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Chairman: Mr. Enrique de MARCHENA
(Dominican Republic).

In the absence of the Chairman, Miss Brooks (Liberia), Vice-Chairman, took the Chair.

AGENDA ITEM 34

Information from Non-Self-Governing Territories transmitted under Article 73 e of the Charter: reports of the Secretary-General and of the Committee on Information from Non-Self-Governing Territories (A/3105 to A/3109, A/3110 and Corr.1, A/3111 and Add.1 and 2, A/3112 and Add.1 and 2, A/3113 and Corr.1, A/3114 and Corr.1 and Add.1, A/3115, A/3127) (*continued*):

- (a) **Information on educational conditions (A/3165 and Corr.1 and Add.1 to 3; A/C.4/L.458) (*continued*);**
- (b) **Information on other conditions (*continued*)**

GENERAL DEBATE (*continued*)

1. Mr. SPASOWSKI (Poland) said that the question of the Non-Self-Governing Territories acquired greater significance each year because of the ever-increasing development in those Territories of the sense of social unity and national independence. As the report of the Committee on Information from Non-Self-Governing Territories (A/3127) pointed out, progress in education was the more urgently needed now that fundamental changes were taking place rapidly in the Territories. That fact made the responsibilities of the Administering Members all the greater; it also increased the Fourth Committee's obligation to investigate the situation thoroughly, and to ensure that the provisions of Chapter XI of the Charter were consistently put into practice in the Territories.

2. His delegation was of the opinion that economic, social and educational conditions in the Territories should not be considered separately, since they were closely interrelated. It agreed, however, that the method of giving special consideration to each of the three aspects in turn was useful.

3. The report on education in Non-Self-Governing Territories (A/3127, part two) contained many inter-

esting generalizations and observations, among them the Committee's observations with regard to universal primary education and the suggestion that for each of the Territories under their administration the Administering Members might endeavour to secure the establishment of time-tables, setting forth dates for the attainment of each particular stage on the path towards universal primary education. His delegation fully supported that proposal. Equally important were the Committee's remarks on the necessity for combining education with the development of local culture, and its proposals regarding school administration, the eradication of illiteracy and the financing of schools.

4. In spite of its positive contributions, however, the report had serious shortcomings, chief among them being the fact that it did not give a complete picture of educational conditions in the Non-Self-Governing Territories. That was primarily due to the fact that the Administering Members transmitted incomplete information; and very often even the scant statistical information made available was outdated and based on approximations. With insufficient statistical material at its disposal the Committee on Information had prepared a report which contained interesting but very general and abstract proposals and which would have been considerably better if those proposals had been more specific. It was plain that an improvement of the Committee's work would depend above all on the transmission by Administering Members of complete and current data on the situation in the Territories under their administration.

5. The elimination of illiteracy was one of the most important conditions for the development of the Non-Self-Governing Territories. Data supplied by the United Nations Educational, Scientific and Cultural Organization (UNESCO) made it clear, however, that in the Non-Self-Governing Territories in Africa, for example, illiteracy was wide-spread. It was no exaggeration to say that the state of affairs was alarming.

6. The gradual eradication of illiteracy could best be furthered through the introduction of compulsory universal primary education. It was evident from the figures given in document A/AC.35/L.220/Add.1 of the percentage of school-age children attending school in the Non-Self-Governing Territories that the current situation did not portend any rapid improvement. Especially disturbing was the fact that in some Territories there had been retrogression rather than progress in the percentage of children attending school.

7. Another factor in the elimination of illiteracy was the availability of the printed word through public libraries and daily newspapers: there were very few public libraries in most of the Non-Self-Governing Territories and the number of copies of daily newspapers per thousand inhabitants compared very unfavourably with the figures for the metropolitan countries. Thus the situation in that respect, too, was wholly unsatisfactory.

8. His delegation was aware that the great need for higher education in the Territories could be satisfied only through the establishment of an adequate number of higher institutions in the Territories themselves. Nevertheless, it welcomed the steps taken to make it possible for students from the Non-Self-Governing and Trust Territories to receive higher education in other countries. His Government had shown its willingness to co-operate in that initiative by making ten scholarships available. A large number of applications had been received, five of them from candidates in Non-Self-Governing Territories. It was noteworthy that all the applications had come from Territories under British administration. Many candidates had met with difficulties in obtaining passports; it was to be hoped that such obstacles in the way of their taking advantage of the Polish scholarships would be removed.

