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Held at Headquarters, New York,
on Monday, 17 June 1957, at 10.30 a.m.

President:

Mr. HOOD

(Australia)

Examination of conditions in the Trust Territory of Tanganyika:
annual report on the administration of the Trust Territory of
Tanganyika [4a] (continued)

Note: The Official Record of this meeting, i.e., the summary record, will appear in provisional mimeographed form under the symbol T/SR.816 and will be subject to representatives' corrections. It will appear in final form in a printed volume.

EXAMINATION OF CONDITIONS IN THE TRUST TERRITORY OF TANGANYIKA: ANNUAL REPORT
OF THE TRUST TERRITORY OF TANGANYIKA (T/1286, 1304, 1317, 1318; T/L.772)

[Agenda item 4a] (continued)

At the invitation of the President, Mr. Fletcher-Cooke, special representative for the Trust Territory of Tanganyika under United Kingdom administration, took a place at the Council table.

Social and educational advancement (continued)

Mr. FLETCHER-COOKE (Special representative): If I might, I should like to dispose of three small matters which were left over from our last meeting, and then to make some comments on the UNESCO paper on education because some of the facts and figures there are inevitably inaccurate now, as they are based on earlier information, and it may anticipate some of the questions if I give some of the figures which were asked for in that report.

I shall deal, first, with the three small points which were referred to by the representative of Australia. He asked me about the waters flowing into Lake Victoria. There are, of course, some twelve water systems flowing into Lake Victoria within the borders of Tanganyika, and although these cannot be classified as major rivers, they are nevertheless somewhat larger than local streams. They do, therefore, have an influence on the level of the Lake, and that influence would be affected by any irrigation schemes which might divert their waters to other uses. Apart, therefore, from any question of inter-territorial consultation with Kenya and Uganda, both of which are, of course, vitally interested in the Lake, the Nile Waters Agreement of 1929 is involved and would require international consultation by Her Majesty's Government. I need not refer in extenso to the particular passages of that Agreement; it will be sufficient to say, I think, that, save with the previous agreement of the Egyptian Government, no irrigation or power works can be undertaken which are likely to affect the flow of the water down the Nile.

That, then, is my comment on the first point.

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representative)

The second point raised by the representative of Australia related to the fall in revenue from export duties as between 1954-1955 and 1955-1956. The reason for that was the discontinuance of the coffee export duty. He also referred to the increase in revenue from excise duties. These are derived mainly from beer, cigarettes and tobacco and, of course, the increase reflects the steady rise in consumption of these commodities. The annual revenue from this item has been increasing steadily in post-war years, and this is due to the growing number of Africans who have acquired a taste and an ability to pay for such consumer goods.

The third point to which the representative of Australia referred was the reference on page 203 to transferred revenue -- item 45. That term is used to describe revenue which is collected by the Central Government and then transferred to the various authorities on whose behalf it has been collected. I need only give two examples of that.

The coffee cess, for example, is collected by the Government and then handed over to the Coffee Board; and the non-native education tax is collected by the Government and then handed over to the various education authorities. There are, of course, other instances of funds which are made available for Native authorities and transferred from Central Government revenue.

I shall turn now to education. At an earlier stage in these discussions I may have misled the Council on a particular point in discussing the term "Standard VIII" in connexion with the Legislative Council Elections Ordinance. I suggested that Standard VIII -- which, of course, means eight years of education on the entrance to primary school -- might be from the ages of five to thirteen. The point of fact, of course, is that a very few African children go to school at such an early age. Most of them do not start primary education until between the ages of seven and nine, so that after eight years, they are more likely to be sixteen or seventeen years old than the thirteen to which I referred.

If I might ask members of the Council to look once again at the UNESCO document (T/1304), I would point out that this useful commentary on the education situation in Tanganyika does require certain amendments, partly because the figures cited therein and some of the conclusions drawn from those figures are inevitably somewhat out of date since UNESCO was basing its remarks on the only information

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available to it then, which was mainly the 1955 report; and in some other cases it asked specifically for information which had not, up to that time, been supplied. I think that it would be helpful to the Council if I gave a certain amount of supplementary information.

Paragraph 5 of the section of this document dealing with Tanganyika talks about the proportion of Native Treasury expenditure going to education and compares this with total Territorial expenditure on education. I only wish to say here that, under the new five-year education plan, Native Authorities are being required to contribute 80 per cent of the capital cost and 50 per cent of the recurrent costs of primary and middle schools. That is the objective and, although, obviously, that objective cannot be achieved universally at one and the same time, steps are being taken to raise contributions from the Native Authorities to that level as and when this can be done.

The next point relates to paragraph 20. The view is expressed there that it is regrettable that Government primary schools are now beginning to charge fees, "a measure that is likely to produce little revenue while obstructing the extension of education". I should like to offer a few comments on that observation.

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representative)

In the first place, the annual fee is only ten shillings, and it is remitted in deserving cases. It is intended to cover solely the cost of books and school materials and as comparable fees are charged both by the vocational schools and by the Native Authority primary schools, the Government considers that it is appropriate that the same pattern should be followed in Government schools. As primary education is not yet universal in Tanganyika, we consider it reasonable to require some small financial contribution from those persons who at present may be regarded as privileged persons who are able to send their children to school. I do not think it could be suggested that the ten shillings a year, which is always remitted if the parents cannot pay, is in fact likely to have the effects which were foreseen in the UNESCO comment.

Paragraph 24 of the same document suggested that in vocational education the changes are not indicative of steady growth, and on the figures available at the time that might perhaps be a fair comment. But in point of fact quite a lot has happened since then, and I should like to draw the attention of the Council to some of the recent developments in vocational education which are, I think, quite impressive.

At the Ifunda Trade School in 1957 the total number of pupils was 501 and in addition, in April 1957, the new Moshi Trade School opened with a further intake of 96 students in building trade courses. Moreover, a further nucleus of 15 students in the Engineering Department of the Technical Institute which is being established in Dar es Salaam started training at Tabora pending the completion of the Institute buildings in Dar es Salaam which are expected to be finished later this year. In addition there are some 100 students attending commercial courses run by the Institute in temporary accommodations in Dar es Salaam.

At the Moshi College of Commerce, which was opened early this year and which is of course a private institution financed by the Kilimanjaro Native Co-operative Union, there are 45 full-time students and 100 part-time students. This College, which I have seen myself, is a most impressive building and has very highly qualified staff and can accommodate 200 full-time students. We are hoping that more students will be able to attend there. There are certainly places for them.

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Again in the field of vocational training an East African Technical Examinations Board is being established this year to work in conjunction with recognized examining bodies in the United Kingdom, and it is interesting that the numbers of Tanganyika students at the Royal Technical College in Nairobi are also improving. During the academic year 1956-57 there were 26 students and there were 17 additional students who were new entrants for the academic year 1957-58, the current year.

In paragraph 25 of the UNESCO observations there is, I think, some confusion about the number of Africans attending courses of higher education outside the Territory. I am not quite sure how the figures were arrived at, but it may perhaps be helpful if I give an indication of the present position. In the academic year 1956-57, the number of students from Tanganyika at Makerere was 167 and in 1957-58 there will be 52 new African students, which will bring the total of African students there up to 182. It is not without interest that of these 52 new students 34 of them are going to take science courses. Seventeen have their names down for arts courses and one for the Art School. In addition -- and I think perhaps that was overlooked in the original figures -- there are 49 Africans from Tanganyika attending courses of higher instruction outside of East Africa; 24 in the United Kingdom and the Irish Republic; 10 in the United States; 12 in India; 2 in Pakistan; and one in Japan. Of course, those figures do not include the British Council Bursars on short courses in the United Kingdom.

In paragraph 29 of the observations regret was expressed that the 1955 report gave no information on the number of teachers in service, and I should like to remedy that by giving some facts now. But I should also like to make this point: that even on the basis of the facts which were then given, it is not correct to state, as was stated in the UNESCO commentary, that the pupil-teacher ratio was 59 to 1 in primary schools because that does not take account of the system of double sessions. In point of fact the pupil-teacher ratio was 29.5 to 1.

