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<u>Chairman:</u>	Mr. Shiva RAO	India
<u>Vice-Chairman:</u>	Mr. GONZALEZ	Venezuela
<u>Rapporteur:</u>	Mr. SPITS	Netherlands
<u>Members:</u>	Mr. GROVES	Australia
	Mr. WENDELEN	Belgium
	Mr. JOBIM	Brazil
	Mr. SVEIDSTRUP	Denmark
	Mr. FARRAG	Egypt
	Mr. GARREAU	France
	Mr. de ARAOZ	Mexico

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Members:

(cont'd)

Mr. LAKING	New Zealand
Mr. LOPEZ	Philippines
Mr. WOLLIN	Sweden
Mr. FLETCHER-COOKE)	
Mr. WARD)	United Kingdom of Great Britain and Northern Ireland
Mr. CALIVER)	
Mr. GERIG)	United States of America

Representatives of specialized agencies:

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

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) (continued)
- (g) Training of indigenous medical personnel (A/AC.35/L.5 and
A/AC.35/L.5/Corr.1) (continued)

1. Mr. CALIVER (United States of America) thought that education of teachers was perhaps the most important question considered by the Committee so far. The present problems in the different Non-Self-Governing Territories did not differ greatly from those which his own country had had to deal with, such as the shortage of qualified teachers, poor working conditions, lack of tenure, inadequate living conditions, low professional status and inadequate salaries.

2. The general nature of the problem had been recognized at a conference held the preceding year under the sponsorship of Columbia University, in co-operation with the Institute of Education of London University and the Conference of State Directors of Negro Education in the Southern States of the United States -- at which white and negro educators from the United Kingdom, various parts of Africa and the West Indies had been represented. He therefore believed that the experience of the United States in that field might be useful for the settlement of similar problems in Non-Self-Governing Territories, just as the United States might benefit from the experience gained in other countries and territories.

3. As regards the problem of quantity and quality of teachers, he noted that owing to the existing hierarchy in the United States educational system, prospective teachers were attracted in greater numbers to teaching in secondary schools and colleges and to administrative and supervisory posts, which paid higher salaries and carried greater prestige, than they were to teaching in elementary schools. As a result, there was a great dearth of elementary teachers, and an excess number of persons interested in the other posts mentioned. Some of the measures adopted or being considered by the State authorities to remedy that situation were: first, the diversion of secondary school teachers into the field of elementary education; secondly, making elementary education more attractive by equalizing the salaries of all educational personnel; thirdly, changing certification requirements so that all teachers would be prepared for service in grades from 1 to 12; and fourthly, more effective guidance to prospective teachers.

4. Among the steps taken to improve the quality of teachers and educational methods were: increasing the amount of training required for beginning teachers -- all teachers were required to have a college degree or to obtain one in the very near future. In some of the States the Master of Arts degree or a fifth year of internship was required. For those who, many years previously had entered the profession without adequate training, a time limit was set for meeting these requirements. Those who had achieved the required certification received additional salary increases for attendance at summer schools where they studied the latest advances in the field.

5. National, State and local professional educational associations of teachers had done much to focus attention on the problems of teachers and teacher education and had contributed greatly to their solution. Among those organizations were the recently formed American Association of Colleges for Teacher Education, which embraced all groups throughout the country specially interested in the education of teachers; the American Council on Education, which for many years sponsored a Commission on Teacher Education to carry out research in the field of teacher education; and the United States Office of Education which was carrying out studies and holding conferences on problems of improving the education of college teachers before and after they had entered the service. At the instance of the latter organization, the United States Congress had appropriated a sum of 300,000 dollars for a comprehensive three-year survey of teacher education in the United States.