9. There had undoubtedly been some progress in education in the Non-Self-Governing Territories, but it was clearly incommensurate with the needs of the Territories. The Administering Members who wished to carry out their responsibilities under Chapter XI of the United Nations Charter should increase their efforts towards the expansion and development of education in the Territories under their administration. Moreover, in order to ensure rapid progress in education, radical improvement in the economic situation of the peoples inhabiting the Territories was imperative.

10. His delegation considered that the development of education should take place within the framework of the general aims laid down in Chapter XI of the Charter. Rather than leading to the elimination of regional cultural achievements it should expand and preserve them. To that end it was necessary to obtain the participation of the greatest possible number of local elements in the work of educational development, while the final goal should be the complete transfer of those matters into the hands of the indigenous population.

11. His delegation joined other delegations in denouncing racial discrimination in education.

12. It considered that the development of education in the Non-Self-Governing Territories should contribute to the general preparation of the population of those Territories for self-government; only then would such development be in conformity with the principles of the Charter.

13. Mr. PERERA (Ceylon) said that it was his delegation's view that Chapter XI of the Charter contained not only a declaration of the principles which should govern the administration of the Non-Self-Governing Territories but a solemn undertaking on the part of the Administering Members and the United Nations to ensure that the objectives set forth in Article 73 were fulfilled. In that sense the United Nations as well as the administering Powers had certain obligations to the peoples of the Territories, and it was in that spirit that his delegation had studied the report of the Committee on Information. His delegation considered that the Committee served a very useful purpose, and that it should be established on a permanent basis. It also held that no considered assessment of economic, social and educational conditions in the Territories could properly be made unless the Administering Members transmitted information on constitutional developments affecting the government of the Territories under their jurisdiction. It therefore hoped that more Administering Members would take the op-

portunity to transmit information on political conditions; the transmission of such information would be without prejudice to their own sovereignty over those Territories and would certainly facilitate the work of the Committee.

14. His Government did not, however, intend to adopt an intransigent attitude on those points. It had been said that the so-called new nations of the world exhibited a blind hatred towards colonialism and an unyielding attitude in all matters concerning the dependent territories. That was a misrepresentation of their position. They certainly believed that good government was no substitute for self-government, but that did not prevent them from giving credit where credit was due. It would be uncharitable to overlook, as it would be unrealistic to ignore, the more enlightened attitude taken by the administering Powers towards their dependent territories over the past decade. The establishment of the Colonial Development Fund by the United Kingdom and of FIDES (Fonds d'investissement pour le développement économique et sociale) by France were evidence of that change. Indeed, his delegation inclined to the view that in time the antagonism between the administering and non-administering Powers in the Trusteeship Council and the Fourth Committee would be replaced by a more harmonious relationship, since both sides were guided by the same fundamental objectives; namely, those laid down in Articles 73 and 76 of the Charter.

15. The financing of education was, in a sense, the most important aspect of the whole problem, since progress in all spheres of education was necessarily conditioned by the availability of funds; it had therefore been encouraging to note from the report that there had been a considerable increase in the sums spent on education in the Territories. Paragraph 65 of the report (A/3127, part two) expressed the fear that educational needs might outstrip financial resources. His delegation did not think that such fears were warranted, except when education was not considered as part of a comprehensive plan of national development. In Ceylon, education was completely free from the primary to the university level. When that scheme had been introduced in October 1945, the fear had been expressed that the rapid increase in the island's population and the fact that its economy was dependent on the market prices paid for its primary commodities would militate against its success. Nevertheless, the system of free universal education had been a success. Nor had it harmed the country's economic development; on the contrary, it had been possible only because Ceylon had followed the principle that the development of educational facilities must be considered a necessary part of any large-scale plan of development.

16. His delegation agreed with the Committee that it was necessary to preserve the indigenous culture of the peoples of Non-Self-Governing Territories in their educational systems. As the report pointed out, many of the secondary schools in the Territories had been founded and developed in relation to the need for young people trained in the culture of the Administering Members to work in the local administrative services. It could not be too strongly emphasized that nationalism in dependent countries meant not only the desire to achieve independence from colonial rule but a consciousness among the people of their oneness as a nation. It was clear from the recent history of the so-called new nations that if a revival of national consciousness had preceded the attainment of independence

they would not have found it necessary to spend so much time in consolidating their newly won freedom. It was therefore as much the responsibility of the Administering Members to encourage the indigenous culture of the people over whom they had jurisdiction as it was their responsibility to develop self-government and to assist the indigenous population in the progressive development of its free political institutions. His delegation noted with satisfaction that some progress had been achieved in that respect. It welcomed the steps being taken to adapt educational curricula to local conditions and to introduce the study of local history, geography and indigenous institutions, together with the study of indigenous languages or of the classical languages of the regions. At the same time, however, it would urge that the administering Powers should encourage the use of the mother tongue of particular Territories as a medium of instruction, and should explore measures which would enable scientific and technical texts to be translated into the language of the region concerned. The creative genius of a people could best be expressed in its own tongue, and the imposition of an alien educational system did not fully meet the needs and aspirations of a Territory's inhabitants.

