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

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/Rev.1) (*continued*);
- (b) Information on other conditions (*continued*)

GENERAL DEBATE (*concluded*)

1. Mr. GIDDEN (United Kingdom) said he would like first of all to reply to the Greek representative's statement. It was not his intention to embark on an interpretation of Chapter XI of the Charter; such discussions were usually unrewarding. However, the Committee would doubtless recognize that at the 602nd meeting the Greek delegation had indulged in a propaganda speech in furtherance of a well-known objective.

2. In Cyprus education was as Greek as it well could be. Teachers in Greek elementary schools were required to be of the Greek Orthodox religion. They used the same textbooks as in Greece. Greek history was taught together with the history of Cyprus. In the Greek gymnasia of Cyprus the curricula, the textbooks, the methods of teaching, and the examinations were the same as in Greece, and the gymnasia were recognized by the Greek Ministry of Education. In every populated area teaching staffs were controlled by Greek Cypriots selected for their competence. More than half the teachers were Greek or had studied at Athens. It was not true that Greek songs and dances had been forbidden. Only alien teachers were required to give an undertaking that they would not dabble in politics.

3. The disruption which had occurred in Cyprus schools during the past year had not been a spontaneous reaction on the part of Cypriot students; it had been part of a concerted propaganda campaign for which the Greek Government bore a heavy responsibility. Actually, the situation had improved and it might be said that in general the schools were again functioning normally.

4. The Greek representative had denounced colonialism in violent language which ill accorded with the fact that the Greeks of old had established the first colonies.

5. He was glad that the Burmese delegation had drawn attention to the success of the education programme in Malaya. The Administration of the Federation of Malaya had a proud record in education in spite of the obstacles created by a Communist rebellion of very serious proportions.

6. The question of the participation of non-governmental organizations in the work of the Committee on Information, with which the Burmese delegation had dealt at some length, raised certain practical difficulties. In his view the administering Powers, like other Member States, should send experts to their delegations whenever technical matters were before the Committee on Information.

7. Several delegations had raised the question of the part which the indigenous inhabitants should play in the formation of educational policy in their countries. He pointed out that in twenty British territories education was controlled by Ministers representing the indigenous population.

8. Some representatives had wondered whether the slow progress of education might not be due rather to absence of opportunity than to indifference on the part of the inhabitants. After many years of experience the United Kingdom delegation considered that there came a time in every Territory's development when there was a veritable passion for education, and the enthusiasm spread throughout all strata of society. It was true that the schools were an essential factor in educational policy, but it was equally essential to inculcate the wish to learn among the people.

9. It was a mistake to attach too much importance to statistics showing the number of schools or the size of appropriations for education. For example, the representative of Iraq had pointed out at the 603rd meeting that the funds appropriated for the education of Africans in Kenya were no larger than the appropriations for other groups. That might appear to be the case if the gross figures of the educational budget were taken; but the situation changed completely when net expenditure was considered. Staff salaries accounted for a negligible proportion of the budget in the case of African education, whereas in the case of Europeans that item accounted for almost half the total appropriations. If allowance was made for that factor it would

be found that the appropriations for African education actually exceeded the total appropriations for the education of all other groups by some £610,000.

10. As to the Soviet Union, he had the strong impression that the Soviet delegation had drawn out a very old brief on Non-Self-Governing Territories and had tried to enliven its traditional criticisms by injecting excerpts from Mr. Chester Bowles's latest book. It had doubtless felt that after the recent Soviet action in Eastern Europe it was necessary to re-emphasize to some extent its opposition to what it termed colonialism.

11. He reserved the right to speak later on the draft resolutions.

12. Mr. LOIZIDES (Greece) said that the question whether the Greek Government was responsible for the disruption in Cyprus would be examined in the First Committee, when Member States would have ample opportunity to form an opinion.

13. The United Kingdom representative had not been mistaken in stating that the education of Greek Cypriots had not lost its Greek character; but he had forgotten to say that that was due to the perseverance of the Greek population, which had finally won the day. The United Kingdom Government nevertheless kept the upper hand in the primary schools, and the Greek Cypriots were not allowed to establish their own schools. In many villages schools had been closed because Greek flags had been found there.

