



SPECIAL COMMITTEE ON INFORMATION TRANSMITTED UNDER ARTICLE 73(e) OF THE CHARTER

First Session

SUMMARY RECORD OF THE SIXTH MEETING

Held at Lake Success, New York,
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<u>Chairman:</u>	Mr. Shiva RAO	India
<u>Rapporteur:</u>	Mr. SPITS	Netherlands
<u>Members:</u>	Mr. HAY)	Australia
	Mr. GROVES)	
	Mr. WENDELEN	Belgium
	Mr. JOBIM	Brazil
	Mr. SVEISTRUP	Denmark
	Mr. EL MESSIRI	Egypt
	Mr. GARREAU	France
	Mr. de ARAOZ	Mexico
	Mr. LAKING	New Zealand
	Mr. LOPEZ	Philippines
	Mr. WOLLIN	Sweden
	Mr. FLETCHER-COOKE)	United Kingdom of Great Britain and Northern Ireland
	Mr. WARD)	

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<u>Members:</u> (cont'd)	Mr. CALIVER)	United States of America
	Mr. GERIG)	
	Mr. GONZALES	Venezuela

Representatives of specialized agencies:

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

Secretariat:

Mr. HOO	Assistant Secretary-General in charge of the Department of Trusteeship and Information from Non-Self-Governing Territories
Mr. BENSON	Secretary of the Committee

EDUCATION IN NON-SELF-GOVERNING TERRITORIES: THE SECRETARY-GENERAL'S ANALYSIS OF INFORMATION AND REPORTS OF THE SPECIALIZED AGENCIES: (a) ERADICATION OF ILLITERACY; (b) LANGUAGE OF INSTRUCTION (concluded) AND (c) EQUAL TREATMENT IN MATTERS RELATING TO EDUCATION (A/AC.35/L.17)

1. Mr. de ARAOZ (Mexico) had been especially interested in the statement of the representative of UNESCO about the activities in the field of education in Non-Self-Governing Territories and noted with satisfaction that the agency intended to convene a conference of experts in 1951 to make an exhaustive study of methods to combat and eradicate illiteracy. The conclusions of that conference would further implement the provision of the General Assembly's Resolution 330(IV) requesting UNESCO to make an annual report to the United Nations regarding measures for the suppression of illiteracy and the extent to which its services in that field had, at the request of the Administering Power concerned, been provided for the territories which came within the purview of the Committee. Since that provision had been approved by an overwhelming majority of Administering and non-Administering Powers in the

/Fourth Committee

Fourth Committee and the General Assembly, Mr. de Araoz hoped that the Administering Members would take full advantage of UNESCO's services and co-operate closely with the agency in campaigns against illiteracy.

2. Mr. GARREAU (France) wished to clarify the point raised by the representative of the Philippines at the preceding meeting regarding the preparation of recommendations on points (a) and (b) for submission to the General Assembly. If the representative of the Philippines was prepared to submit such proposals, it would be advisable to consider them immediately rather than run the risk of a lengthy and repetitive discussion at a later stage. In the view of the French delegation, however, the Committee was hardly in a position to make any new and useful proposals for further action on those points. The Assembly's Resolution 330(IV) had explicitly requested UNESCO to make the necessary studies and prepare the relevant proposals. At its General Conference in Florence, UNESCO had elaborated a general programme and specific tasks had been assigned to its technical services. The proposed conference of experts shortly to be held in Paris would deal exhaustively with the problem. All the Administering Powers were members of UNESCO and were fully prepared to co-operate in the work of that organ. In the circumstances, it would be presumptuous for the Committee to anticipate the decisions which UNESCO might take and to prepare its own recommendations on the subject. UNESCO was obviously the most competent body in that field and was adopting appropriate measures to implement the Assembly's resolution. He was therefore inclined to support the suggestion of the United Kingdom to have a comprehensive report dealing with those matters.

3. Mr. GERIG (United States of America) felt that it was premature for the Committee to consider the procedure to be adopted in preparing its final recommendations to the Assembly. It had completed discussion of only two of the closely interrelated items under the important topic of education and could not draw conclusions until it had dealt with that subject as a whole. In order to avoid confusion and to form a sound basis for its proposals, no recommendations should be formulated until the Committee had exhausted all the items under education.