6. Reference had frequently been made to the value of enlisting the interest of the entire community and region in promoting the improvement of education. He wished to mention, in that connexion, three of the many organizations in his country set up for that purpose. The first was the Florida Citizen's Committee on Education, appointed by the Governor of that State from among the outstanding citizens to look into the status and needs of education. The study carried out by that Committee in consultation with local and national experts had served to acquaint the people in the State with the outstanding educational problems, thus facilitating legislative action to improve educational facilities. The second body was the Office of Education's Citizens Federal Committee on Education which consisted of representatives of the major business and labour groups in the nation. That Committee had recently carried out, in co-operation with the Advertising Council of America, a nation-wide campaign to inform the public of the critical shortage of teachers and of their low salaries. The campaign had had beneficial results and a similar campaign on the school-building situation was now being planned.

7. Lastly, he wished to mention the Committee for Public Education, composed of some of the most outstanding citizens of his country who had undertaken to arouse the nation to the crisis in education. Local committees were beginning to be formed throughout the nation on the model of the National Committee.

8. He thought that the experience of the above bodies might be useful to similar organs in Non-Self-Governing Territories.

/9. He then

9. He then turned to the question of adapting education to individual and community needs. Attempts were being made in his country to develop a re-orientation concerning education in general among teachers. Attention had been drawn to the needs and interests of the pupil in the Secretariat paper on Teacher Training; namely, that the teacher should be concerned not only with his pupil's mind but with the various phases of his being which made up his total personality. He noted in that connexion that the work done in psycho-somatic medicine had an interesting bearing on that question.

10. That personalistic approach, as against the intellectualistic approach of earlier years, broadened the purpose of education so as to embrace not merely the accumulation of knowledge but the development of skills and behaviour patterns particularly feelings, appreciations, attitudes and ideals. Any programme designed to assist teachers in adapting education to the individual and community needs should take that broadened purpose into account. In the United States the trainee was brought into vital and intimate contact with the needs of the individual and the community through a kind of internship system, spending a quarter or a semester teaching full-time in regular schools. In some cases, teachers' colleges took major responsibility for the educational programme of schools in nearby communities. Another method was practice teaching, which formerly had been done in model schools at the college itself -- an unrealistic approach -- and which had now given way to teaching in regular public, rural and city schools under the normal conditions.

11. Yet another method was that of developing in teachers the personal approach to their pupils and training them to diagnose problems and to give guidance when and where it was needed. A variety of projects for that purpose were being conducted by various institutions, organizations and schools. The Office of Education had recently held two conferences on the subject.

12. Reference had been made in the course of the Committee's discussions to the idea that the aims of education should not be superimposed on a community or people as was unfortunately still the case in many schools in the United States and, probably, in most Non-Self-Governing Territories -- but that they should be an outgrowth of existing conditions in the indigenous community. The current trend was away from book-learning to a method which more properly provided for the full development of all the powers of an individual and for his continuous

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learning, growth and adjustment to life. Curriculum material was no longer confined to books and to the classroom, but every situation was used for educational purposes. That concept greatly enriched the educative process and called for study by teachers of the various aspects of the life of the community and of the relation of the pupil to those aspects -- occupations, family life, health, recreation, and civic and religious activities. It also called for participation on the part of the pupil, the parents, the citizen and the teacher in setting the objectives and determining means and materials for achieving the objectives. All the modern teacher-education programmes in the United States were gradually being pointed in the direction indicated. He reviewed the background of the new principles which had found application in the work of the Jeanes teachers, the Resource-Use education -- sponsored by the Universities of North Carolina and of Kentucky -- and the Sloane experiment currently being carried on at the Universities of Vermont, Florida and Kentucky.. Each institution was concentrating on one of three major interests of individuals, families and communities, namely food, clothing and shelter. The work was carried on in co-operation with local schools and the major organizations concerned with the particular aspect of life being studied. The experiment covered the first to the twelfth grade inclusive and was part of the teacher-education programme in the universities. On the basis of the findings the teachers concerned were bringing out new instructional material taking into account the needs of the respective communities. Three other projects dealing with related problems were: the Life Adjustment Programme of the Office of Education, the studies and publications entitled "Education of All American Youth" and "Education of All American Children" which were designed to re-orientate teacher training with a view to the needs of children, and the social and economic background study of the Office of Education Survey of Higher Education of Negroes, which was carried out with Federal Government funds.