As regards the number of teachers, I think the figures are interesting and encouraging. During the year 1957 the following teachers were under training: Grade 1 teachers 188 men and 40 women, and Grade 2 teachers 1,330

men and 575 women. Those are all new teachers under training. As regards the number of teachers employed in African primary and middle school education, the following figures show an encouraging growth. In 1955 in primary schools 4,600 males and just over 600 females; in 1956 over 5,000 male and about the same number of female as in the year before. And in 1957 nearly five and a half thousand male and 673 female. There are corresponding increases in the male and female figures for middle schools.

In paragraph 38 there is a reference to cultural activities. The Government of Tanganyika is acutely conscious of the need for providing for facilities for Africans to give expression to their cultural aspirations, and quite a lot has been done in this field during the immediate past. In 1956, for example, consideration was given to instituting an Academy of Arts and Sciences with a view to satisfying the cultural needs of educated Africans who at the present time have little outlet for self-expression and also in an attempt to stimulate an intelligent interest in wider learning.

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representative)

Owing to the lack of funds there is no immediate prospect of it being possible to establish this institution. But a start has been made with various classes, dancing classes and art classes, and so on, in the Arnautoglu Community Centre in Dar es Salaam. It is hoped that these activities and others devoted to other arts, including drama, will reveal that there is sufficient interest among educated Africans to warrant the Government pursuing this idea further.

An allied subject is referred to in paragraph 39 of the UNESCO commentary and I might recall that in 1956 the staff of the Tanganyika Broadcasting Corporation recorded a number of traditional songs and dances in various parts of the Territory, as well as, of course, of Western type music and songs of modern bands and choirs. All these have been broadcast and have proved one of the most popular forms of radio entertainment, and a start has been made in manufacturing gramophone records of a number of these performances for sale locally.

In Tanganyika an extremely successful Youth Drama Festival was held during April of this year in Dar es Salaam. Very high standards were achieved and the British Council which promoted the festival has been encouraged to continue and expand this particular venture.

In paragraph 41 of the UNESCO commentary there was a misstatement of fact. I wish it were not so but it is so, because it is stated that most of the primary schools have libraries. This is regrettably not correct. On the other hand, there is an ever-increasing library service in Tanganyika and a large number of book-box libraries were on issue to various institutions, to all parts of the country, including prisons, hospitals, nurses hospitals, schools, training centres and miscellaneous institutions such as native authorities and community centres. Each of these book-boxes contains about a hundred books and quite a number of them were issued.

I have already referred in my opening remarks to the substantial increase in the circulation of the various Swahili newspapers and I need not elaborate on that, which is referred to in paragraph 42 of the UNESCO commentary. It is sufficient to say that the demand for this reading material in Swahili, which is being met, seems to be almost limitless, and all these papers, whether the daily, the weekly or the monthly ones, are getting an ever-increasing and wider circulation.

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representative)

In paragraph 43 there was a reference to broadcasting and if the representative of UNESCO is interested, I have some facts and figures which I could give to him.

As regards paragraph 44, in which it says that the efforts made in the Territory to produce entertainment films locally are noted with interest, I must inform the Council that this programme has now come to an end and that the Territory is without a film-making unit. On the other hand, we have acquired a large number of educational and training films purchased from the United Kingdom and other countries, by way of additions to the film library, and I have a lengthy catalogue of all the films in the film library which I shall be pleased to show to the representative of UNESCO if he would be interested in it. The films are used primarily as visual aids by Social Development Officers who are normally provided with a mobile cinema van for their work in connexion with health, natural resources and other campaigns, and of course the films are available for showings by schools, missions, industrial concerns, clubs, private individuals and so on.

Finally, in paragraph 45 UNESCO refers to the question of visual aids. We have now appointed a Visual Aids Officer in Tanganyika who is engaged mainly in the production of posters and illustrations and in training operators for mobile cinema units.

I mentioned, I think, that a health education section has been added to the Medical Department, with further facilities for preparing a wide range of visual aids designed to improve the health of the community.

The only other point that I should like to mention at this stage relates to the latest figures about enrolments in the schools, because they are also encouraging. The preliminary enrolments for 1957 show that for the first four standards, that is, standards I to IV, there will be some 361,000 children enrolled. For the next grade, that is, V to XII, the total will be of the order of another 40,000. Those are improvements on the previous figures and they are really even more impressive than they sound, because it is quite obvious that not only are the numbers increasing but also the quality. Examination results last year, in 1956, showed a very great improvement over those of previous years. In 1955, for the standard X examination, 70½ boys and 21 girls were successful. In 1956 the figures were 796 boys and 77 girls. Similarly, there was an

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improvement in the number both of boys and girls who obtained the Cambridge School Certificate in 1956 as against 1955. I do not wish to weary the Council with figures, but in all these categories the figures, both as regards numbers and as regards successful candidates in these examinations, are showing a marked improvement.

Mr. FELD (United States of America): As a result of that very full exposition on the current educational status in the Territory, one or two of the questions which my delegation had in mind have been answered. So that my questions will be confined to about two in this field. In his opening statement the special representative said that the report of the Higher Education Committee which visited the Territory in 1955 under the chairmanship of Sir Alexander Carr Saunders had been received, that its policy recommendations regarding the establishment of a university college in Tanganyika had been studied and that a working party has been set up to examine sites for such an institution, which will probably be in the Morogoro area. Could the special representative give some details regarding the specific nature of the Committee's recommendations and could he indicate approximately how much time it is expected will elapse before this university college will actually be in operation?

Mr. FLETCHER-COOKE (Special representative): As regards the first part of the question, the report took what appeared to the Government of Tanganyika to be a wise but cautious approach, namely that there was no great merit in establishing a new institution of higher education in East Africa and more specifically in Tanganyika, until the stage had been reached at which the existing facilities were shown to be inadequate. At the present time we have still, as it were, not filled our quota at Makerere. They are always ready, if we can find the money and the students, to take more students from Tanganyika. Although it is to be hoped and expected that that situation will not continue indefinitely, it would I think, be unwise, having regard to our financial resources, to invest a great deal of money in a new institution until we were quite sure that the existing institution was inadequate for our purposes.

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Special representative)

As regards the second part of the question, I cannot give an answer with any precision on that point. I do not myself contemplate that a university college in Tanganyika will become an active proposition for some years to come, for the very first reason which I have mentioned, but the Government is anxious to be farsighted in this matter. It wishes to acquire a site; it wishes to have plans prepared; it has already appointed a body to watch over the money which has been earmarked as the nucleus of the fund for this purpose and part of the interest of which is going to be made available for these increased bursaries for higher education outside Tanganyika. I would say, therefore, that it is not an immediate proposition but it is an ultimate objective and its exact timing will be dependent upon whether the existing facilities meet or fail to meet our educational needs.

Mr. FELD (United States of America): In his opening statement, the special representative indicated that a new plan providing for further development in the field of African education covering the years 1957 to 1961 has been approved in principle by the Legislature. One of the aims of the new plan is the consolidation and improvement of schools at the primary level. It is further stated that the various problems which have been created by the rapid expansion of educational facilities during the past ten years have been fully recognized and provided for in the new draft plan.

Could the special representative enumerate some of the problems which have been identified in the field of primary education in the process of completing the first ten-year plan?

Mr. FLETCHER-COOKE (Special representative): One of the problems has been, of course, a shortage of money. The figures at the end of the plan were very different from those at the beginning of the plan owing to increased costs, increased salaries, the increased cost of training teachers, and so on, and the final estimate of the cost of the original plan was I think about three times as much as the original estimate. So there is essentially a problem of finance there.

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Special representative)

Secondly, it remains a fact that in many areas we have not yet succeeded in bringing home to the Africans the desirability not only of sending their children to school but of keeping them there. In Dar-es-Salaam, for example, only 71 per cent of the places available for African children in the primary schools are taken up, although there are places, if not for all the children, at least for twenty-nine places for each 100 children which are still vacant. There is also a great deal of wastage and absenteeism and the Government is faced, in this field of primary education, with the task of encouraging and increasing the interest which the Africans take in the education of their children. I hasten to add that this is not a universal feature. On the contrary, among the Chagga, for example, I think I am right in saying that some 95 per cent of the children of primary school age go to school and that is a very encouraging sign. I only wish that the same keenness on education was shown by some of the other tribes.

Mr. FELD (United States of America): Now I have one question in the social field. In the annual report for 1955 it is stated that at its seventeenth session the Trusteeship Council noted with interest that a national income study had been initiated and requested the Administering Authority to provide information on the results. The annual report gave the information that the study, undertaken by two British economists, was completed in 1956 and that a report was expected in 1957. Could the special representative indicate whether this report has now been released and, if so, what its principal conclusions are?