/4. Mr. DESTOMBES

4. Mr. DESTOMBES (United Nations Educational, Scientific and Cultural Organization) assured the Committee that UNESCO intended to submit to the United Nations its annual report on measures for eradicating illiteracy in implementation of the Assembly's resolution. It had already prepared two special reports of a provisional nature on preparatory programmes for application of those methods, and on languages of instruction. The next report, to be submitted in 1951, would be more complete, for it would be based on the results of studies made by experts of the Administering Powers and of other Member States and discussed in detail at the forthcoming Paris Conference. UNESCO had already prepared several pamphlets in collaboration with the Organization of American States on methods to combat illiteracy.

5. Mr. LOPEZ (Philippines), replying to the representative of France, stated that he had no intention to submit concrete proposals on points (a) and (b) at this stage. Like the United States representative, he preferred to complete the discussion of all the items listed under education before deciding what future action the Committee might suggest to the Assembly. What he had in mind the previous day was that throughout the discussion, each member should make a mental note of possible recommendations. Any final decision should be taken after an exchange of views on the entire subject.

6. Referring to the remarks made by the representative of France he thought it would be a mistake to assume that the Committee had been relieved of its responsibility in regard to the questions under discussion merely because the Assembly had entrusted specific tasks in that field to UNESCO. The intention of the Assembly was clear. After prolonged debate, it had extended the existence of the Special Committee for three years and instructed it to continue the task for which it had exclusive competence: the assessment of the information submitted by Administering Powers under Article 73(e).

7. Mr. GARREAU (France) was satisfied with the explanation given by the representative of the Philippines, and associated himself with the view expressed by the representative of the United States regarding the procedure to be followed by the Committee. He was not opposed, in principle, to the formulation of recommendations for the General Assembly; in respect of points (a) and (b), however, appropriate action was being taken by UNESCO and it was difficult for

/the Committee

the Committee to make any useful contribution at that stage. The regular task of the Committee respecting information submitted under Article 73(e) was in no way affected.

Point (c): equal treatment in matters relating to education (A/AC.35/L.17).

8. Mr. WARD (United Kingdom) observed that the relevant General Assembly Resolution (328 (IV)) appeared to imply that the principle of equal treatment would in some way be violated by placing children in different communities of a territory in separate schools. Mr. Ward rejected that implication and preferred to interpret "equal treatment" as equal opportunity for ethnic and religious groups of the school population to acquire a knowledge of their own culture and a sympathetic understanding of the culture of others. In the plural societies of most of the territories administered by the United Kingdom, the principle of equal opportunity had been effectively applied. In Mauritius, however, where children of European, Indian, African and Chinese racial origin had been grouped in one class, many of the Chinese preferred to go to their own community schools which had been independently built and equipped despite the assistance offered by the Administration.

9. In Northern Rhodesia, the United Kingdom Government had seriously considered the possibility of amalgamating the Departments of European and African Education and had rejected that idea. It had concluded that the maintenance of a separate department for African education and separate schools for Africans would more effectively prevent the subordination of the African cultures to a European education. There was, however, another important factor which had to be taken into account. The African child, accustomed to the ways of a tribal society, was usually overwhelmed by a European-type school, with its modern equipment and numerous facilities. The contrast with its normal environment was so great as to undermine its energies and impair its receptivity. While it was true, as Tynbee had pointed out, that rises in civilization often occurred in response to a challenge requiring adaptation for a new environment, it was also true that if the contrast with the former circumstances was too marked, the result would be a depression of the energies of the tribal people and a relapse into a feeling of inferiority. The United Kingdom had learned that lesson by experience and it had led the Northern Rhodesian Government to adopt a "go-slow" policy in the equipment of African schools and training colleges. In addition,

/the cost

the cost of African education in primary schools was lower than European education because indigenous teachers were paid less than teachers imported from Europe. Their salaries were related to the general standard of living of the African people. In secondary schools, however, all the teachers of which had graduated in Europe; there was no differentiation in costs between African and European education.

10. Figures on per capita costs of African and European education were often misleading; they could rarely be relied upon to deduce general educational policy. It would be erroneous to infer from the disparity between those costs that the Administration favoured the European community. There were, in fact, many reasons why the figures did not reflect the true situation. The figures submitted referred only to government expenditures; they did not include the considerable sum spent by missionary societies on African education, which could not be estimated accurately. Contributions by people in the metropolitan territory to the missions were expended exclusively on the education of African children.

11. The low cost of primary education in the African schools arose mainly, as Mr. Ward had explained, from the low salaries paid African teachers, in proportion to their low cost of living. In the European schools, teachers had to be attracted from Europe by higher salaries, thus increasing the per capita cost of education for European children. The high overhead expenses incurred as a result of the need for many European schools with boarding facilities to serve the scattered groups of the small European community also raised the per capita cost.