14. The United Kingdom representative had said that the first colonies had been founded by Greeks. Those early colonies, however, bore no resemblance to the colonies of today. The Greeks had left the country with their whole families and planted their civilization in the new settlements. Such colonies were, perhaps, comparable to countries like Australia or New Zealand, but they had certainly had nothing in common with the exploitation of the indigenous inhabitants which was the keynote of modern colonialism.

15. Mr. COHEN (Under-Secretary for Trusteeship and Non-Self-Governing Territories) said that the Secretariat felt bound to reply to certain of the points raised in the debate. He wished, however, to express first of all his appreciation of the favourable comments addressed to the Secretariat and the specialized agencies on the quality of the studies which had been placed before the Committee on Information. As early as its first session the General Assembly in resolution 66 (I) had noted the value of the work of the specialized agencies in connexion with the examination of information from Non-Self-Governing Territories. In the preparation of its studies, the Secretariat had always collaborated with the specialized agencies, making due allowance for their technical competence in their respective fields, and avoiding overlapping wherever possible.

16. In the Committee on Information and in the Fourth Committee a number of representatives had questioned the adequacy of the information transmitted. In that connexion, he reminded the Committee of the nature of the Secretary-General's responsibilities. The majority of documents before the Committee were summaries and analyses of the information transmitted by the Administering Members; hence any inadequacies found in those documents might be due either to lack of information or to excessive compression by the Secretariat.

17. A number of delegations had referred to the suggestion made by the Burmese representative to the

Committee on Information in 1956 concerning the Standard Form and reproduced in part one, paragraph 71, of the report. The Secretariat had on various occasions supplied the Committee with particulars of the Standard Form, the date on which information had been received, and the gist of that information. If the Committee wished to receive such particulars at its next session the Secretariat would prepare a note indicating the items of the Standard Form covered in the information transmitted, but without analysing or appraising the nature of the information.

18. Furthermore, when there was a change in the administration of a Territory the Secretariat could give the relevant particulars only where such information was transmitted by the Administering Members concerned. In the case of the Cocos, or Keeling, Islands, the Secretariat had stated in its summary that that Territory, which had belonged administratively to Singapore, had been transferred to Australia on 23 November 1955. That indication had been couched in purely geographical terms. The provision of any further indications was the responsibility of the Administering Member.

19. Turning to the question of the provision of scholarships under General Assembly resolution 845 (IX), he said that the Secretariat was most anxious to achieve positive results and avoid the proliferation of administrative forms. Perusal of the table reproduced in document A/3165/Add.3 should not leave an unfavourable impression. The number of scholarships granted had been increased to five. Before any pessimistic conclusions were drawn it should be borne in mind that most of the scholarships had been offered in the last few months, so that there had not yet been time for publicity campaigns to bear their full fruit or for all students to send in their applications.

20. With regard to the Yugoslav representative's request, it might be possible, instead of creating rigid machinery, to indicate in a separate column the number of scholarships which had actually been taken up. Statistics, however, were not enough, for not all the scholarships were granted through the Secretariat. For example, the United States Government offered far more than ninety-one scholarships to students from Non-Self-Governing Territories. The United States delegation had indicated that it had no objection to the procedure proposed by the Secretary-General, but felt that it would be more convenient for candidates to establish direct contact with the local offices of the United States consular or information services. Accordingly the Secretariat transmitted to the United States Mission only those applications for scholarships which were sent to the United Nations, and advised students seeking information to approach the local United States offices. With regard to publicity, the Secretariat endeavoured to inform the Press of all scholarships offered. It communicated the offers immediately to the Administering Members so that they might inform prospective candidates, and also sent them to the United Nations Educational, Scientific and Cultural Organization (UNESCO), which announced them in its publication *Study Abroad*.