Mr. FLETCHER-COOKE (Special representative): The report has not yet been released, largely because the statistical work of working out some of the figures which are referred to in the study has not yet been completed. As members of this Council will recall, in my opening address I did mention the national income figures for three years which are, as it were, an advanced extract from that report. I have not myself seen the report, which is being

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studied by the Member for Finance and Economics, and he obtained the permission of the authors of the report to quote those particulars in the Legislative Council because the actual statistical work had not yet been completed. I think that it will be completed within a matter of months and of course a copy will be made available to the Visiting Mission, if it is ready when the Mission gets to East Africa or, if it is not, will be sent to the Trusteeship Council.

Mr. FELD (United States of America): My delegation would like to thank the special representative for his informative replies to our questions.

Mr. BARGUES (France)(interpretation from French): I have only two questions under this chapter. An ordinance was enacted in 1956 regarding the sale and consumption of alcoholic beverages. One of the provisions of this ordinance attracted the notice of my delegation. The sale of alcoholic drinks was prohibited earlier, I believe, under the provisions of the St. Germain Convention. Similar provisions of course involved discrimination against various groups of the population. This discrimination would be done away with following the implementation of this ordinance, which came into effect I believe on 1 March 1956. I would therefore assume that the sale of alcoholic beverages is free, whatever the ethnic origin of the buyer. Could the special representative tell me -- notwithstanding the fairly recent date of the coming into effect of this ordinance -- has the suspension of the ban affected the consumption of alcohol? Has there been a marked increase? Have those people who were not able to buy alcoholic beverages earlier, taken advantage of the raising of the ban? Have they started to consume alcohol in large amounts?

Mr. FLETCHER-COOKE (Special representative): I think that, as in so many of these things, the forbidden or prohibited fruit is much sweeter than the one which is easily accessible; and since the ban was lifted the increase as regards hard liquor has been barely perceptible. There has of course been a

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continuing increase in the consumption of beers, to which I referred a few minutes ago in connexion with the increase in the excise duty. I think that in this particular instance most Africans objected to the original prohibition because it was a prohibition rather than because they wished to buy large quantities of hard liquor. The short answer to the representative of France is, therefore, that there has been no marked or appreciable increase in the consumption of hard liquor but a certain progressive increase in the consumption of beers.

Sir Andrew COHEN (United Kingdom): It will not have escaped the attention of the representative of France that apart from imported hard liquor there were probably considerable quantities of locally manufactured hard liquor available in the Territory both before and after the raising of this measure.

Mr. BARGUES (France) (interpretation from French): I do know that control is fairly easy to exercise over imported drinks, but clandestine distillation of alcohol is something that is, of course, very hard to discover and ban. I have had considerable experience in this field in other territories. I shall proceed to my next question.

The radio broadcasting service was carried on by the Government until a recent date. In 1956 the Tanganyika Broadcasting Corporation was set up and all these functions seem to have been transferred to it. Is that true? If it is true, what are the relations between this new organization and the Administration? In other words, has there been a sort of an agreement between the Administration and the Broadcasting Corporation that gives the latter the right to carry on broadcasting services? To what extent does the Administration control these broadcasts? Is the Corporation able to organize its programmes freely? Or does the Administration impose certain obligations upon the Corporation?

Mr. FLETCHER-COOKE (Special representative): The reply to that question is that broadly speaking the Tanganyika Broadcasting Corporation is an independent body, if you like, on the lines of the British Broadcasting Corporation and follows much the same pattern. Government's control, which certainly does not extend to the preparation of programmes and so on, is really confined to the fact that the Governor appoints the chairman and other members of the board, the governing body of the Corporation. It is therefore essentially an independent corporation which operates under the guidance of its own board of governors. But as the chairman and the members of the board are appointed by the Governor, they are naturally aware of Government's policies generally. However they are certainly not interfered with from day to day and the organization is quite an independent one.

Mr. KESTLER (Guatemala) (interpretation from Spanish): I have a few questions dealing with social advancement. I refer to the guarantees for public activities. We are told in paragraph 386 of the annual report that there is a Societies Ordinance which governs this situation. There is a reference to

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the decision of the Governor-in-Council. We are told that certain prohibitions can be enacted. Is the decision of the Governor-in-Council final? Or do the Courts intervene at some stage with respect to the imposition of such restrictions?

Mr. FLETCHER-COOKE (Special representative): May I ask the representative exactly where his reference is? Perhaps I can put it in this way: Is he referring to the second sentence which states:

"The Governor-in-Council is empowered by the Penal Code to prohibit the importation of undesirable publications, which term includes obscene or seditious literature ...?"

The answer to that question is that that decision is final, and there is no appeal to the courts against it.

Mr. KESTLER (Guatemala) (interpretation from Spanish): I shall refer specifically to the lines involved in my question. They are the last four lines in paragraph 386 on page 85 of the report, which reads:

"The activities of group associations are subject to the provisions of the Societies Ordinance which give discretion...."

Mr. FLETCHER-COOKE (Special representative): I understand the representative to mean that where there is an appeal to the Governor-in-Council, which is referred to here, and if that appeal is turned down, is there a further appeal to the courts? The answer is that there is no further appeal to the courts, if that is the question.

Mr. KESTLER (Guatemala) (interpretation from Spanish): Then I take it that this register of ~~societies~~ is subject to the discretion of the Governor when he acts in Council. I will now go on to another question.

In paragraph 387 on page 86 of the annual report we read:

"There is no special law or legal instrument governing the freedom of the press, but this freedom is in effect secured by the fact that no publisher or editor or any other person taking part in the production or distribution of any publication, can suffer from any Government action unless he or they have been tried and convicted by a Court of an offence against the law."

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Can the special representative tell me whether criticisms against members of the Government or Government officials which may be considered to be libel are dealt with in a special forum?

Mr. FLETCHER-COOKE (Special representative): No, sir. If there were any cases of libel against members of the Government -- and I cannot recall any in recent years -- they would be taken before the ordinary courts.

Mr. KESTLER (Guatemala) (interpretation from Spanish): Has the Government of Tanganyika not envisaged the possibility of submitting such Press matters to a special kind of jury system in view of the particular type of offense involved?

Mr. FLETCHER-COOKE (Special representative): No, sir. As I indicated, the law provides that any cases of this kind shall come before the ordinary courts. To the best of my recollection, there have been no such cases for some time now. This does not mean that there is no criticism of Government officials. There is, but we welcome fair-minded criticism. The criticism hitherto has been fair-minded and has not gone into the field of libelous accusations and so on.

Mr. KESTLER (Guatemala) (interpretation from Spanish): I have another question relating to labour matters. I should like to understand better the text of paragraph 428 of the report, which states that the workday is left to the discretion of various business concerns. I should like to know whether the new ordinance which is mentioned in the report covers the problem of the hours of work?

Mr. FLETCHER-COOKE (Special representative): No, sir. There is no maximum working day prescribed by law but, as the representative will no doubt appreciate, there are provisions which are used for collective bargaining between employers and trade unions, and within that framework the trade unions make it a condition of the bargain that any work in excess of the normal working day, which I think is eight hours, will be paid at overtime rates. But that is not a legal provision; it is the result of collective bargaining.

Mr. KESTLER (Guatemala) (interpretation from Spanish): In putting this question, I had in mind the problem of the setting of overtime wages. However, the special representative has stated that this point is covered in the bargaining agreements reached between labour organizations and business concerns, and this fully dispels my doubts on this score.

I turn now to another question. In paragraph 421 of the annual report there is reference to the fact that there still remains in existence what might be termed compulsory labour and that this may be requisitioned for certain essential services or in cases of emergency. I wonder whether the special representative would comment on this.

Mr. FLETCHER-COOKE (Special representative): There are very limited provisions in Tanganyika for a form of compulsory labour, with very severe restrictions, and I might perhaps give the Council an indication.

In the first place, compulsory labour is retained for portage, minor public works of an essential local nature, and certain other essential public works and services, all in accordance with articles 7, 10 and 18 of the ILO Convention No. 29. These practices, of course, continue only on the understanding that they will be progressively abolished, as indeed they are being, and this complete abolition of compulsory labour is kept constantly under review, but it is not possible to say when the objective will be achieved.