12. Finally, in some dual societies like the Fiji Islands, figures could not accurately reflect the complex situation. The per capita cost for Indian schools was higher than for Fiji schools, not as a result of government policy, but owing to certain characteristics of the Indian community. Schools for the Fiji children were smaller and more were necessary, so that expenditure was increased. That increase was counteracted, however, because Fiji villages took the initiative and constructed and equipped schools at their own expense. The Indian communities did not undertake comparable measures.

13. Mr. Ward also cited comparative figures for Kenya to illustrate that the difference between the per capita costs for African and European children in secondary and primary schools was not entirely out of proportion.

14. It was the policy of the United Kingdom to strive toward universal education of equal quality for all elements of the population in the territories under its administration. The achievement of that goal would require much time and effort and in Kenya, for example, it was still very distant. In order to hasten progress, the government had taken such measures as placing a ceiling on expenditures for European education while expenditures for African and Asian education remained unlimited. It had imposed an education tax on groups of the population able to pay it which would help to defray the cost of their education. It had constantly to cope with geographical factors and vast differences in cultural background. The difficult problem of according equal opportunity for education arose in metropolitan territories as well as in non-self-governing areas. The United Kingdom was making every effort to resolve it satisfactorily.

15. Mr. BENSON (Secretary of the Committee) was grateful to the representative of the United Kingdom for his observations and for his exposition of the complex factors which had to be taken into account in studying per capita cost figures which were otherwise bound to be deceptive. The Secretariat had to confine itself to the financial aspects of the Assembly's instructions; it welcomed the broader connotation placed upon its figures by the United Kingdom representative. It had attempted to indicate the need for such broader interpretation in paragraphs 35 and 72 of the document concerned (A/AC.35/L.17). It would include the figures given by Mr. Ward for Kenya and Northern Rhodesia in the printed edition of the summaries and analyses.

16. Mr. GARREAU (France) stated that in all the territories under French administration, non-self-governing or otherwise, equal treatment in matters relating to education was extended to all, irrespective of race or religion. In addition to the school system modelled on that of France and in which instruction was given in the French language, the French Government had set up in the various territories under its administration special schools in which, to meet the wishes of the indigenous population, instruction was given in the vernacular. Those schools too were open to pupils of all races. Consequently, in France or French overseas territories, the question of unequal treatment did not arise.

/17. The French

17. The French Government was also endeavouring to mitigate the inequalities of opportunity between rich and poor by providing a number of scholarships, many of them for study in French universities.

18. He noted that the paper prepared by the Secretariat (A/AC.35/L.17) did not give information with respect to French West Africa and French Equatorial Africa; the figures which the document did contain, however, such as those with respect to Morocco and Tunisia, showed that very considerable sums, forming almost 20% of the total budget, were being spent on education in those territories. It should be noted, moreover, that those figures applied exclusively to Government expenditures and did not include the large amounts spent on schools maintained by private organizations. The 6 million francs spent in Morocco would rise to 8 or 9 millions if the expenses of private organizations were included.

19. Consequently there could be no doubt that equal treatment was extended to all students in all the territories under French administration.

20. Mr. BENSON (Secretary of the Committee) explained that figures relating to French West Africa and French Equatorial Africa had not been included in the Secretariat paper (A/AC.35/L.17) because the educational system in those territories was of a unitary character and the question of preparing a breakdown on a racial basis had therefore not arisen. A footnote to that effect with reference to French Equatorial Africa was to be found on page 21 of the document.

21. Mr. GROVES (Australia) said, paraphrasing a sentence in the Secretariat paper (page 37), that the principle of equal treatment in education had so many ramifications that its consideration could be adequate only within a picture of the whole cultural organization and complete social context in any given territory. The principle of equal treatment was recognized in Papua; but due account had to be taken of the widely differing cultural backgrounds of Europeans and indigenous inhabitants.

22. It was the policy of the Australian Government to differentiate between the two races with respect to the educational content offered to them; but such differentiation in no way implied discrimination. The difference was not one of quality or degree, but of the type of schooling, which was quite properly determined by the type of culture to which the pupil belonged.