13. Lastly, as regards the question of standards, referring to Dr. Ward's remarks concerning the standards of London University, he expressed the hope that those standards would be flexible enough to permit an institution to set its own objectives and to determine its own means for attaining them. The United States had struggled for years and was still struggling with the question of standards and accreditations, and some progress was being made at last. There were four or five major accrediting associations in his country, comprised of the ^{institutions} concerned,

/the Association

the Association of American Universities and the State departments of Education. In addition, there were a great variety of professional associations which approved their particular branch of study in institutions of higher learning. The resulting standardization had had a detrimental effect on the high schools which for generations had concentrated wholly on preparing pupils for college and, by failing to adapt the programmes to the needs of the majority of the pupils, had brought about a great waste of human resources. The projects mentioned earlier, and other projects such as the conference on "Why Boys and Girls Drop Out of School" which had been held recently under the auspices of the Office of Education, were designed to remedy that situation.

14. The accrediting bodies were beginning to relax their strict super-imposed standards, and were permitting institutions to develop their own programmes in terms of the objectives which they themselves had set. Thus an institution was measured against itself, assuming, of course, that it had determined its objectives intelligently and in terms of community needs and conditions. As a result, the powers of the individual and the resources of the community were released and developed.

15. In conclusion he felt that if teachers were taught to study the individual and the community and to develop simple teaching materials out of the resources at hand, they would be able to develop a resourcefulness that would give them a sense of power and security in the presence of educational problems.

16. Mr. FARRAG (Egypt) said that his delegation had not taken part in the debate as it was awaiting the comments of Egyptian educational experts to whom it had transmitted the papers before the Committee for study. It therefore reserved the right to state its views on the question after it had received those comments and, if they did not arrive before the end of the current session, in the Fourth Committee of the General Assembly.

17. With reference to document A/AC.35/L.5, he noted that it contained information on a number of sovereign States, although the function of the Committee was to examine information from Non-Self-Governing Territories. The Secretariat might argue that the inclusion of such information was in order under General Assembly resolution 218 (III). The relevant passage
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of that resolution applied, however, to the inclusion of statistical information, but the document in question in fact contained a description of conditions in the sovereign States concerned. It had never been the intention of the General Assembly that the internal affairs of sovereign States should be discussed under the provisions of that resolution. Furthermore, while the document dealt with conditions in sovereign States, it failed to describe the conditions in Malta, which was a Non-Self-Governing Territory. If the reason for that was that the Secretariat had not received the necessary information from the Administering Authority concerned, by the same token, it should not include information on sovereign States without the consent of the latter. Such a procedure might be very dangerous and strongly objected to by Member States who would be chary of supplying information to be used for purposes of comparison, and he instanced the/^{possible} attitude of the U.S. Government were this to be done in respect of certain aspects of life in the United States.

18. His remarks did not imply any criticism of the valuable work done by the Secretariat. While it objected to the inclusion of information on sovereign States, his Government was prepared to co-operate to the fullest extent towards the progressive development of Non-Self-Governing Territories. He had prepared a draft resolution on the subject which he would present shortly to the Committee.

19. Mr. FLETCHER-COOKE (United Kingdom) stated that the work done by the Secretariat was fully in conformity with General Assembly resolution 218 (III) and was extremely useful to the Committee, not as a subject-matter for discussion, but in providing a background and establishing a realistic standard of comparison against which the achievements of the Administering Authorities could be measured. He hoped that so long as that resolution, which his Government fully supported, remained in force the Secretariat would continue to present information in accordance with the provisions of paragraph 3 of that resolution.

