



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

SUMMARY RECORD OF THE TENTH MEETING

Held at Lake Success, New York,
on Friday, 25 August 1950, at 11 a.m.

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analysis of information and reports of the specialized agencies:

(f) Teacher training (A/AC.35/L.13)

<u>Chairman:</u>	Mr. Shiva RAO	India
<u>Rapporteur:</u>	Mr. SPITS	Netherlands
<u>Members present:</u>	Mr. HAY)	
	Mr. GROVES)	Australia
	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

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<u>Members present:</u>	Mr. FLETCHER-COOKE)	United Kingdom of Great Britain
(cont'd)	Mr. WARD)	and Northern Ireland
	Mr. GERIG)	United States of America
	Mr. CALIVER)	
	Mr. GONZALEZ	Venezuela

Representatives of specialized agencies:

Mr. EVANS	International Labour Organisation (ILO)
Dr. KAUL	World Health Organization (WHO)
Mr. DESTOMBES	United Nations Educational, Scientific and Cultural Organization (UNESCO)
Mr. PAWLEY	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: (f) TEACHER TRAINING (A/AC.35/L.13)

1. Mr. WARD (United Kingdom) explained that teacher training in United Kingdom territories was of three main types. What might be called vernacular training consisted of a course of from one to two years beginning at the end of primary school, which qualified graduates to teach in the lowest classes of primary school. Full teacher training which was expected to increase in importance with the development of secondary education consisted of a two-year course upon completion of secondary school and a four-year course at the end of primary schooling. Postgraduate teacher training was still confined principally to indigenous students enrolled in higher educational institutions in the United Kingdom who would eventually return to serve the people of their own territory.

/2. The university

2. The university colleges exercised a considerable influence on the whole educational system. Some of them had established Institutes of Education and Institutes of Social Studies (or African Studies). The Institute of Education of the University of the Gold Coast which served all the Territories of British West Africa, for example, had a section devoted to research and study of techniques to be used in applying a system of education which had originally been devised for European needs to the requirements of indigenous life. That work of research could best be done by educated indigenous students in their own environment. The Institute had also a training establishment in which the findings of its research section were applied and passed on to the training of the secondary school teachers. The Institute or Department of Social Studies or African Studies of the Universities assisted the Institutes of Education by undertaking exhaustive studies of the social and economic conditions prevailing in the territories concerned.

3. The United Kingdom recognized the preponderant importance of teacher training and looked forward to the possibility of placing that task entirely in the hands of the indigenous population. Its policy was guided by the principle that all education should consist essentially of close and fruitful contact between teacher and pupil, a contact of personalities. Scientific educational aids were of little value unless they facilitated such contact. The personality of the teacher was all-important and precautions should be taken not to dilute it or minimize it by the excessive development of scientific aids.

4. Unfortunately the Administration had been forced by the shortage of trained teachers to concentrate on the imparting of knowledge. The acquisition of knowledge was obviously not true education; personal contact, between the teacher and the community and between the teacher and the pupil, was the most important element in good teacher training. The Administration also believed that it was preferable to have a few large teacher training establishments rather than many small ones, although up to the present time it had been impossible to avoid having small teacher training establishments in view of the reluctance of the indigenous students to study in training schools outside their own areas. In those schools students received both a theoretical training and practical training in the actual process of supervised teaching.

5. The Government had to overcome many obstacles. Sometimes indigenous teachers failed to assimilate scientific knowledge owing to their deep-rooted superstitions. Those obstacles could be overcome only by efficient teacher training and qualified instructors.

6. The CHAIRMAN, speaking as the representative of India, commended the Secretariat upon its excellent working paper on teacher training (A/AC.35/L.13) and noted with gratification the trends in educational policy toward an expansion of that training. He was pleased to note that greater recognition was being accorded to the development of teacher training through increase in expenditure and closer attention to the qualifications of teachers and salary levels. He agreed with the representative of the United Kingdom on the need for close contact between teacher and pupil to ensure the high quality of education at all levels. For that contact to be really fruitful, teachers must not only have unimpeachable professional qualifications; they must have a proper outlook, high standards of achievement, mental discipline and moral integrity. It was the first duty of all governments, whether Member States or not, to offer conditions of service to the teaching profession such as to attract the highest calibre of persons.