21. The Secretariat confirmed the Yugoslav representative's interpretation of document A/3165, paragraphs 23 and 24 (607th meeting, para. 69). The Secretary-General would endeavour to give the best advice to students who had reached the required level but wished to continue their studies in fields where no scholarships were offered.

22. With regard to the time-limit for the transmission of observations by the Administering Members, it would be recalled that at the General Assembly's ninth session most Members had felt that circumstances might differ from place to place and that conditions in the State offering the scholarships should also be taken into account. The Secretariat felt that its chief aim should be to make its methods more flexible and to act rather as an advisory bureau than as a mere post office. That was, in fact, what the Secretary-General suggested in his report. It was, however, understood that the Secretary-General would act in accordance with the provisions of General Assembly resolution 845 (IX) and with the procedure established in consultation with the Administering Members as stipulated by the resolution.

23. Lastly, the Yugoslav representative had suggested that, where a candidate's qualifications were unknown, the Secretariat, with the aid of UNESCO, might be able to assist the country offering the scholarship. The Secretariat would gladly bring that question to the attention of UNESCO, whose representative had already assured the United Nations that all efforts would be made to maintain close working relations in all matters relating to offers of scholarships. In the circumstances there was no need for any formal machinery, which might have effects contrary to those desired. In all its work the Secretariat would take account of the points made in the Fourth Committee's debate, and it was hoped that in time all the difficulties would disappear.

24. Mr. BOZOVIC (Yugoslavia) thanked Mr. Cohen for his explanations; the Secretariat had interpreted the Yugoslav delegation's comments correctly. The Secretary-General would approach and handle the matter in a way which would certainly facilitate the implementation of the General Assembly's resolution.

25. The CHAIRMAN said that, as the general discussion was concluded, the Committee should turn to consideration of the draft resolutions.

CONSIDERATION OF DRAFT RESOLUTIONS (A/3127, part one, annex II; A/C.4/L.458, A/C.4/L.459/Rev.1)

26. Mr. DE LOJENDIO (Spain) requested that Spain be added to the list of sponsors of the draft resolution submitted by the sixteen Latin-American countries (A/C.4/L.459/Rev.1). Having held diplomatic posts in several of those countries, he had had an opportunity to observe the interest which all their Governments attached to education and culture and the way in which they were trying to develop the most up-to-date and efficient educational methods. It was thus understandable that they should submit a draft aimed at establishing an educational system which would be as satisfactory as their own.

27. Consequently, the Spanish representative approved paragraph 1 of the operative part, while pointing out that education and culture should constitute an end in themselves and should not become tied up with politics. He also approved paragraphs 2 and 3 concerning the participation of the indigenous inhabitants in the formulation of educational policy. Spain had followed that principle for four centuries in its colonial expansion. The idea of scholarships, mentioned in paragraph 4, also had the warm support of the Spanish Government, which had always advocated scholarship awards, as well as exchanges of young people from families in different countries. The Spanish Government was

convinced that the open-door policy was the best means of fostering mutual understanding among nations.

28. The CHAIRMAN invited the Committee to discuss the draft resolution contained in annex II of the report of the Committee on Information (A/3127, part one).

29. Mr. ABIKUSNO (Indonesia) reminded the Committee that his delegation had already registered a strong protest against the information which had been submitted by the Netherlands Government on the subject of West Irian. The Indonesian delegation could not agree to have West Irian listed as a Non-Self-Governing Territory or that it should appear as such in official United Nations documents, especially if the term "Netherlands New Guinea" was attached to it. The Netherlands Government had no legal basis for continuing to report on West Irian, and, consequently, the name "Netherlands New Guinea" was wholly misleading. The term might give rise to the suggestion that by implication the Indonesian Government would be willing to relinquish its legitimate rights and sovereignty over the Territory. Moreover it gave the impression that, by such unilateral action of the Netherlands Government, West Irian had ceased to be a disputed area.

30. On the contrary, the Territory was even more highly disputed than ever; its case had been placed on the General Assembly's agenda; and the First Committee was proposing to consider it.

