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### SPECIAL COMMITTEE ON INFORMATION TRANSMITTED

UNDER ARTICLE 73 (e) OF THE CHARTER

### SUMMARY RECORD OF THE SEVENTH MEETING

Held at Lake Success, New York,  
on Tuesday, 30 August 1949, at 3 p.m.

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PRESENT:

<u>Chairman:</u>	Mr. GERIG	United States of America
<u>Members:</u>	Mr. HOOD	Australia
	Mr. RYCKMANS	Belgium
	Mr. de CURO PRETO	Brazil
	Mr. TIEH-TSENG LI	China
	Mr. SVEISTRUP	Denmark
	Mr. de MARCHENA	Dominican Republic
	Mr. FARRAG	Egypt
	Mr. GARREAU	France
	Mr. SHIVA RAO	India
	Mr. SPITS	Netherlands
	Mr. LAKING	New Zealand
	Mr. GRAFSTRÖM	Sweden
	Mr. SOLDATOV	Union of Soviet Socialist Republics
	Mr. FLETCHER-COOKE	United Kingdom
	Mr. STOLK	Venezuela

Representatives of Specialized Agencies:

Mr. METALL	International Labour Organization
Miss WEHRWEIN	United Nations Food and Agriculture Organization (FAO)
Mr. CORTESAO	United Nations Educational, Scientific and Cultural Organization (UNESCO)
Mr. HILL	World Health Organization (WHO)

Secretariat:

Mr. HOO	Assistant Secretary-General
Mr. BENSON	Secretary of the Committee

## ESTABLISHMENT OF A DRAFTING SUB-COMMITTEE

The CHAIRMAN asked the Committee whether it would be useful to set up a drafting sub-committee. He recalled that the drafting sub-committee set up the previous year had consisted of the Rapporteur, who acted as Chairman, but did not have a vote, and six members.

Following upon a question from Mr. FLETCHER-COOKE (United Kingdom), Mr. BENSON (Committee Secretary) explained that the previous year's report had been prepared by the Rapporteur of the Special Committee; the drafting sub-committee had been set up for the sole purpose of co-ordinating and presenting the written recommendations of members of the Committee in a convenient form.

Mr. FLETCHER-COOKE (United Kingdom), supported by Mr. GARREAU (France) thought that there was no need to set up a drafting sub-committee at that point, inasmuch as only one written draft resolution had so far been submitted.

Mr. SOLDATOV (Union of Soviet Socialist Republics) supported the suggestion to set up a drafting sub-committee at once. He recalled that the Committee must finish its work before the opening of the ordinary session of the General Assembly. The sub-committee would begin to prepare a report while the Committee continued its discussions. Furthermore, if difficulties arose in the sub-committee, or in the Committee itself, there would be more time to resolve them.

Mr. GARREAU (France) remarked that the previous year the creation of a drafting sub-committee had been necessary because the Committee had had various written communications before it; a sub-committee at present would apparently have nothing to do. He did not, however, object to the establishment of such a sub-committee.

In view of the differences of opinion among the members of the Committee, the CHAIRMAN considered that it would be preferable to postpone the establishment of the sub-committee.

ITEM 5 OF THE AGENDA (continued)

a) Social conditions

Mr. GARREAU (France) said that document A/922 gave a satisfactory outline of the social welfare measures. He added that a commission of the Ministry for Overseas France was studying a ten-year plan envisaging the establishment, in each territory administered by France, of special services to deal with all questions relating to social welfare. Until now those functions had been performed -- incidentally with excellent results -- by such existing services as hygiene and public health.

Moreover, the social conventions were all applied in all the non-self-governing territories dependent on France. He hoped that next year the French Government would be able to give more information about the ten-year plan.

Mr. FLETCHER-COOKE (United Kingdom) wished to reply to the USSR representative's remarks at the preceding meeting.

/Even before

Even before the creation of the United Nations, the United Kingdom of Great Britain and Northern Ireland had striven to conduct its colonial policy according to certain principles which later became the basis of the declaration in Chapter XI. That Chapter contained nothing new for the United Kingdom, which was proud of its colonial record. Moreover, anyone was at liberty to visit the territories it administered and all information concerning them was made public. However, the United Kingdom Government considered that Chapter XI contained no obligation to account to the United Nations <sup>for</sup> the administration of those territories. In that matter the sole obligation towards the Organization was to be found in Article 73e and consisted in periodically transmitting information on the non-self-governing territories.