I should like to point out some of the reasons why it is still necessary to have this, and some of the very rigorous restrictions upon it. To take portage first, this is an administrative necessity in certain areas because

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there is no voluntary labour in those areas, everybody being fully employed there, and no adequate roads for mechanically propelled vehicles. This compulsory portage is resorted to only in those areas where in the ordinary course of events the local population have no need to work for wages, because they are engaged in their own affairs. It is resorted to then only after attempts to obtain volunteers locally have proved unsuccessful, and in any event the duration of this compulsory portage is limited to thirty days for any individual in any one year.

As regards the minor public works, these of course include services performed by members of a community in the direct interest of the community itself, such as construction of dams and cattle boma, reafforestation, drainage schemes and measures to combat soil erosion. Before any members of the community are called upon to offer their services, officers of the provincial administration and of the department directly interested consult with members of the community concerned or their representatives.

Again there are limitations. Persons employed on such works may be employed only in places where they can return home daily, and for not more than seven days in any one year. Compulsory labour exacted from persons who were unable to meet their tax obligations in cash was abolished as long ago as 1951. Moreover, any person who is fully employed or has been so employed for three months during the year is exempt from compulsory labour for essential public works or services. Furthermore, the prior sanction of the Chief Secretary in Dar es Salaam is required before any form of compulsory labour may be exacted, except in cases of grave emergency, that is to say, floods or other disasters, where the Provincial or District Commissioners can give permission.

I am sure that members of the Council will realize that, with these limitations and restrictions, and having regard to the conditions prevailing in Tanganyika, this compulsory labour is properly controlled and is limited in its scope. Needless to say, the persons concerned, when it is a question of portage, are paid. When it is not a question of portage, that is to say, in the case of the minor public works, they are doing those works in the interest of the community concerned.

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representative)

I might add that compulsory labour may not be exacted for the benefit of private individuals, companies or associations or, of course, as a means of collective punishment. Very stringent regulations are laid down on such matters as the loads to be carried and distances to be travelled, and officers of the Labour Department by regular and free inspection make sure that these rules are fully observed.

Mr. KESTLER (Guatemala)(interpretation from Spanish): I thank the special representative for the very detailed information he has given me in connexion with this problem.

Now I should like to put a question dealing with the matter of public health. On page 115 of the report we have a table indicating the diseases occurring in the Territory, with data covering the years 1953 to 1955. We note that certain diseases have increased greatly, for instance, small pox, malaria, gonorrhoea and pulmonary tuberculosis. Could the special representative comment on the possible causes which have led to a rise in the number of cases of these diseases?

Mr. FLETCHER-COOKE (Special representative): It is true that according to the table some of the diseases mentioned -- but not, in point of fact, small pox, which has shown a progressive decline from 1953 through 1954 to 1955 -- have shown an increase, and I think that the representative mentioned gonorrhoea.

This is most certainly due to better diagnosis of these cases and the fact that the people concerned are aware of the benefits that they can obtain from health services and therefore report themselves for treatment and so on. The mere fact that the numbers go up does not necessarily mean that the disease has increased absolutely but only that it has fallen within the field of Government statistics, namely, that by report it has come to the notice of Government authorities and therefore is recorded as a case.

Mr. KESTLER (Guatemala) (interpretation from Spanish): Could the special representative give me some additional information in connexion with local participation in the Territory's health services, mentioned in paragraph 481 of the annual report? It appears that in the rural areas the population participates in public health work through the local government organizations. Has the indigenous population been co-operative in participating in these organizations?

Mr. FLETCHER-COOKE (Special representative): The local population has shown a very welcome desire -- and a progressively increasing desire -- to co-operate with the authorities, both central and local, in matters affecting public health. I believe that I have on two occasions referred to the new unit for the preparation of visual aids for public health which has been set up under the direction of a qualified medical officer and is working throughout the Territory. Its aim is to acquaint the local population with the need for complying with certain obvious sanitary precautions and to encourage the people, if they become ill, to avail themselves of the hospital facilities. I think that the evidence that this unit has been successful is contained in the figures to which the representative of Guatemala referred a few moments ago, as regards the number of cases treated in hospitals. For example, although I am quite sure that there are more than 6,000 cases of pulmonary tuberculosis in Tanganyika -- in fact, very many more than 6,000 cases -- it is gratifying to find that so many persons with that disease are being treated in hospitals. This is an indication of the public's reaction to the efforts of the local authorities in spreading the gospel of better health standards.

Mr. KESTLER (Guatemala) (interpretation from Spanish): My last question in the social field relates to a problem which has already been discussed in the Trusteeship Council -- namely, corporal punishment. In paragraph 534 of the annual report, we read that corporal punishment still exists for certain offences. Could the special representative comment on the possibility of eliminating this form of punishment in the near future?

Mr. FLETCHER-COOKE (Special representative): The aims of the Administering Authority and the Trusteeship Council are identical in this matter, in the sense that -- as the Government of Tanganyika is aware -- both are anxious to bring about the abolition of corporal punishment as soon as possible, and, more particularly, as soon as public opinion in Tanganyika has been educated to accept that point of view.

It was with that objective in mind that an inter-racial committee was appointed in 1953 to examine the entire question. In the report which it made later in 1953, the committee demonstrated that public opinion was strongly in favour of the retention of corporal punishment, in respect of both adults and juveniles, for certain limited types of offences.

There are, of course, very severe restrictions on the use of this kind of punishment. No sentence of corporal punishment may be passed on females, on males sentenced to death or on males over the age of forty-five. In point of fact, this punishment is used largely, though by no means exclusively, for juveniles, and it is administered with appropriate discretion. The only alternative to such punishment would be a term of imprisonment, which would undoubtedly have a more serious effect on the individual concerned.

The representative of Guatemala may rest assured that the Government's policy is to bring this form of punishment to an end. It is, however, worth noting that it is in the local courts -- that is, the Native Authority courts -- that most of these sentences are passed. That is evidence, I think, of the fact that public opinion -- particularly African public opinion -- is not yet prepared to dispense with corporal punishment.

Mr. KESTLER (Guatemala) (interpretation from Spanish): I turn now to the field of education. The remarks made by the special representative in connexion with the UNESCO report have answered some of the questions that I wished to put, but I still have a few questions.

We are wondering why there is such a small number of women teachers in the Territory compared to the number of men teachers. Has this anything to do with the status of women in the Territory? Has the Administering Authority made any efforts to increase the interest of women in the teaching profession? Usually, women seem to find teaching more attractive than men; women seem to have a special vocation for teaching. Could the special representative comment on the position in the Territory in this respect?

Mr. FLETCHER-COOKE (Special representative): I think that the real reasons for the disparity between the number of male teachers and the number of female teachers are not connected specifically with the status of women. Rather, the reasons are to be found in two other factors connected with the educational system itself. In the first place, the education of girls has lagged behind that of boys, and, therefore, with the available money the Government has built more boys' schools than girls' schools; this means that more male teachers than female teachers are required. In the second place, because there have been fewer girls at school, there are fewer girls who have achieved the necessary educational standard to be trained as teachers.

The representative of Guatemala may rest assured, however, that there is a progressive increase in the education of girls in the Territory. For example, thirty-eight new middle schools for girls are going to be built during the next plan period; if we do not have all the capital necessary to build these schools during the period of five years, we shall have to spread the construction over six or seven years. The building of these thirty-eight new middle schools for girls, will, of course, progressively increase the number of girls ready to become teachers and, eventually, the demand for such teachers.

Mr. KESTLER (Guatemala) (interpretation from Spanish): In his opening statement, the special representative referred to facilities available to African students for study abroad. We have been told that, last year, thirty-four Africans were thus enabled to pursue their studies abroad. At the same time, it is regrettable that the economic resources are not sufficient to enable this system to be developed further. I should like to know whether it would not benefit these students if the Government provided them with some economic resources enabling them to pursue their studies abroad. Would this not make it possible to attain the objective of having African students go abroad for study?