31. The term "Netherlands New Guinea" appeared in paragraphs 13, 24 and 61 of part one of the Committee's report. The Netherlands representative on the Committee had even seen fit to have included in paragraph 13 the sentence: "The representative of the Netherlands reaffirmed the *de facto* and *de jure* sovereignty of his Government over Netherlands New Guinea". It was abundantly clear that the Netherlands Government had attempted to strengthen its position by "voluntarily" submitting political information so as to gain some form of implied recognition by the General Assembly of its claim to sovereignty over the Territory.

32. The Indonesian delegation would vote for the draft resolution contained in annex II of the Committee's report, it being understood that its acceptance of paragraphs 1 and 2 of the operative part did not mean that it tacitly approved of those parts of the report which were not acceptable to it.

33. Mr. VIXSEBOXSE (Netherlands) said he had nothing to add to his statement at the beginning of the discussion on Non-Self-Governing Territories, and he did not think that the words used in part one, paragraph 13, of the Committee's report were a misstatement of facts. He protested strongly against the name "West Irian".

34. Mr. CLAEYS BOUUAERT (Belgium) intimated that the Belgian delegation would not vote on the Committee's report.

35. Mr. RIVAS (Venezuela) said that, in accordance with the view which his delegation and that of Guatemala had prevailed upon the Committee to adopt, the words "*sobre la enseñanza*" in the Spanish text of the draft resolution in annex II should be replaced by the words "*sobre la educación*".

36. Mr. DORSINVILLE (Haiti) said that the French text ought to be changed accordingly.

37. Mr. CARPIO (Philippines) proposed an amendment to the draft, the words "with satisfaction" to be added after the word "noting" in the third paragraph of the preamble. The Committee had expressed its satisfaction so often that there was no reason for making an exception in the case of the Committee's report.

38. Mr. BOZOVIC (Yugoslavia) noted that the United Kingdom representative had said that in twenty British Territories education was controlled by Ministers representing the indigenous population. It might be useful for the General Assembly to learn what those authorities thought about the Committee's general recommendations or about the difficulties which had arisen in carrying them out. He would therefore suggest that a new paragraph be added to the operative part of the draft along the lines of paragraph 1 of the operative part of resolution 645 (VII), where the General Assembly expressed the hope that the Members concerned would furnish information on any action taken to bring the reports of the Committee to the attention of the authorities responsible for the implementation of educational policy. The new paragraph might read:

"Requests the Member States responsible for the administration of Non-Self-Governing Territories to bring this report to the attention of the authorities responsible for education in those Territories and to communicate to the Secretary-General any relevant comments or observations made by those authorities".

If the members of the Committee were agreeable to his suggestion, he would submit it formally.

39. Mr. SINH (India) said he would support the suggestion if the Yugoslav representative submitted it formally.

40. Mr. DORSINVILLE (Haiti) favoured the Yugoslav suggestion, especially as he himself had expressed the hope that the Administering Members would give wide circulation to the Committee's report.

41. Mr. VIXSEBOXSE (Netherlands) said that the reason why the Committee had not adopted provisions similar to those suggested by the Yugoslav representative was because it had not found that the Administering Members had failed to forward reports in the proper manner to the responsible authorities.

42. Ato YIFRU (Ethiopia) stated that he would support the Philippine amendment, and the Yugoslav suggestion if it was submitted formally.

43. Mr. BOZOVIC (Yugoslavia) said he would submit his proposal formally.

44. Mr. DE LOJENDIO (Spain) pointed out that the Yugoslav proposal contained a dangerous ambiguity. Who were the "authorities responsible for education"? Were they the school-teachers, semi-official organizations, a more or less autonomous government, or the Administering Members themselves?

45. Mr. LOOMES (Australia) felt the same doubts as the representative of Spain; he would prefer to see the text of the proposal in writing.

46. Mr. DORSINVILLE (Haiti) said that the responsible authorities in question were defined in paragraph 1 of the operative part of General Assembly resolution 645 (VII) quoted by the representative of Yugoslavia: they were the authorities responsible for the implementation of educational policy.

The meeting rose at 12.20 p.m.