17. His delegation agreed that vocational and technical education should be given high priority in the Non-Self-Governing Territories. Unhappily, there was a tendency in those Territories to magnify the importance of the clerical and administrative services, partly because of the belief that there was no security of tenure attached to vocational and technical posts. That was another reason why educational development should go hand in hand with economic development, and his delegation agreed with the Committee's recommendation that the planning of vocational and technical education in relation to the prospects of the Territories, and to the actual and potential labour market for semi-skilled, skilled, and professional posts, merited close attention.

18. His delegation shared the Committee's concern over the fact that compulsory education had not been introduced in a number of Territories, and that in many areas where it did exist in law it was still necessary to direct attention to the effective application of other measures to meet immediate educational needs. It endorsed the suggestion that the Administering Member might draw up time-tables for each Territory, setting forth dates for the attainment of each particular stage of development towards universal primary education and general literacy. It also noted with satisfaction that the Committee had paid particular attention to the question of teacher-training and the status of teachers. It was unfortunate that the noblest profession in the world was often one of the worst paid, and it was therefore encouraging to note that measures had been taken in some Territories to raise the status of teachers to a level comparable with that of civil servants of equivalent qualifications.

19. His delegation also agreed with the Committee's recommendations on the questions of adult education, the education of women and girls, and race relations in education. It was happy to note the services the specialized agencies were providing in the field of education, and it shared the hope that the Administering Members would continue their close collaboration with UNESCO.

20. His delegation congratulated the Committee on Information on the excellence of its work and the harmony which had prevailed among its members. Such

a spirit augured well not only for the fruitful discussion of its report but for the permanence and prestige of the United Nations.

21. Mr. MAGHERU (Romania) said that his Government took a special interest in the problem of the Non-Self-Governing Territories, both because it was a resolute supporter of the principle of the equality and freedom of peoples and because the problem of those Territories was closely linked to the questions of world peace and the continued development of the world economy.

22. His delegation was convinced that the existence of dependent Territories was an anachronism which should be eliminated from the contemporary world. The provisions of the Charter itself, both generally and with specific reference to the Non-Self-Governing Territories, expressed a condemnation of the past system under which extensive Territories, whose populations totalled more than half mankind, had been transformed into mere sources of raw materials and reservoirs of cheap manpower and used for purposes wholly at variance with the interests of the inhabitants.

23. The pressure exerted by the liberation movements, by public opinion, and by the United Nations had led to an improvement in economic, political and social conditions in some of the Territories. There were, however, indications of certain contrary tendencies towards the maintenance of foreign domination under other forms: one example was the attempt made by an administering Power to annex a dependent Territory—South West Africa.

24. That being so, it was still the duty of the United Nations to contribute, by specific recommendations, to the improvement of the situation in those Territories and to the creation of the conditions necessary for their independence. It went without saying, however, that the principal responsibility in that respect lay with the administering Powers.

25. The report of the Committee on Information contained some interesting considerations of a general nature, but was defective in its technical aspect and because of the absence of certain conclusions. While it dealt primarily with education, he felt that advancement in that field should be studied in the context of economic, social and political conditions.

26. As far as economic conditions were concerned, the report had been limited to a summary of the statements made by members of the Committee on Information, and no conclusions had been drawn regarding the economic situation as a whole, nor was there any indication of the extent to which that situation had influenced the advancement of education. It was evident from the report that, while a certain measure of progress had been achieved, no comprehensive development programmes for the Territories had been undertaken. As in the past, industrialization was being neglected, the funds available were insufficient and the financial and customs policies left much to be desired. The failure to promote industrialization was also reflected in the deterioration of agriculture, and was responsible for the reduction in the total extent of arable land and the decrease in livestock. The standard of living was still very low and there was constant unemployment in certain regions, while in others the active members of the population were forced to emigrate in search of work. The Territories continued to have a primarily agricultural economy and to serve as sources of raw materials for powerful monopolies, which derived enormous

profits from them. Countries which were among the richest in the world in natural resources should not continue to need large-scale technical, social and financial assistance from abroad, as did the Non-Self-Governing Territories. That situation made it incumbent upon the United Nations to undertake a more thorough study of the financial and economic resources of Territories to determine where the raw materials had been going, what percentage of the revenues derived from them went to the benefit of the metropolitan countries and what to that of the Territory, and how the salaries of those doing the same work in the Territories and in the metropolitan countries differed.