Mr. FLETCHER-COOKE (Special representative): I think that there may be some misunderstanding here as between two types of study abroad. The representative of Guatemala has referred to twenty-four Africans studying abroad. My impression is that when I mentioned that, I stated that those were the twenty-four Africans who had accepted or had been chosen for scholarships from foreign Governments. In point of fact, as I mentioned earlier today, outside East Africa there are some forty-nine new Africans on various scholarships. The number of Tanganyikan students in the United Kingdom is of the order of 300 or 400, or even more; there are some we do not know about because they have gone privately. However, from what I said in my opening statement, I am sure that the representative of Guatemala will appreciate that this year we are doubling the amount of money made available by way of bursaries to assist the students to take up courses abroad. At the present time, it is of the order of 18,000. This has nothing whatever to do with the Government scholarship schemes for various specific training courses. These are for candidates who do not get scholarships but who nevertheless merit help and encouragement for training abroad.

As far as Tanganyika is concerned, we are anxious to see as many Africans as possible going overseas and, as more and more reach the necessary minimum qualifications in Tanganyika, there will be more and more available to do so. The only caveat as regards their taking up foreign scholarships is that we want to be assured that they will return with qualifications which are acceptable for employment purposes in Tanganyika.

Mr. KESTLER (Guatemala)(interpretation from Spanish): From this reply I take it that when Africans wish to study in first-class universities abroad the Government will always be prepared to provide them with whatever supplementary economic or financial assistance they might require.

Mr. FLETCHER-COOKE (Special representative): There must obviously be a limit to the amount of money that can be made available for such a purpose. If a very large number of Africans wanted to follow these courses, Government would first of all have to be satisfied that they were capable of deriving a benefit from the courses; secondly, that when they had achieved the particular

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qualifications which the University was offering them, they would improve their prospects of employment in Tanganyika; and thirdly, there is always this limitation of funds -- if several hundred came forward, it might not be possible, indeed it would not be possible, for the Government of Tanganyika to do it. However, as a general policy, Government is anxious to encourage as many as possible to take these courses overseas.

Mr. RIZZI (Syria): I have a few questions related to the social field. My first question concerns paragraph 420 of the annual report. I should like to ask whether the agreement between the United Kingdom Government, as the Administering Authority for Tanganyika, and the Belgian Government, as the Administering Authority for Ruanda-Urundi, concerning importing labour in the Territory, is due to a lack of labour in Tanganyika or is it due simply to the fact that there is no trained labour in the field of sisal? Apparently these people are imported in the field of sisal production.

Mr. FLETCHER-COOKE (Special representative): The labourers of Tanganyika have complete freedom in this matter. Although we do in fact recruit a large number of Africans from outside the Territory -- I think the total number of men recruited in 1956 was approximately 32,000, which was about 6.7 per cent of the number of Africans employed in Tanganyika -- on the other hand we have a very large number of Tanganyikans who go outside the Territory to seek employment, mainly to countries in the South, but some also go from the North-western districts of the Lake Province to Uganda. Africa has always shown these trends of movement in search of employment. As we regard these individuals as free to go where they wish to work, we ourselves do not put any obstruction in their way. Provided it is done in an orderly fashion and we are satisfied with the conditions of work which they are going to find at the other end, they are permitted to go.

I mentioned a few minutes ago that we recruited some 32,000 from outside Tanganyika, mainly, no doubt, for the sisal industry. But against that it is estimated that some 21,000 men from Tanganyika are at present employed in the Rhodesias and South Africa, mainly in the mines. On the other hand, a total of over 52,000 workers, including the 32,000 in the sisal industry, from other

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Territories, were employed during this period in Tanganyika. There is, therefore, this movement in both directions. It is purely an individual choice and it depends very largely on what part of the Territory the Africans concerned live in and also their traditions and the traditions of their families, because fathers tend to follow sons in this matter.

Sir Andrew COHEN (United Kingdom): I merely wish to add that since labour will in any case come voluntarily from the areas concerned in Ruanda-Urundi, there is some advantage in having orderly arrangements which are possible under the kind of agreement which is referred to in the annual report for a certain percentage, at any rate, of that labour.

Mr. REPAI (Syria): My second question refers to paragraph 46 of the working papers prepared by the Secretariat. I note that racial discrimination in the Territory does not exist legally. However, in personal and social relations there are still some vestiges of racial discrimination. Apparently the Administering Authority plans to eradicate racial discrimination from the Trust Territory by an evolutionary process, primarily through education. I should like to inquire from the special representative whether legal measures are not at all envisaged, particularly in view of the experience -- and here I should like to seek the indulgence of the representative of the United States by referring to his country -- which has taken place in the United States of America in that legal measures have been rather rewarding in this regard.

Mr. FIATCIER-COOKE (Special representative): I think that it is important, in any legal measures which may be contemplated, to go in step with public opinion, and the Government of Tanganyika is certainly anxious to use any and every means of removing racial discrimination in whatever form it may appear. But, at the present stage of development in Tanganyika, it is not yet persuaded that legislation is likely to achieve such good results as the awakening of public opinion, instruction in schools, example, and so on. In other words, we do not believe, in Tanganyika, that legislative measures are likely to add anything to the measures that we are already taking to remove discrimination.

May I take this opportunity of referring to the last question of the representative of Syria? I should make it quite clear that the various agreements and arrangements that we have with neighbouring territories about the inflow of labour from those territories to Tanganyika are not concerned with the search for labour, but merely with the conditions upon which these voluntary labourers come to Tanganyika. In other words, there is no idea of going to a place and recruiting the labourers. We know that they will come to Tanganyika because they find the circumstances there congenial, or because they like the work, or because they get good wages, or because there is no employment where they are; and because they are coming voluntarily in any event, all that these agreements are concerned with is to ensure that the arrangements made for their transport, reception and feeding are satisfactory. They are in no sense, as it were, a recruiting party.

Mr. RIFAI (Syria): My third question is the following. I refer to the December 1956 Legislative Council's approval of the five-year plan for medical services, subject to ways and means being found to finance it. I was struck by these last words in view of the fact that I have always thought that when plans were considered, they would have to be considered in conjunction with the availability of funds. I have noticed that in various instances, the Legislative Council in Tanganyika, or even the Administering Authority, has drawn certain plans and made their implementation subject to the availability of funds. I wonder whether the special representative could tell us if, when these plans are being drawn up, the authorities concerned, or those who work on them, are not aware of the availability of funds.

Mr. FLETCHER-COOKE (Special representative): Yes, in general terms, of course they are, but these plans take a long time to prepare, and by the time they have come to fruition in the sense that they are ready to be laid before the Legislative Council and debated there, the financial position may have changed, as indeed it has done in Tanganyika. The temporary setback -- and we have every reason to believe that it is a temporary setback -- in the financial situation of the Territory was due, as I indicated in my opening address, to a number of causes -- some of them short-term, some of them long-term, but none of them foreseeable when the first step was taken to draw up this plan. Quite obviously, the medical authorities could spend ten times what they have got in their plan; quite obviously, the education authorities could spend ten times what they have got in their plan. They are both given a broad indication, when they prepare their plans, of the amount of money that is likely to be available, but by the time the plan is prepared, those figures may have to be, as in this case they were, altered.

Sir Andrew COHEN (United Kingdom): I would like to add to this -- because I think that there is a very important point involved -- that I think it is important that all those who draw up social plans, educational, medical or any other plans, should bear in mind the general and economic situation. They should, at the same time, be encouraged to produce within reason what is a desirable plan for educational or medical development. It is most valuable to have such a plan, which acts as a target for endeavour.

Mr. RIFAI (Syria): I am very grateful to the representative of the United Kingdom for his observation. I quite agree with him that there should be some sort of exhortation to any sort of endeavour in that respect. I realize also that such plans must be based on some realistic appraisal of the funds available because I think it is said in every case that plans are drawn up and, at the same time, there are no funds available to them. I believe that it might be advisable to take this point into consideration in the future, since what is the use of drawing up excellent plans and lacking the means for their implementation?

In the working paper prepared by the Secretariat we are told that in December 1956 a strike was called arising out of a dispute involving the Hotel and Domestic Workers Union concerning the dismissal of four employees. Later it is said that the strike was called off at the end of the year after the majority of the strikers had returned to work. I should like to enquire on what basis this strike was ultimately settled. Was it settled after these four employees had been reinstated or been given some sort of satisfaction? I can find no information with respect to this point.