20. Mr. JOBIM (Brazil) recalled that he had already indicated that the problems of education faced by his country were in many respects similar to those in many of the Non-Self-Governing Territories. The main difference between the situation in Brazil and in those Territories was that in Brazil all inhabitants were equal citizens working towards a common goal; there was no distinction between a territory and a metropolitan country, or between indigenous peoples and the Administering Authority. Such distinctions

distinctions created some of the anomalies observed in the Non-Self Governing Territories. He hoped that the French attitude towards race and colour, which he had had occasion to commend earlier, would be shared by all the Administering Authorities and carried into effect in their Non-Self-Governing Territories where peoples of diverse cultures and ethnic origins were living together. It would have a beneficial effect on the educational policies and practices in those Territories, and would enable teachers to give their very best to the indigenous peoples. At the same time, the indigenous peoples themselves would lose all fear and feeling of inferiority and open their minds and hearts to the best in world culture.

21. It was the first time that the Committee had been asked by the General Assembly to give special attention to a specific subject under the provisions of the Charter. Recalling his delegation's abstention on that resolution at the fourth session of the General Assembly in view of the Committee's overburdened agenda, he noted that his delegation's apprehensions had been justified by the Committee's experience at the current session. Much time had been spent on the discussion of technical aspects of education which were essentially within the purview of UNESCO at the expense of considering questions of policy. It was true, however that education constituted the basis of any progress in the other fields which under Chapter XI of the Charter the Administering Authorities were obliged to promote in their Non-Self-Governing Territories.

22. Reviewing the various topics which the Committee had been considering in connexion with the question of education, he felt that the problem of education in Non-Self-Governing Territories must be regarded as an integrated whole, and should be examined from the point of view of the most backward, the more advanced, and the most advanced peoples of the Territories. Furthermore, the topics might also be considered in relation to the various states of education. He cited, as an example, the problems of eradication of illiteracy and the language of instruction, two closely linked subjects. Much valuable work had been done and was still being done in the field of eradication of illiteracy among adults. In the view of his delegation, it was during the period of primary education that most effective action could be taken. In that connexion, the question of the language of instruction had to be faced. During the earliest stages the language known to a child was its mother tongue. At that stage, according to experts, teaching was best done in small classes and with much individual attention. The most practicable course, therefore would seem to be to teach in the mother tongue or in the local dialect. Quoting from

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document A/AC.35/L.15, page 6, paragraph 2, he wondered whether the United Kingdom representative might not explain further the methods used in the Non-Self-Governing Territories of the United Kingdom where the language of instruction was gradually changed from the vernacular to English. In particular he wished to have some further information on how the problem of languages was tackled at Achimota. The use of the vernacular in education was, as the above-mentioned document pointed out, of great importance in preserving the culture of the peoples concerned as well as in preparing the latter for self-government -- one of the primary objectives of Chapter XI of the Charter. Consequently school curricula should be adapted to the culture of the indigenous inhabitants as well as to prepare the latter for further study in the classical or vocational secondary schools. Education should suit the conditions in the territory concerned, and be available to all the various ethnic groups to ensure complete equality among them.

23. His delegation would be pleased to receive some further information from the representatives of the Administering Authorities on the school curriculum in secondary education, on the extent to which textbooks were suited to local conditions and on how well the curriculum prepared the pupils for entry into institutions of higher education at home and abroad.

24. His delegation had learned with deep satisfaction about the progress achieved in the territories concerned, particularly during recent years, and hoped that the progress would continue. It wished to congratulate the Administering Authorities on the establishment of new universities in the various territories. Higher education would be of exceptional value in the integration of Africa into the civilized world. Education must be open to all who could profit by it without distinctions of an arbitrary character, if it was to be in accordance with the principles of the Charter. The contemporary world did not permit the co-existence of master and slaves, and of course would not permit the education of a privileged caste to dominate the masses.

25. In conclusion he wished to state his delegation's appreciation of the spirit of co-operation shown by the preceding speakers who had provided the Committee with much valuable information.