/23. As he had

23. As he had mentioned at a previous meeting, every effort was being made to achieve in the end a blend of what was best in the two cultures. That still distant goal could be reached, however, only by adapting the educational programme of the indigenous population to their day-to-day needs, in constant consultation with them. At the current stage of development, no other approach seemed reasonable or wise. To those who urged that compulsory education should be introduced he wished to say that any such step taken suddenly would only disrupt the social organization in Papua and would thus be a disservice to the indigenous population. The educational system in force was designed to bring about eventually a blend of cultures which would permit absolute equality in the educational programme.

24. The CHAIRMAN, speaking as the representative of India, said that his first impression had been that much in the Secretariat paper (A/AC.35/L.17) called for elucidation, largely because more detailed information had not been provided by the Administering Members. He was therefore grateful to the United Kingdom representative for his explanations.

25. He had been startled, in perusing the document, by the enormous disparity in the per capita costs of education of European and non-European children. In three territories taken at random and administered by three different countries, these costs had been, respectively, an average of 200 units of local currency per non-European child and 1,666 per European child, 18.75 units per non-European child and 1,700 per European child, and 1.7 units per non-European child and 56 units per European child.

26. Making every possible allowance for the additional factors elucidated by the United Kingdom representative, the fact remained that the people of Non-Self-Governing Territories were far from enjoying equal treatment or equal opportunity in matters relating to education. Having taken part in the discussion during the previous year which had led to General Assembly Resolution 328 (IV), was able to inform the United Kingdom representative that, at least in the opinion of the Indian delegation, the "equal treatment" referred to in that resolution meant indeed "equality of opportunity." It was impossible to overlook the fact that in many Non-Self-Governing Territories such equality did not exist.

27. The disparity in educational opportunities offered to European and non-European children in Uganda, Nyasaland and nearly every other territory covered in the Secretariat paper was staggering. The United Kingdom representative's argument that similar differences in opportunity existed between metropolitan and rural sections of his own country did not apply, since the population of the United Kingdom was not subject to racial restrictions permeating every sphere of life and had the opportunity to remedy any discrepancy by constitutional methods. The indigenous population of Non-Self-Governing Territories did not enjoy such freedom and could not have recourse to such methods, particularly in those areas where the minute European minorities were seeking to monopolize political power. Article 73 of the Charter guaranteed eventual self-government to the peoples of Non-Self-Governing Territories; yet in many parts of Africa the indigenous population did not have the right to vote. In discussing equal opportunity in education and in other fields, the Committee could not shut its eyes to those facts.

28. Mr. GARREAU (France) inquired whether any of the three territories for which the Chairman had given comparative figures was administered by France.

29. The CHAIRMAN replied that the three territories in question were the Belgian Congo, Madagascar and Kenya.

30. Mr. GARREAU (France) thought that the Chairman's calculations with respect to Madagascar had been based on misunderstanding. The data given in the Secretariat paper under the heading of "European education" (page 28) applied to schools to which European and Malagasy children were admitted on an equal footing, but in which instruction was based on the French system and was given in French. While at the primary level Malagasy children generally preferred to attend schools which taught in the vernacular -- and which were listed under the heading of "Malagasy education" -- at the secondary school level there was a preponderance of Malagasy children in the European schools. They were generally the better students, who had mastered the French language and wished to attend a French university. Since both types of schools were open to all races, there could be no question of preferential treatment for Europeans in Madagascar, any more than in any other territory administered by France.

31. On the contrary, the French Government made special efforts in a number of territories, such as Morocco and Madagascar, to provide schooling in the vernacular, in accordance with its general policy, which was to use French as the vehicle of instruction in territories in which there were a number of dialects at a very low stage of development, but to use the vernacular wherever it was wide-spread and an alphabet for it existed or could be evolved.

32. He would be glad to furnish any additional information required in support of his statements.

33. Mr. WENDELEN (Belgium) pointed out, with respect to the figures for the Belgian Congo cited by the Chairman, that the following factors should be taken into account:

1. As the Secretariat stated in document A/AC.35/L.17 (page 22, paragraph 81), missions and philanthropic organizations made a very large contribution to education in the Belgian Congo; that contribution was not included in the Government expenditures listed in the document.

2. The expenditure on European education in 1947 (page 24, paragraph 89) had been disproportionately high, because it included the initial investment for official schools set up in that very year -- a sum of 41,397,000 Belgian francs.

3. Lastly admission to the European schools, which had a more advanced curriculum, was on the basis of ability rather than race; no law prevented non-European children from attending them, and in fact a number of mulattoes were already enrolled as students.

34. He reserved the right to return to the question on another occasion.

The meeting rose at 1.15 p.m.