It was for that reason that Mr. Fletcher-Cooke did not propose to defend the colonial policy of his country, but merely to correct certain errors.

He gave several examples of the contradictory nature of the USSR representative's arguments.

Further, some of Mr. Soldatov's assertions were mistaken. For example, the indigenous inhabitants of the Gold Coast cultivated cocoa of their own free will and enjoyed full ownership of their enterprises. Again, European students in Kenya paid for their education while indigenous students received it free. When the cost of European students' education was considered, it should be remembered that they contributed £ 25,000 to the educational budget.

The Standard Form, contrary to Mr. Soldatov's view, had no binding force, but merely served as a guide in transmitting information.

As to Mr. Soldatov's criticisms of the insufficiency of the United Kingdom's efforts in territories under its administration, Mr. Fletcher-Cooke recalled the often considerable difficulties with which Administering Authorities were faced.

The United Kingdom had made as much progress in its non-self-governing territories as any other nation could have done under the same conditions.

Mr. SOLDATOV (Union of Soviet Socialist Republics) was afraid Mr. Fletcher-Cooke might have misunderstood, or misheard, some of his observations. He regretted that the United Kingdom representative had replied so promptly to his remarks without having taken the trouble to base his arguments and refutations on the precise and concrete facts cited.

He denied that his arguments were contradictory. Nevertheless, he was willing to return to the points raised by the United Kingdom representative if the latter would produce arguments which were sounder than those he had just used.

Mr. Soldatov explained that he had based his argument solely on the information prepared by the Secretariat, and to accuse him of serious mistakes was to implicate the Secretariat. That point should be made clear. If the United Kingdom representative claimed that there was other and more complete information, why did he not use it in his reply?

(b) Economic conditions (A/917, A/917/Add.1)

Mr. SHIVA RAO (India) drew attention to the most serious aspect of the agricultural situation, namely, the shortage of foodstuffs. As was stated on page 4 of document A/917, agricultural production fell far below requirements, and the major problem was malnutrition of the populations. The situation was aggravated by the constant increase in the peoples' needs. It was a question not only of raising output for local consumption, but also of obtaining sufficient agricultural produce for export in order to be able to buy the goods which the territories themselves could not produce on the international market. Thence arose the need to substitute food cultivation for industrial cultivation, or vice versa, according to conditions. Insufficient knowledge of the potential agricultural resources and shortage of qualified technicians had likewise impeded the development of agricultural production.

The representative of India drew attention to the steps taken by the Administering Authorities to overcome the shortage of specialists (A/917, page 28). Nevertheless, he thought that it would be well to ask FAO, for example, to set up a bureau of agricultural experts to send specialists to the regions which needed them most.

He noted with satisfaction the effective steps the United Kingdom had taken to combat the harmful effects of erosion. Information on that very serious problem was very incomplete, and he felt that FAO might work in the field to good purpose.

(c) Educational conditions (A/919)

Mr. TIEH-TSIENG LI (China) considered that as a whole the information transmitted on the question was insufficient. He urged the

importance and need of permitting the indigenous inhabitants to study in their mother tongue; in some territories only the language of the Administering Power was used officially in the schools. That was the case in French Equatorial Africa; and he was afraid that the result might be a loss of contact with the original culture.

In that connexion the summary in question did not give sufficient details of the composition of school time-tables, particularly concerning the number of hours devoted to the study of the vernacular. It would also be interesting to know the proportion of indigenous teachers. All those matters were studied by UNESCO, and Mr. Tieh-Tseng Li hoped that UNESCO's comments would be included in the report to the General Assembly.

Mr. GARREAU (France) said that the question of education in the vernacular had been discussed the year before in the Trusteeship Council, where reference had also been made to the case of French Equatorial Africa. He explained that his Government had adopted the following principle: in territories where a lingua franca had been generally adopted -- as was the case with Arabic in North Africa, for example -- that language was taught on the same footing as French. Thus an Institute for Higher Islamic Studies had been established in Morocco and instruction there was given entirely in Arabic. The same policy had been followed in Indo-China, where lessons were given in Cambodian, Lao and Annamese, which were important vernacular languages. In that country the French authorities had gone so far as to develop Lao and Cambodian in order to adapt them for use in secondary education.

In territories such as French Equatorial Africa, where the population was primitive and the dialects often varied from village to village, it was necessary to use a common language in education. French had had to be chosen as the lingua franca.