Mr. FLETCHER-COOKE (Special representative): This particular strike was a rather unusual one because it started off with the fact that four waiters who were employed at a local hostel and catering establishment were dismissed for being intoxicated while on duty at a civic luncheon. That started the strike off, which spread to a fairly large number of people. As a result of conciliation proceedings between the management of this establishment and the Union, conducted under the auspices of the Labour Department, the management offered to reinstate the head waiter as an ordinary waiter. He would have been eligible for restoration to his former position following six months' satisfactory service, and the three other waiters would have been permitted to resume employment after having been given written warnings. The Union, however, was not prepared to accept this offer and, after a very great deal of discussion, the Union suddenly introduced into these negotiations a demand for an increase in wages which ranged from 300 per cent to 450 per cent. The upshot of all this was that most of the persons concerned who were members of this Union went back to work without having received any directions from their Union to do so, because they realized that the circumstances in which they had been called out on strike were not really ones which concerned the Union as a whole at all. Nor did the original circumstances concern wages or conditions of labour, but merely the unfortunate predicament in which these four persons, in the first place, found themselves. I do not think it is true to say that the strike was every officially settled, but I can assure the representative of Syria that, by a matter of a month afterwards, almost all those who were on strike were back in their employment on the same terms as previously. What actually happened to the four who started all the trouble I am not in a position to say.

Mr. RIFAI (Syria): I return now to the field of education. The special representative, at the beginning of our meeting today, made available to us some supplementary information for which we are very grateful. This information supplied answers to some of the enquiries which we had in mind.

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However, with regard to the comments made by UNESCO, I should like to refer to paragraph 43 of these comments. The special representative was about to give us some information on that, but he gave it up as he probably did not want to weary the Council with further data. I should like to put the question to him now again and ask him to tell us something about how the Administering Authority is proceeding as regards integrating the broadcasts with classroom teaching as well as on the technical aspects on the programming of reception and programming of radio broadcasts. I would welcome some information on that.

Mr. FLEUCHER-COOKE (Special representative): The information is quite brief though, I think, of considerable interest. As regards the school broadcasting service, Tanganyika has the only school broadcasting service in African territories or African dependent territories which originates and makes all its own material. For reasons connected with the school terms -- and of course the terms of schools are not synchronized throughout the Territory owing to the differing crop seasons in various parts of the Territory, school broadcasts at the moment last for two eight-week terms during the year. During these terms lessons are broadcast to schools for an hour and a half daily. The two aims of school broadcasting in Tanganyika are, in the first place, assistance with the teaching of English, particularly for middle schools without European teachers; and secondly, assistance with the teaching of civics and general knowledge. In accordance with the new policy of the Education Department to increase the use of English as a teaching medium, most of the broadcasts are in simple English although some in which the subject matter is of vital importance are still broadcast in Swahili. In addition, over 250 schools have been supplied with free radio sets by the Government so that they may follow these broadcasts. That is some information on the school broadcasting service.

On the general question of broadcasting, it is not of course the Administering Authority as such which is now responsible for this. It is the Independent Tanganyika Broadcasting Corporation, and they are now broadcasting in Swahili for one and a half hours three mornings a week and three hours in the evening every day of the week; and in English for one and a half hours three mornings a week and in the evening one and a half hours daily. A very wide variety of

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programmes are produced for the Swahili Service by the officers concerned, a number of whom are Africans. The most popular programmes are requests, world and local news, questions and answers, plays, discussions, outside broadcasts, tribal and modern music and so on.

In the period devoted to English the emphasis is on multiracial programmes, that is to say multiracial discussion groups and inter-racial variety shows. The programmes in English are quite definitely not directed specifically to the European listener but rather to the Tanganyikan, whatever race he may be, who understands English.. We have also succeeded in reducing the customs duty considerably on radio receivers, and this has given a great boost to the sale of low cost radio receivers throughout the Territory.

Mr. RIFAI (Syria): I am very grateful to the special representative for his extensive answer.

I now wish to turn to another question in the educational field. This question arises from the statement of the special representative at the outset of our consideration of this report. He said, and here the reference is to the Tanganyika Higher Education Trust Fund Board, that:

"The Board was established by Ordinance to control a Trust Fund to assist in the development of institutions of higher education. The Fund was started with £711,000 derived from the sale of enemy property at the end of the last war." (T/PV.811, page 2)

I should like to ask the special representative to tell us whether this is now the actual status of the Fund, whether there is the same amount of money as when the fund was started or whether it has now increased to a much larger sum. I should like to know the actual status of the Fund at the present time. That is my first question. In the second place, I would welcome some information on this amount. Is this sum devoted exclusively to the starting of a university in the Territory or is it, as indicated by the statement of the special representative, for higher education in general because I have some other figures which were made available to the Fourth Committee last year by the President of the Tanganyika African National Union to the effect that there is a sum in the amount of £3,200,000 which came from the Custodian of Enemy Property Fund to spend on education -- and he was referring to higher education? I wonder

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if there is some confusion in my mind about these two sums or are they related?

Mr. FLETCHER-COOKE (Special representative): The position is this. The total amount in the Custodian of Enemy Property Fund was, I think, £22,600,000, and this was divided up into four amounts of approximately £600,000 to £700,000 each, and one portion was made available as the nucleus for the starting of a university to which I shall refer in a moment. The other three portions were made available for African, Asian and European education and the particular amount which was made available for European education was in fact devoted to the building of two new boarding secondary schools which are not going to be exclusively European but which are going to be multiracial in the sense that the pupils, the children of other races who are in a position to derive benefits from the education, which will be available in the schools will be permitted to attend them. I might perhaps just refer to that, if I may, in a little more detail because it is a point which has been misrepresented.

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These schools, which are called St. Michael and St. George, are now in the process of being built, and although the education is going to be an ordinary European education, children of other races will be eligible for admission to these schools provided that their normal mode of life is such as to make it possible for them to fit happily into a boarding school of the European type and that their parents are able to pay the fees. That is what has happened, as it were, to the six or seven hundred thousand pounds, being one-fourth of the amount of money from the Custodian of Enemy Property Funds which was devoted to European education. I am not in a position to indicate how the Indian and/or African amounts, which were the same, were actually spent. So we now come back to the fourth of these equal amounts, which was that provided for higher education.

As the representative of Syria says, this sum of money was made available to be the nucleus of the amount of money which will be required when the new University College comes to be built. As I indicated in my reply to a question by the representative of the United States, I do not contemplate that this project will be undertaken in the very near future. But the Government felt that if it put down some money for this, which could be accumulated as say compound interest, in ten or perhaps fifteen years, or however long it may be, and it might be less, there would be a larger sum of money available with which to make a start. Then, as members will recall, I mentioned in my opening address that a special approach had been made to the Board of Trustees of this Fund, whose primary objective is to keep this money for the development of this institution of higher education, as to whether they would be willing to make available part of the interest now accruing in order to increase the number of bursaries which are available for Africans to take up higher education overseas.

The Board of Trustees reply was the following: We should not like to give up all our interest, because if we do, then our fund is not going to grow. I think they agreed to give up about 50 per cent, certainly a proportion of it. I think it was of the order of 50 per cent, £24,000 a year, keeping the other part to permit the Fund to go on increasing; and that £24,000 a year has been added to

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the £18,000 a year already provided by Government for these bursaries. As I indicated in my opening address, they will be used partly to supplement the funds of students who received scholarships but whose scholarships are not big enough for them to meet all expenses, and partly to assist students who by character and so on are eligible for scholarships but who just have not the necessary academic qualifications to go through a period of intensive training so they may pass the necessary qualifying examination.

I hope that that explains the position to the representative of Syria. But I can quite understand that he found it a little confusing to realize how this original sum of some £2.6 million was divided into four parts, one for African education, one for European and one for Asian, and the fourth part being the nucleus of the new University College.

Mr. RIFAI (Syria): I am very grateful to the special representative for this information. However, I would like to ask him the following question: In the first place, I take it for granted from his statement that the sum which was given to us in the Fourth Committee by the President of the Tanganyika African National Union, is not the correct sum which emanated from the Custodian of Enemy Property. In the second place, I would now like to ask him another question with regard to the sum which is available for the University.