7. It had been the experience of India in seeking teachers who could rise to the complicated responsibilities of the rapidly changing post-war world that teaching as a career must be made more attractive. Teachers in the Non-Self-Governing Territories must be permitted to participate not only in drawing up curricula and revising text books but in the shaping of general educational policy. That participation could be facilitated by encouraging them to form teachers associations through which the views of the profession as a whole on educational policy could be impressed upon the education authorities. The Administering Powers should give more attention to those questions.

8. In India Syndicates of Universities, which were elected by experienced graduates, exerted great influence in shaping the policy of universities. Lately the number of teachers who were members of those Syndicates had increased, and they were exerting a stronger influence on educational policy as a result. It was to be hoped that a similar trend would manifest itself in the Non-Self-Governing Territories.

9. Moreover, the views of the rank and file of teachers, not only in dependent territories but in other under-developed areas, could be brought to the attention of educational authorities at the various conferences on education held under the auspices either of UNESCO or of the Administering Powers. Those conferences should be open not only to experts but to ordinary teachers who could contribute their practical knowledge and experience in order to keep the discussions as far as possible on a practical level.

10. India was particularly aware of the overwhelming problems confronting governments in the field of teacher training. In its own country it had great difficulty in finding the thousands of teachers required for the three levels of education. In attempting to fix a higher scale of salary to attract qualified personnel it had been appalled by the financial implications of the problem. Mr. Shiva Rao was not suggesting any invidious comparison between conditions in India and in the Non-Self-Governing Territories. The problems, however, for India, which was still emerging as an independent state, were in many respects similar to those of dependent territories.

11. Judging from the Secretariat working paper (pages 8 and 23), the Administering Authorities had given frank recognition to the practical difficulties of establishing a truly effective teacher training programme. It was his opinion that those difficulties required the immediate attention of the educational authorities of all the Administrative Powers concerned. The urgency of the problem was aggravated by conditions in the post-war world, conditions which showed more clearly than ever before that an essential prerequisite for all advancement in dependent territories was an adequate number of trained teachers.

12. Mr. WARD (United Kingdom), referring to the remarks of the Chairman, agreed that associations of teachers were extremely important not only in the improvement of salaries and other professional conditions but also in the orientation of general educational policy. While he was unable to present exact statistics at that time, he pointed out that, in addition to the Nigeria Union of Teachers, there were many active associations of teachers in other Territories including, among others, Mauritius, Sierra Leone and the Gold Coast.

13. The references to the practical problem of financing education to which the Chairman had alluded and which were contained in the Secretariat paper

A/AC.35/L.13 proved that the Administering Powers were deeply concerned with that question. It was significant that those passages had been written by the authorities responsible for education in the Territories. The United Kingdom Colonial Office had recently held a conference on that very vital question. While there was general agreement that progress in education depended on the production of an adequate number of qualified teachers, the financing of teacher training was a difficult problem.

14. Administering Powers were faced with the task of distributing the limited internal revenues of Non-Self-Governing Territories so as to provide for education as well as the many other essential services. In general, the only alternatives were either to find ways to increase colonial revenue or to seek some method of increasing educational services without eliminating other important services.

15. Mr. CALIVER (United States of America) expressed the opinion that the question of financing education would be facilitated only if the general scale of values regarding the importance of education were revised. Once there was general recognition of the fact that all development depended largely on education, a redistribution of existing budgetary resources would inevitably follow. To a considerable degree the low teachers' salaries which generally prevailed reflected society's low estimate of the functions of the teacher.

16. The United States delegation would present further comments at a later stage.

17. Mr. GROVES (Australia) indicated that in the small Territory administered by Australia research institutes on the scale and of the nature described by the representative of the United Kingdom were impossible. Australia had, however, set up a research and curriculum branch within the Education Department and had incorporated a social science section in it.