In French West Africa, where there was a large number of dialects stemming from widely differing language groups, the situation was still worse. Nevertheless, in regions such as Togoland, the authorities had instituted primary education in the vernacular although secondary education was still given in French because of the insufficient development of the local dialects. However, the population often requested that even primary education should be in French because teaching in the vernacular prevented children from pursuing their studies beyond the elementary stage.

If French had been chosen as the language for teaching in some territories, it was solely for practical reasons and was not the result of a policy of Frenchification. On the contrary, an Institute of Higher African Studies had been established at Dakar to develop local languages.

Mr. FARRAG (Egypt) pointed out that, when requesting certain comparisons, the representatives of the Powers responsible for non-self-governing territories had indicated neither the provision of Article 73 under which they made the request nor the countries they would like to see compared. The Special Committee could obviously not be invested with the functions of the Economic and Social Council.

It would be better to send United Nations missions to all countries, sovereign or otherwise, to make comparisons on the spot.

In connexion with the analysis of educational information (A/919) Mr. Farrag raised the following points: 1) There were certain non-self-governing territories where primary education had not yet been made compulsory; in certain other territories that obligation was not strictly observed. 2) In territories such as Kenya and Northern Rhodesia primary education was not compulsory for Europeans. 3) The statistics on the number of children receiving elementary education often gave figures which were too high and did not reflect the real situation. Again, education in some territories was limited to the most rudimentary knowledge, and professional training and higher education were neglected. 4) In such territories as Morocco or Tunisia French was taught to the detriment of Arabic; that was contrary to Article 73.

A year ago the Netherlands representative had proposed that UNESCO should study the question of the languages used in teaching. The report submitted by UNESCO (A/AC.28/W.2) contained nothing on that subject, and Mr. Farrag asked Mr. Cortesao to clarify the matter.

In conclusion, he submitted to the Committee a written proposal regarding discrimination in education and the language of public instruction.

On the subject of comparisons the CHAIRMAN pointed out that the General Assembly itself had adopted a resolution (218 (III)) authorizing the Committee to utilize comparative data.

Mr. FARRAG replied that in the circumstances it was obviously necessary to abide by the Assembly's decision. In that case, however, all the Assembly's decisions should be respected: those who pressed for the application of the clause in question should not refuse to supply political information, which was also mentioned in an Assembly resolution.

/ Mr. CARTEAU

Mr. GARREAU (France) assured the Egyptian representative that his country had always supplied the Secretariat with the political information in question.

Referring to the question of languages raised by Mr. Farrag, he explained that in Morocco and Tunisia certain subjects were taught in French because there was a shortage of competent Arabic-speaking teachers and because there were as yet no Arabic textbooks in some of the new sciences. Egypt itself had come across the same difficulty, and even Cairo University had had to enlist foreign teachers who taught certain subjects in foreign languages.

Replying to Mr. Tieh-Tseng Li, who had asked for details regarding the percentage of staff teaching in French and in indigenous languages, Mr. Garreau pointed out that information on that point could be found on page 13 of document A/909/Add.1.

Turning to Morocco, he noted that the number of Moroccan students had increased from 11,053 in 1920 to 110,000 in 1947. Those figures alone sufficed to refute Mr. Soldatov's categorical assertion that no progress had been achieved in non-self-governing territories. Nevertheless, the use of a single language for teaching purposes, as advocated by the Egyptian representative, would have certain disadvantages in Morocco and would lead to segregation among the inhabitants of a single country. Such a system of discrimination would be contrary to all the principles of French administration. Morocco, therefore, had only schools common to both French and Moroccan students where teaching was in both languages.

In reply to a remark made by the Egyptian representative, Mr. RYCKMANS (Belgium) wished to explain why Members which had to transmit information under Article 73 (e) of the Charter asked that use should be made of "all comparable official statistical information". He felt that that was the only means of arriving at an objective opinion of the conditions prevailing in the non-self-governing territories.

He believed that the best way of using the information transmitted would be first to establish curves showing the evolution over a certain number of years, and, secondly, to make comparisons with countries where the geographical, climatic and demographic conditions were the same. It would thus be possible to ascertain objectively whether appreciable progress had been achieved and whether it was satisfactory or not by comparing it with that achieved elsewhere under roughly similar conditions.