/26. Mr. LOPEZ

26. Mr. LOPEZ (Philippines) said that the Egyptian representative had raised an important point which involved the question of the procedure to be followed by the Secretariat in the future. The view of that representative had been opposed by the United Kingdom representative who felt that the Secretariat was entitled to publish information on sovereign States under General Assembly resolution 218 (III). The question was whether paragraph 3 of that resolution repealed the provisions of the earlier resolution 143 (II), paragraph 6. It was an elementary principle of statutory interpretation that different laws on one subject should be considered together and in the light of one another. A law did not repeal an earlier law on the same subject unless it contained a specific provision to that effect, or unless the earlier law was clearly inconsistent with the terms of the latter. In the present case, there was no inconsistency between the two resolutions and the provision regarding the consultation of the delegations concerned had not been repealed by the later resolution.

27. The question of the use of statistical material on sovereign States in the Secretariat document was of secondary importance. The States concerned had themselves provided the information set out therein.

28. One point did, however, require further consideration. It was not clear whether the purpose of the document was to compare relevant and comparable information on Non-Self-Governing Territories with that on sovereign States in the same area, or whether the latter information was merely given to show what facilities in those sovereign countries were available to the inhabitants of the adjacent Non-Self-Governing Territories. In the case of the former, it would be well for the Secretariat to consult the sovereign States concerned so that the latter could supplement the information available to the Secretariat with additional data. If the information was given for either of the purposes mentioned, he suggested that an introductory statement should be inserted in the document in order to help the reader.

29. In conclusion he said that the Philippine Government had no objection to the inclusion of such information on its country as the Secretariat considered desirable but felt that any State Member should be able to stand on its rights under the earlier General Assembly resolution if it so desired.

/30. Mr. BENSON

30. Mr. BENSON (Secretary of the Committee) noted that the question raised by the representative of Egypt was one of principle and policy, and should be decided by the Committee itself as well as by the Fourth Committee of the General Assembly. As he had pointed out in a Secretariat paper and at an earlier meeting, difficult political questions of implementation were involved, and in case of confusion, should be settled by the political organs concerned. The matter had been discussed at the second session of the General Assembly and as a result, resolution 143 (II) had been adopted instructing the Secretary-General to use information on sovereign States with the consent of the Governments concerned. At the third session, there had been some criticism of the Secretariat for not taking effective action under that resolution. The Secretariat had explained that it could not know what other information would be relevant and necessary until it had collated the information from the Non-Self-Governing Territories themselves by which time it had been too late to include the other material. During those discussions it had been pointed out that official information on sovereign States existed within the normal machinery of the specialized agencies which were authorized to use it and to pass it on to the United Nations Secretariat. In consequence, resolution 218 (III) had been adopted on the grounds that the first resolution required adaptation and amplification. He agreed that resolutions 143 (II) and 218 (III) must be considered together and in the light of the discussions which had taken place at the time of their adoption.

31. The Secretariat document included information on a number of sovereign States which the Governments had officially communicated to the specialized agencies concerned. While the responsibility for its inclusion in the present document lay with the Secretary-General, it had been obtained through the co-operation of the World Health Organization.

32. As regards the question whether the material used was of a statistical nature, he did not think that the form in which the information had been presented changed the document into a non-statistical document. If the Committee felt, however, that questions of policy were involved, the Secretariat would appreciate clarification in the matter, including any new decisions which were thought necessary.

33. Mr. FLETCHER-COKE (United Kingdom) agreed with the Philippine representative's interpretation of the nature of statistical information, pointing out that Article 73 e of the Charter embodied the phrase "statistical and other information of a technical nature". Statistics as such, without analysis or explanation, were of little use. The Committee should merely bear in mind that in the use of supplementary information, it should concern itself entirely with facts, not policies.

