which was an integral part of community life, as closely linked not only with economic and social needs but also with political aspirations, and the community should take part in the preparation and application of programmes of education. Each community or regional group should have its own system, adapted to its degree of development, in order to avoid the exodus of students to foreign countries, to make education available to the masses, and to provide the inhabitants with instruction appropriate to their environment. In that connexion consideration should be given to enlisting the co-operation of neighbouring States. Guatemala attached particular importance to such co-operation, since it belonged to a geographical area where there were Non-Self-Governing Territories whose destiny was closely linked with that of the American nations. It was regrettable that educational policy did not yet take those principles into account in Non-Self-Governing Territories.

33. With regard to primary education and the eradication of illiteracy, he endorsed the suggestion made in the report regarding the preparation of definite plans in several stages, for that would give greater impetus to educational work, while enabling the administering Powers and the United Nations better to judge the progress made from stage to stage. He shared the Committee's concern with the problem of wastage and stagnation among schoolchildren, and he hoped that more comprehensive studies of the causes of those phenomena would be made. It would also be interesting to know what results had been obtained by the integration of educational programmes in the general development plans of the communities. His delegation had spoken of the deplorable consequences of illiteracy; it felt that a greater effort should be made in that respect, and that steps should be taken to prevent those who had learned to read and write from losing the knowledge they had acquired.

34. The problems of rural education were of special urgency, for rural areas were generally much less

favoured than towns. Rural education was closely linked with the system of land tenure and the economic problems of agriculture; consequently the administering Powers should make every effort to solve all those problems at the same time.

35. The education of women and girls was important not only from the theoretical but also from the practical standpoint, in view of woman's role in the home and in the community. There were signs of improvement in some Territories, but greater efforts should be made to improve culture in the home, if action was not to be limited to the school.

36. His delegation endorsed the recommendation on secondary education in paragraph 46 of the report (A/3127, part two). Contrary to the traditional concept, it considered that education should prepare pupils for life, give them practical, useful knowledge, endeavour to develop their civic consciousness and teach them their responsibilities as members of society, while maintaining a balance between the consciousness of the national community and that of the world community.

37. In higher education, it was disturbing to note that in the sixty dependent Territories, which numbered some 120 million inhabitants, there were only twelve universities.

38. Race relations in education was one of the most important matters with which the Committee had been concerned. It would be impossible to engender civic consciousness and ensure development towards self-government unless educational policy endeavoured to achieve integration of the various ethnic groups living in the Territory. The elimination of racial discrimina-

tion would be far more effective than laws in preventing the causes of tension and conflict that were found in multiracial societies.

39. An analysis of the documentary material provided by the administering Powers had led his delegation to conclude that the information was not complete and that more data might have been provided; it was clear that much remained to be done, despite some progress in primary education, and that the administering Powers did not seem to have prepared any definite plans.

40. The Committee's work would be more fruitful and the information it received more copious if liaison were established with the non-governmental organizations working in the Non-Self-Governing Territories, and if those organizations could let it have the advantage of their experience in the economic, cultural and social fields. The administering Powers, for their part, should benefit from the co-operation of those organizations in the accomplishment of their mission.

41. His delegation had very much appreciated the technical co-operation that the Committee on Information had received from the experts on various delegations and the representatives of specialized agencies (UNESCO, ILO, WHO, FAO). It was pleased to note the high technical level of the debates, and it was convinced that the Committee was thus giving evidence of the value of its contribution to the work of the General Assembly. It hoped that Belgium would decide to take part in the Committee's work, particularly in the analysis of the information that it had transmitted as Administering Member.

The meeting rose at 5 p.m.