18. In the field of teacher training, the responsible authorities had been able to elaborate their plans without undue regard to conventional systems in use elsewhere. In the community school which had been described at an earlier meeting, one wing was set aside for teacher training. In the belief that excessive emphasis on methodology was undesirable, the authorities /had instituted

had instituted a secondary course for all students regardless of their professional or vocational plans. In addition to methodology which occupied approximately one-fifth of the curriculum, the students were given general cultural training as well as community or social training. It was recognized that personality qualities and attributes, as opposed to technical training or qualifications, were extremely important, since in those Territories the training of teachers could not be considered as just another type of specialized professional training.

19. Turning to the question of teachers' salaries, he indicated that in Australia itself the salaries of teachers had been substantially increased in recent years with the growing recognition of the value of education. Their salaries in Australia compared quite favourably with the earnings of all but members of exclusive professions. Although in Papua salaries for indigenous teachers were lower, they were among the four highest paid native groups in the most recent provisional salary schedule. While it was not surprising that teachers generally were seeking better conditions, it was noteworthy that in Papua there was no difficulty in recruiting the best pupils for the teaching profession.

20. As far as the financial aspects were concerned, he pointed out that 15 percent of the limited local internal revenue of Papua had been devoted to education in 1948.

21. Mr. LOPEZ (Philippines) referred to his previous statement on higher education which had touched upon the closely related problem of teacher training. He considered the Secretariat document (A/AC.35/L.13) on teacher training as highly satisfactory. The concluding section of that document indicated at least three encouraging trends in education in Non-Self-Governing Territories and also stressed the difficulties which interfered with more rapid development.

22. He noted that the document contained a reference to vacation courses for teachers already in the service and requested information as to whether such courses were general in Territories which had teacher training programmes. Vacation courses could usefully serve to complete the training of teachers who had been engaged despite their failure to meet the professional qualifications. Refresher courses might also be advantageous in the case of fully qualified teachers for whom it was important to avoid intellectual stagnation.

/23. Referring

23. Referring to the urgent need of bringing the school and the community closer together and ensuring the application of knowledge acquired in school in every day life, he expressed the view that the community colleges described by the representative of the United States might well be considered for use in Non-Self-Governing Territories as well as in sovereign States.

24. He noted that in the Philippines, teachers were considered as central figures in the community and were consulted outside the classroom on questions of hygiene, sanitation, nutrition and farming. Thus the knowledge and training gained earlier by the teacher became an integral and useful part of the life of the community rather than a superficial accumulation of information which served no purpose. While it was true that ignorance and superstition existed on a large scale in educationally backward countries and to a lesser degree even in the most advanced societies, the universal remedy was to disseminate accurate scientific knowledge.

25. A further method of achieving closer co-operation between the teachers and the community was the organization of parent-teacher associations. In a sense, many students in educationally backward areas led dual lives. Direct contact between the families of students and their teachers might serve to bridge the tremendous gap which separated the home life of the students from the more advanced world he learned about in school.

26. The representative of the Philippines agreed that the financing of education was a most difficult problem. He recalled that during the United States administration of the Philippines, at least one-third of the total income had been devoted to education. In recent years, despite its defence expenditures, the Government of the Philippines had not reduced that percentage. In the last year, about forty per cent of its annual budget had been devoted to education. While it was difficult to make comparisons with Non-Self-Governing Territories, it was interesting to note that about ten per cent of the revenue of the Gold Coast and about fifteen per cent of the revenue of Australian territories had been set aside for purposes of education. It was relevant that, at the beginning of the United States regime in the Philippines, the percentage of illiteracy had not been as high as it was in some of the Non-Self-Governing Territories. Thirty per cent of total revenues might well be considered a desirable goal for educational purposes in those Territories.

/27. While

27. While it was understandable that perfection and high standards in education should be sought by persons like the representative of the United Kingdom who were completely dedicated to the cause they served, Mr. Lopez indicated that realities must be considered and compromises accepted. The impossibility of establishing ideal educational institutions should not serve as a deterrent since any kind of education was, in his opinion, better than none. Moreover, even unsatisfactory institutions would lay the groundwork for education and provide a basis for future progress and development.

The meeting rose at 1 p.m.