34. The United Kingdom representative pointed out that the words "information,... which has been communicated to the United Nations or to the specialized agencies" in resolution 218 (III), paragraph 3, had originated with the Committee itself. That clause constituted sufficient authorization to the Secretariat to make use of unsolicited information ^{communicated} to it. Although the earlier resolution included, in paragraph 6, the words "which may be agreed upon between the Secretary-General and the Member concerned," it should nevertheless be noted that information had been voluntarily transmitted by some States which were not Members of the United Nations; the Secretary-General was entitled to utilize all such information, whether it came from Member or non-Member States.

35. Finally, Mr. Fletcher-Coke supported the opinion of the Philippine representative that it would be desirable to include in future Secretariat reports a brief statement of the purpose for which supplementary information from sovereign States was being utilized; a phrase such as "to provide a means of assessing information transmitted under Article 73 e of the Charter" might be acceptable.

36. Mr. GORIG (United States of America) deplored the fact that so much of the Committee's time was being devoted to the current discussion; in his opinion it was the primary duty of each member of the United Nations to furnish as much helpful information as possible, in order to enable the Committee to approach its assigned task objectively and constructively. The Secretariat has acted strictly in accordance with its instructions from the General Assembly, and could not act otherwise until or unless new resolutions were passed.

/37. The United States

37. The United States representative took exception to the remark of the representative of Egypt concerning his country's attitude toward the furnishing of supplementary information. His delegation had always endeavoured to put before the Committee as much useful information as possible, drawn from its Government's experience, and all such information was at the disposal of the Secretariat to utilize as it saw fit. Many admittedly undesirable conditions existed in the United States, but his Government hoped to benefit by the experience of other States and to glean much helpful information from the work of the Committee.

38. As regards the difference in phrasing between resolution 218 (III) and resolution 143 (II), he felt that if any discrepancy existed, the later resolution should apply; in his opinion, however, there was no such discrepancy. Moreover, in any case, all information transmitted to the United Nations and the specialized agencies was public, for purposes of utilization by the Secretariat in working papers. In that connexion he called attention to the terms of resolutions 330 (IV) and 331 (IV), which recommended utilization of the experience of "various States"; the wording of those resolutions made it quite clear that the principle of comparability was a right and proper one, and the only possible basis on which the Committee could carry on its work.

39. Mr. FARRAG (Egypt) explained that he had no objection whatever to the principle of comparability, provided the information utilized was based on accurate facts. He felt, however, that the Administering Powers had, on occasion, presented a rather more favourable picture of conditions in the territories under their administration than was warranted by the facts. As an example, he quoted a statement by Dr. Calderone of the World Health Organization in the Trusteeship Council in February 1949, to the effect that the number of nurses in the Cameroons under British Administration appeared to be unusually high, approximately one for each 3,000 of the population.

40. The representative of Egypt further pointed out that some of the information cited by the Secretariat concerning his own country was out of date and therefore created an incorrect impression of conditions in Egypt. It did not, for example, reflect the progress that had been made since 1937 in the fight against illiteracy.

/His Government

His Government would be pleased to furnish up-to-date and complete information on such subjects, to serve as an accurate basis for comparability; but to that end he considered it necessary that the Secretariat should obtain the consent of the Member States concerned before publishing its statistics. He hoped, therefore, that the Committee would approve the draft resolution which he would present at a later moment.

41. Mr. FLETCHER-COOKE (United Kingdom) stated categorically that any implication that his country, as an Administering Power, presented the facts concerning the territories under its administration in an over-optimistic light, was entirely without foundation. While the Cameroons were a Trust Territory, not a Non-Self-Governing Territory, and therefore not a matter for discussion by the Special Committee, he nevertheless repudiated the statement attributed to Dr. Calderone, and requested permission to present the correct facts in the matter as set forth in the reports of the Administering Authority, Cameroons under British Administration, for 1947 and 1948.