On the one hand, we have the sum to be considered as a nucleus, as the special representative put it, from which a university will be started. In the second place, there is now a plan to draw about £24,000 a year from this Fund to supplement the bursaries and in order to enable candidates to attend institutions of higher education outside Tanganyika. Before that, the special representative said that there was also an amendment to the Higher Education Trust Fund Ordinance. All of these things make the question sort of confusing and I would welcome further clarification from the special representative. Is the sum going to be divided into halves, one half for the university and the other half for higher education at the present time as regards immediate needs? If so, what is the significance then of the amendment to which he refers? In his opening statement

the special representative said:

"It is proposed, subject to the passing of an amendment to the Higher Education Trust Fund Ordinance, to make available a further £24,000 a year from this source for bursaries ..." (T/PV.811, page 26)

This had led to some sort of confusion in my mind about the whole matter. I certainly am very grateful to the special representative for certain clarifications which he has given, but I would also welcome further clarifications with regard to this last point. What is the relationship between this amount and the availability of these £24,000 a year?

Mr. FLETCHER-COOKE (Special representative): The position, as I indicated, is that originally a sum of, I think, £711,000 was made available to a Board of Trustees which was set up by a special ordinance. The Board of Trustees was charged in the Ordinance with the task of so investing that money that it would accumulate at compound interest, at the best possible rate, always having regard to its security, so that an ever-increasing amount of money would be available for the day when Government wished to embark on capital expenditure on the University College.

The reason why an amendment was required to the Ordinance was that since it was an ordinance setting up a Board of Trustees, the Trustees, however much they wished to do so, could not have made any part of those funds available for these bursaries because they were bound by the law setting up the Trust to use this money solely to reproduce itself in order to establish this capital Fund.

I should also make it clear that the £24,000 which has now been made available for the bursaries is not, of course, coming out of the capital sum. It is merely coming out of the interest of the £711,000. The effect of all this is that the capital sum will remain untouched, but it will not increase as rapidly as it would have done if no part of the interest had been taken away for the bursaries.

When it was put to the Board of Trustees, as to whether they were agreeable to make available some of this money for African students who wished to be educated abroad, they said: Well, obviously we have to keep a balance in these

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matters between building up this Fund and between the urgent needs which exist today for Africans to go overseas for higher study, and they agreed to give up something of the order of half the interest for that purpose. That was why an amendment to the Ordinance was required to permit them to do so.

Mr. RIFAI (Syria): I am very grateful to the special representative. The matter is now very clear to me. I now have before me the speech which was made in the Fourth Committee by the President of the Tanganyika African National Union, Mr. Nyerere. I would like to refer to a statement in that speech which touches upon educational development in Tanganyika. I would like to have the comments of the special representative on that. I am sure he is well aware of the speech. He referred to it a few days ago. I will now read the part that I have in mind. Mr. Nyerere said the following:

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"Last year Government had £3,200,000 from the Custodian of Enemy property Fund to spend on education. After setting aside £800,000 for our future university, Government divided the rest equally between the three racial groups; the 25,000 Europeans, the 70,000 Asians and the 8,000,000 Africans received each £800,000 to spend on the education of their children. This in Tanganyika is called racial equality. Needless to say, that it is an equality which may please the Governor of Tanganyika, but to the Africans it is slightly irritating."

He goes on to give other examples of discrimination in this field. All I want to know is: how would the special representative comment on this statement?

Mr. FLETCHER-COOKE (Special representative): In the first place, although I do not think it affects the argument, I have some doubts as to whether the figure of £3,200,000 is actually correct. I think that the total was in fact less than that and was probably more like £2,800,000. But that does not affect the particular point at issue because it is a fact that the sum was divided into four parts, that is to say, three equal parts for African, Asian and European education and the fourth part for the university college. The actual figures that I have are £2,844,000. It is possible that the figure here has been increased somewhat, but it does not affect the particular point which is made by the representative of Syria.

But there are certain observations I would like to make on the comment of the President of TANU about this particular distribution of the funds. In the first place, one must not overlook the source of these funds. These funds were acquired by Government as a result of no activities on the part of the Tanganyika taxpayer. They were, strictly speaking, due to Her Majesty's Government, which could well have claimed them as part of the post-war settlement. In other words, the Government of Tanganyika had no claim to these funds which were part of the general post-war settlement. In point of fact, however, Her Majesty's Government, instead of taking them into account in any reparations settlement or anything of that sort, decided they should be allowed to remain in Tanganyika and put to a good purpose.

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Secondly, it must be remembered that these funds were largely built up by Europeans in Tanganyika and as a result of their labours; they represented the value of the estates which had been built up by Europeans and which fell into the hands of the authorities at the outbreak of war, when they became enemy property.

Again, merely to quote the three totals of equal amounts for the African, Asian and European populations overlooks the fact that the fourth amount -- which is also an equal amount -- set aside for the university college will, in fact, benefit the African community far more than any of the other communities by virtue of the fact that there are more Africans and therefore more of them will be going to the university college than either Europeans or Asians and the Africans will benefit to the extent of 95 per cent from the fourth allotment. Also, as I have indicated, the amount which is devoted to European education, that is, the building of two new boarding schools, is not being devoted exclusively to educational institutions for Europeans. Children of other races, both Asian and African, will be permitted to take their places there if they can be happily fitted in to the type of atmosphere and the curriculum which will be followed at those schools.

I think, therefore, that that puts the observations of the President of TANU in a rather different light.

Mr. RIFAI (Syria): There is a statement in the speech of the special representative which, in the opinion of my delegation, needs further elucidation. I would welcome some clarification with regard to this statement and I am sure that it might dispel some misgivings in our minds. He said, also with regard to the educational field, that the Administering Authority in Tanganyika welcomes offers of bursaries by foreign Governments which are made with genuine goodwill. I do not know what he refers to in these words. Probably the special representative had in mind the readiness of foreign Governments to make sufficient funds available to those students who are going abroad; but at any rate I was a little puzzled and I would like to have some clarification with regard to the point. I hope he will forgive me for asking this question, but I think there is something that one could take into consideration in order to rectify the situation.

Mr. FLETCHER-COOKE (Special representative): Not only do I forgive the representative of Syria, but I welcome the question because it gives me an opportunity of indicating to the Council some of the difficulties with which the Government of Tanganyika is faced in this matter. There are a very large number of scholarships of all kinds which are offered and for which African students from Tanganyika are prima facie eligible and the vast majority of those scholarships are offered with genuine goodwill in the sense that they are offered in a disinterested attempt to educate a number of Africans from Tanganyika so that they may return to their Territory and be of considerable use to their fellow countrymen in building up the Tanganyika of the future. All those are offered with genuine goodwill and, although the Administering Authority may have opinions about the professional or academic value of some of these scholarships in contradistinction to others, they are all of them offered, as I say, on a basis of goodwill.

There are, however, a limited number of scholarships which are offered, as we see it, not always from the point of genuine goodwill but rather in an attempt to take overseas Africans who have perhaps not had a great deal of experience of the world and to indoctrinate them with certain views which are not welcome in the Trust Territory and which I feel would probably not be in the best interests either of the Territory or of the students themselves.

I think the representative of Syria will now appreciate what was meant by those offers made with genuine goodwill.

Mr. RIFAI (Syria): I certainly appreciate the statement just made by the special representative.

I come now to my last question which also arises from a statement made by the special representative with regard to education and which appeared on page 15 of his prepared text. He said in referring to bursaries that some of them returned students with insufficient qualifications for employment in the Territory. The students lacked qualifications in certain respects for employment in the Territory. Can the special representative give us further details in regard to this point in order that the situation may probably be corrected in the future? I thought that some sort of procedure might be evolved whereby comments of this nature could be given to the Secretariat for transmittal to the foreign Governments offering these scholarships. In this way there could be corrected a situation with respect to which these foreign Governments are not well aware or have inadvertently contributed. For this reason I would be very grateful to the special representative if he could give us some details of how these bursaries have failed to achieve the purposes expected of them.

Mr. FLETCHER-COOKE (Special representative): I think I can perhaps give an indication of what is meant by way of example. In the first place, I do not think there is anything in this particular comment which I made in my speech which should be taken as referring to any particular countries. There is a number of educational institutions in the United Kingdom itself. If an African went to these institutions and received a diploma or other qualification from them, returned to Tanganyika and said, "Here I am with my diploma from such and such an institution," the Government and any private employer would say, "Well, we are interested in seeing that you have that particular qualification, but from our point of view it is no qualification at all." In other words, he has not really acquired a qualification of any value. That is the first thing on which the Government of Tanganyika must satisfy itself; namely, that the qualification offered is of a kind that is going to be acceptable as a qualification for employment in the Trust Territory either in Government or outside.