/ Mr. TIEH-TSENG LI



Mr. TIEH-TSUNG LI (China) assured the French representative that his observations should in no way be interpreted as criticisms of the French Government's policy towards non-self-governing territories.

In the realm of education, however, it could be asked why the use of the vernacular was prohibited in the schools of certain territories. It was understandable that French should be used in many cases but it seemed that the vernacular could be used whenever the teaching staff and the pupils were perfectly familiar with it. In Morocco, for instance, classes in certain schools were held in either Arabic or French, depending on which was the mother tongue of the instructor; it was difficult to understand why the question of the teacher's nationality should affect the question. Indeed, it must often happen that French teachers had a sufficient knowledge of Arabic to teach in that language. Regarding Indo-China, France was to be congratulated on reviving certain indigenous languages such as Cambodian. The Chinese delegation, however, wished to know whether Chinese, formerly very wide-spread in Indo-China and especially in Annam, was still used in teaching.

Mr. FARRAG (Egypt) observed that the French representative had said that Arabic was not quite suited to the requirements of scientific education and that Egypt itself had had to enlist foreign teachers. That was not strictly correct: indeed, all teaching in Egypt was conducted in Arabic which had been perfectly adapted to the requirements of modern scientific terminology. It was true that Egypt invited foreign teachers, particularly French and British, but that was a wide-spread custom in many countries and it could not be inferred therefrom that Arabic did not meet the requirements of modern education.

If France lacked an adequate teaching staff to conduct secondary or higher education in Arabic, it would seem that it could approach the Arab countries, which would certainly be able to supply qualified teachers.

The French representative had also said that the indigenous population itself asked that teaching should be in French. That was certainly correct for the territories of French West Africa and French Equatorial Africa, but it might be doubted whether the situation was the same in Morocco and Tunisia.

He believed that the French Government should endeavour to develop the use of Arabic in the non-self-governing territories of North Africa to the end that it should -- and that seemed quite logical to him -- predominate over French.

Mr. GARREAU (France) said in reply to the Chinese representative that teaching in the vernacular was not prohibited in any territory. French was used in most cases solely because of the practical reasons already given. The vernacular was used as much as possible whenever local conditions allowed. In the case of Cambodia, for instance, the vernacular was the official language of the kingdom, while French was regarded as a foreign language. In Annam Chinese had never been an official language; it had undoubtedly influenced Annamese but was no longer understood by the majority of the Annamese people. In the near future, French would cease to be the official language in Annam and would have the same status as in Cambodia.

Replying to the Egyptian representative, Mr. Garreau explained that Arabic did not play a predominant role in education in Morocco only because there were not enough indigenous teachers qualified to give higher education. Higher education would be conducted in Arabic as soon as conditions permitted.

It was true that students in North Africa were very anxious to be taught in Arabic. It was only in territories which had no lingua franca of their own that the people asked for teaching to be in French.

Mr. FLETCHER COOKE (United Kingdom of Great Britain and Northern Ireland) could not agree with the Egyptian representative's view that the Administering Powers were being inconsistent when they asked for comparable information and at the same time refused to transmit information of a political nature. Those were two entirely different questions, as could be seen from the two resolutions of the General Assembly. Resolution 142 (II) made it quite clear that the transmission of general information was optional; Resolution 218 (III) specified that the Secretary-General was authorized to include in his summaries and analyses all relevant and comparable official statistical information. In the first case there was a recommendation the application of which was left to the discretion of sovereign States, while in the second case there was a request from the General Assembly to the Secretary-General of the United Nations. The difference between the two cases was such that it seemed impossible to make them parallel and interdependent.

The CHAIRMAN, speaking as the representative of the United States of America, informed the Committee that a plan for the organization of technical education was to be carried out on a fairly wide scale in Puerto Rico.

The University of Puerto Rico had set up a school of industrial arts in 1945 to train a sufficient number of specialists to carry out a large-scale programme of industrialization. The school was intended to provide for 3,000 pupils from Puerto Rico and the West Indies area. Thirty scholarships were offered to foreign students by the University of Puerto Rico. The subjects taught covered the main branches of light industry.

Regarding the analysis of information on education (A/919), the United States delegation thought that it would be wise in the future to submit a more detailed study of higher education and technical education, together with an analysis of the mass curricula, in other words of the campaign against illiteracy. It seemed that the United Kingdom had made plans to that effect and it would be interesting to know if that example was being followed by other Powers.

The meeting rose at 5.30 p.m.