42. According to the report for 1947, for an estimated population of 991,100, there had been 53 qualified nurses, of whom 13 were female, as well as three midwives and one female attendant and dresser; the percentage of trained personnel, therefore, was 0.05 per thousand population. In 1948, for a population of 1,027,100, there had been two nursing sisters, 62 qualified nurses, of whom 13 were female, four midwives, and three attendants and dressers, that is, a percentage of .13 per thousand population.

43. Mr. WENDELER (Belgium) also took exception to the implication that the Administering Powers lacked sincerity in presenting their reports and statistics. His Government at times did not possess the statistics requested, and was forced to make estimates and evaluations. When challenged as regards those estimates, his Government had explained the means by which it arrived at them and the calculations used; he considered that action an ample demonstration of his Government's good faith in the matter.

44. The CHAIRMAN, speaking as the representative of India, referred to the statement made at the preceding meeting by the representative of the World Health Organization concerning medical centres in South Africa. In that connexion he submitted for the Committee's information a news report from Johannesburg dated 14 August 1950, in which two African students who had won scholarships to Indian universities, one for training in medicine, the other in education, had stated that they had been unable to accept the scholarships because they had been refused passports by the South African Government. Being uninformed as to the circumstances of the refusal, the Chairman would not comment on the action of the South African Government; but he suggested that if statistics concerning such medical centres were to be cited in United Nations documents, it should first be ascertained that those centres were open to indigenous personnel.

45. As regards the point raised by the Egyptian delegation, the Chairman agreed with the Philippine interpretation of the two resolutions; he felt that resolution 218(III) supplemented, but did not supplant, resolution 143(II). His delegation had never hesitated to draw upon its Government's experience in order to offer to the Special Committee information which it considered relevant and comparable. India expected the Administering Powers represented in the Committee to adopt the same attitude. Extended use of such information by the Secretariat was necessary if the specialized agencies were to approach their respective tasks in an objective and scientific manner; it was the duty of the Administering Powers to support the policy of giving greater flexibility to the resolutions of the General Assembly. In connexion with the forthcoming Egyptian draft resolution, he felt that the specialized agencies should not be hampered, in their use of all available information, by any restrictions which might be imposed by the Administering Powers. The Chairman had been greatly encouraged by the new attitude evidenced by the Administering Powers toward the work of the Committee, but he would nevertheless point out, at a later moment, certain serious deficiencies in the information they had transmitted. He agreed that the information utilized must be authentic, accurate and up-to-date.

46. Mr. WARD (United Kingdom) wished to reply to certain questions just raised by the representative of Brazil.

/47. As regards

47. As regards the language of instruction used at Achimota, Mr. Ward explained that Achimota had been a testing ground for his country's policy of giving instruction in the English language to very young children. It was true that the school had included pupils of four different language groups; it had been necessary, therefore, to conduct elementary classes in all of those four languages, at the same time that instruction in English had been introduced. After about three years, pupils were able to receive all their instruction in English, although supplementary instruction in their own languages was continued through the secondary school.

48. As regards the question of common curricula, Mr. Ward explained that as far as the European and Asian communities were concerned, curricula were about 99 per cent uniform.

49. In reply to the third question, Mr. Ward stated that secondary education was indeed fully adapted to provide entry to higher education for those desiring such education, as well as providing a balanced general education for those who did not.

50. On the question of textbooks, Mr. Ward said that they were already to a large extent adapted to the needs of the territories where they were in use, and that his Government was endeavouring to make them even better adapted. He mentioned an existing series of Caribbean Readers, for the teaching of the English language; graduated series of readers and composition and grammar books produced by Longmans, Green and Company and the Oxford Press for use in different regions; four regional atlases, four regional histories, and numerous textbooks on geography, biology and hygiene.

51. Mr. GROVES (Australia), referring to Mr. Ward's last explanation and to his own statement at the preceding meeting on the subject of medical training of indigenous personnel, wished to state that representatives of both publishing companies referred to had visited Papua for the purpose of preparing adaptations of existing standard readers. A Papuan Reader had been in existence for some years.