(Mr. Fletcher-Cooke,
Special representative)

Secondly, if an African was offered, let us say, a law scholarship in a continental country which does not follow common law and if he was not otherwise qualified in the common law, upon his return to Tanganyika he would not be in a position to enter into the legal field. His qualification in his own particular field might be of the highest, but it would just not be suited to the conditions which prevail in Tanganyika.

I hope that those two examples will indicate to the representative of Syria the particular points that the Government of Tanganyika has to keep in mind. As I indicated in my opening address, it is proposed that the Bursaries Committee take up this particular matter both by way of getting in touch with the Governments concerned to find out exactly the value of the qualifications offered by a particular scholarship or bursary and also to advise the student concerned who may not be clear in his mind as to exactly what qualification he is going to get if he accepts the scholarship. There is nothing more in it than a desire to ensure that all those Africans who apply for or obtain these scholarships get qualifications which are likely to be of the best use to them in Tanganyika.

Mr. LOBANOV (Union of Soviet Socialist Republics) (interpretation from Russian): In the report we are told that with a view to promoting African housing the African Housing and Building Fund can make loans or grants. It is said that in 1955 only twenty-six such loans or grants were made and that many applicants are encountering difficulties in obtaining the necessary guarantees with respect to collateral. I would like to know what sort of collateral or safeguards or guarantees are required in order to obtain such loans.

Mr. FLETCHER-COOKE (Special representative): In the first place, if it was a loan for building a house, which was the particular one to which the representative of the Soviet Union referred, he would have to mortgage his unbuilt house to the loan authorities. I imagine that that would be the most likely form of security which would be required, unless he had some other security that he could offer.

(Mr. Fletcher-Cooke,
Special representative)

I am unable to accept the figures quoted by the representative. I might mention that of the African urban houses completed on 30 June 1956, which is of course not limited to these loans for houses -- it is true it is a much wider scheme than that, but the loans for African houses are part of it -- were very nearly 3,500. During 1956-57 another 327 were going to be built, making a total of 3,759, which is quite an appreciable advance over the previous situation.

Mr. LOBANOV (Union of Soviet Socialist Republics) (interpretation from Russian): I thank the special representative for this clarification. However, my question related exclusively to the conditions that prevailed in obtaining loans. The Administering Authority says that only twenty-six such loans were issued or allowed, and it explains that the reason was that there were difficulties in obtaining the necessary safeguards or guarantees. I want to know the terms for obtaining such building loans. As far as I understand I did not receive an answer. Perhaps there must be some minimum capital available in order to obtain such a loan, grant or subsidy. Does any African in the street who has an average wage have the possibility of receiving a building subsidy?

Mr. FLETCHER-COOKE (Special representative): I am unable to give the representative of the Soviet Union details about the conditions upon which these loans are issued beyond, of course, making the point that unless the African is proposing to occupy what we would call alienated land -- and many of them do -- he would not be able to pledge his land as security for one of these loans. Of course a number of Africans by purchase from Europeans and Asians, members of other communities, have now come into possession of land which was previously described as alienated and is now in African hands. They frequently build their houses on such land in urban areas, in which case they can pledge the land and/or the unbuilt house as security for the loan.. But if they only have land under customary tenure, then they cannot do so

Mr. LOBANOV (Union of Soviet Socialist Republics)(interpretation from Russian): I should like now to deal with a matter which has already been partly dealt with in reply to a question by the representative of Guatemala. I am referring to corporal punishment. The report states that some 1,670 persons were subjected to corporal punishment. I should like to know whether corporal punishment is applied to persons of European origin also.

Mr. FLETCHER-COOKE (Special representative): Certainly, if the court awarded punishment to a European or an Asian or an African or a person of any other race, such punishment would be applied. I am unable to say whether in fact any people of any particular race have committed offences for which corporal punishment would normally be awarded by the courts, but I can assure the representative that the courts would be wholly without discrimination in this matter.

Mr. LOBANOV (Union of Soviet Socialist Republics)(interpretation from Russian): I thank the special representative for that useful indication, but I should like to ask him for further clarification. Were there any cases of corporal punishment being applied to Europeans? For instance, what part of this figure of 1,677 represents Europeans?

Mr. FLETCHER-COOKE (Special representative): Throughout the questioning period during this meeting of the Council members will have realized that the Government of Tanganyika has to the greatest extent possible attempted to get away from any idea of dividing Tanganyikans into different communities. We no longer have, if indeed we ever did have, separate records of taxpayers by communities, a point which was raised earlier. From the point of view of the Inland Revenue, they are taxpayers; they are not Europeans, Asians or Africans. Similarly, we have no distinction as regards hospital patients; they are first class or second class or third class. In both hospitals and prisons, I have seen persons of all races in first class because that was their normal background in both prisons and hospitals. Similarly here, the courts make no distinction as to the races of the persons who are sentenced to corporal punishment. I am therefore unable to give the representative of the Soviet Union a specific answer. I can tell him that they were all, as far as I know, Tanganyikans.

Mr. LOBANOV (Union of Soviet Socialist Republics)(interpretation from Russian): In putting this question, we did not wish in any way to encourage the Administering Authority to extend this measure to Europeans. On the contrary, we are absolutely irreconcilable opponents of this type of punishment, no matter where or to whom it may apply. However, in so far as in Tanganyika this punishment, which we have repeatedly criticized as a symbol of slavery, is being applied to Africans only, we consider that even more intolerable and even more heinous as an instance of racial discrimination.

May I put one last question? It relates to education. We note that there are schools in the Territory for Europeans, Africans and Asians. These are separate schools. I should like to know whether Europeans may send their children to schools for Europeans if they so desire.

Mr. FLETCHER-COOKE (Special representative): At the present time, the answer to that question is no, but, as I have indicated, the new boarding schools, secondary schools which are being built now, are going to accept pupils of all races. I think that this Council has been made aware in the past of the reasons why it is virtually impossible at the present time to introduce multi-racial education at the primary level. It was originally introduced at the higher education level, as, of course, it is at Makerere and elsewhere. We are now contemplating introducing it at the secondary level, and I hope that in due course it will be at the primary level, but we have to do this progressively.

Mr. LOBANOV (Union of Soviet Socialist Republics)(interpretation from Russian): I thank the special representative for his clarification. However, if there is in the Territory an equal approach to all races, as the special representative has claimed, why is it that an African who considers that his child is able to study in an English school is not free to send his child to any school he desires? Why can he send his child only to a school which will be built one day where some sort of interracial approach will be applied? If there is now an equal approach to all races, why cannot people of all races decide for themselves where they wish to send their children?

(Mr. Lobanov, USSR)

In connexion with the explanation by the special representative, I should like to draw your attention to an article published in the Kenya Weekly News on the subject of education based on non-racial principles. It says that there are European parents who fear that, if the doors of their schools are suddenly opened to students of other races, the latter will flood them and that as a result the standards of education will be lowered. This comment in the Kenya Weekly News seems to reflect the situation very accurately. Apparently there is such a burning urge on the part of Africans who consider themselves able to attend these schools that there is already a fear that there might be a tidal wave of Africans that will submerge --

The PRESIDENT: I am sorry to interrupt the Soviet Union representative, but I should like to ask him to confine himself at this stage, so far as possible, to questions and to reserve his lengthy comments for a later stage of the consideration of this item.

Mr. LOBANOV (Union of Soviet Socialist Republics)(interpretation from Russian): I do not know why the President has called me to order in such an improper manner. I was speaking on the substance of this question; I was commenting on the question of education in the Trust Territory of Tanganyika under British administration. I do not understand what justification the President had for interrupting me. That is my first point. I have another point.

If the President deems it necessary to apply the authority vested in him, he has certainly had ample opportunity to do so on other occasions when other representatives have made remarks outside the framework of the discussion.

I wish to thank the special representative for the explanations he has given me.

The PRESIDENT: Before adjourning this meeting, I wish to inform the Council of the following in connexion with its decision to grant oral hearings to two petitioners from Tanganyika -- namely, Mr. Julius Nyerere, President of the Tanganyika African National Union; and Chief Thomas Marealle, II, Paramount Chief of the Wachagga: If there is no objection, the Council will hear Chief Marealle at the end of the questioning of the special representative this afternoon. Mr. Nyerere arrived in New York only a day or two ago and is not yet prepared to address the Council. If the Council agrees, we shall hear him tomorrow morning.

It was so decided.

The meeting rose at 1 p.m.