52. Mr. Groves pointed out that in territories devastated by the war the problem of health had been a more urgent one than that of education, and ways had had to be found of meeting that problem quickly. One measure had been the placing in the territory of forty medical officers who had been displaced persons; a special orientation course had been given those officers, and the highest tribute must be paid to the work they were accomplishing.

/53. Mr. Groves

53. Mr. Groves also mentioned a special plan inaugurated after the war, to give short-term intensive training to indigenous inhabitants who had been associated with the war effort. The plan was a part of the Commonwealth Reconstruction Training Scheme, and provided training in elementary village hygiene and sanitation. Mr. Groves had had personal contact with three such groups; in one, the chief practical instructor was a Japuan who had been sent to Sydney to take a special course. The scheme was financed by a special appropriation from the Australian treasury.

54. The Australian Government planned eventually to establish at least one central medical training institute similar to the one existing in Suva. General full-scale medical education could not be launched, however, until the educational standard of available students had been raised to the necessary level.

55. Attention should also be given to the work of the South Pacific Commission, of which Australia was a member. Special teams, working under that Commission, had done important work in demonstrating the most modern methods of treating tuberculosis, and in assessing the nutritional needs of the population of Papua.

56. All medical services in the territory were entirely free; no other course of action was contemplated in present circumstances.

57. Mr. Groves felt that while real co-operation already existed between the Departments of Health and of Education, that co-operation could be made still more widespread and effective.

TRAINING OF SOCIAL WORKERS (A/AC.35/L.3, A/AC.35/L.3/Corr.1)

58. Mr. BENSON (Secretary of the Committee) had two corrections to make in document A/AC.35/L.3. He pointed out that the West Indies training course had been discontinued in 1949, and that the Uganda training course was at present merely a refresher course, owing to shortage of personnel.

59. Mr. GARREAU (France) pointed out that the organization of social welfare differed widely from one territory to another, even under the same administration. As an example, he observed that the Secretariat's paper on medical training had made no mention of the seven Pasteur Institutes existing in the African territories under French administration. Those Institutes did a most important

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work in scientific research on preventive medicine; they organized mass vaccinations carried out by mobile teams; and they sponsored courses in practical instruction for social workers. Thus, they could be classified either as medical or as social welfare institutions. Such overlapping of functions among various institutions must be taken into consideration.

60. Mr. LOPEZ (Philippines) wished to clarify the record as regards the French representative's statement at the preceding meeting. He stressed the fact that the Committee's meetings during the current session had been held in an atmosphere of cordiality and good will which had not prevailed during previous sessions. The Committee must not risk creating the impression, for the outside world, that only one country stood out as the champion of the rights of the non-self-governing peoples. It must be made clear that other countries also championed those rights, and not from motives of political propaganda and self-interest. He therefore appealed to the Administering Powers to accept the comments made in the Committee in the spirit in which they were made, namely, a spirit of helpful co-operation and constructive criticism.

61. Mr. GARREAU (France) agreed with the desire expressed by the Philippine representative and appreciated the spirit in which his remarks had been made. The French representative's intention had been to stress the fact that the Committee's examination of figures and information transmitted must be objective, and must take into consideration the efforts made and the progress accomplished. The Committee should not evaluate that progress against the standard of perfection; it should, rather, consider whether the Administering Power had made all possible efforts, having regard to the low stage of development existing in the territory. His Government would accept any criticism which was based on the true situation; but it felt that in some fields, such as education and health, it had achieved the maximum possible with the means at its disposal.

62. Mr. Garreau did not feel that the Committee was divided into two opposing camps, the Administering and non-Administering Powers. All members of the Committee must work together in a spirit of co-operation toward the common end, which would not be achieved until all peoples who were now non-self-governing had become self-governing or independent.

The meeting rose at 6.10 p.m.