27. The report shed little light on social conditions in the Territory. The continuing practice of racial discrimination gave cause for concern. Such discrimination was evident in land ownership, for the acreage held by the small number of Europeans in the Territories was frequently out of all proportion to that held by Africans. Discrimination with regard to salaries was particularly flagrant, European workers in some cases being paid six times as much as Africans. There was also discrimination in public employment, education and other fields. Social, labour and health services, where they existed at all, were far from adequate.

28. With regard to educational conditions, the report had rightly noted that, while a beginning had been made towards advancement in that field, the funds allocated for education were not keeping pace with the increase in population. His delegation felt that the measures adopted in the field of primary education did not take full advantage of existing possibilities, and fell far behind the urgent needs of the Territories, while secondary and higher education and technical training were even more seriously neglected. The number of children attending schools was alarmingly small, and efforts to eradicate illiteracy were inadequate. The educational assistance offered by other countries, while not decisive, could play an important part. His own Government, recognizing that the economic advancement and well-being of the Territories required the services of trained personnel, had offered scholarships for 1957-1958 in the fields which had the greatest bearing on the development of the Territories, namely, petroleum, medicine and mathematics.

29. Two observations in the report called for special comment. The first concerned the difficulty of keeping girls in school because they were needed to work at home or in the fields. He thought that observation applied equally to boys, who in many cases were obliged to work to contribute to the support of their families. The second observation he had noted with particular interest was that lack of funds constituted a major obstacle to the advancement of education. In that connexion, the proceeds from the sale on the world market of products from Territories so rich in natural resources should make it possible to allocate sufficient funds to allow of education being developed to the fullest extent.

30. The administering Powers were primarily responsible for remedying the backward condition of the Non-Self-Governing Territories. At the same time, the United Nations and the specialized agencies should take steps to bring about a decisive change in the economic, political and social conditions in those Territories and permit the inhabitants to realize their aspirations for independence.

31. Ato YIFRU (Ethiopia) said that the report of the Committee on Information showed that there had

been gradual progress in the field of education, but there was still a long way to go before the final goal was achieved. It was generally recognized that education was one of the basic requirements for the development of any Territory. The Ethiopian delegation sincerely believed that the administering Powers were determined to guide the peoples under their administration to independence or self-government, as the United Kingdom had recently done in the Gold Coast and Nigeria. In that endeavour the administering Powers would need the co-operation and understanding of the peoples in the Territories concerned. Such co-operation could only come from an enlightened public, and, to have an enlightened public education was essential. In other words, education was a cornerstone in any programme of progress for a Territory.

32. During the debate on the Togoland item the point had been brought out that the peoples of the northern sections in both Togolands were educationally backward, and thus were not ready for self-government and self-determination. If education had been found to be a basic necessity in the Trust Territories it must be equally, or more so, in the Non-Self-Governing Territories, which in both population and area far surpassed the Trust Territories.

33. Chapter VIII of the report on education (A/3127, part two) dealt with the subject of teacher-training. Teacher-training schools were of paramount importance in the Non-Self-Governing Territories. At present most of the schools were obliged to rely heavily on foreign teachers, who had a different cultural background and spoke a different language from the pupils. He did not underestimate the value of learning foreign languages, but a child should be introduced first to his own language, and only later to a foreign language. His delegation fully appreciated the services foreign teachers had rendered to the Non-Self-Governing Territories, but it nevertheless considered that teachers who were familiar with the culture, languages and customs of their pupils could do more valuable work in any educational programme. The employment of such teachers would greatly assist the administering Powers in adapting the educational system to the particular conditions of the Territory concerned. Teachers played a very important role in the progress of any community, and the teaching profession should be sufficiently rewarding to attract the ablest personalities in the community. For all those reasons he would emphasize the importance of teacher-training schools in the Non-Self-Governing Territories.

34. With reference to chapter XII of the report, "Race relations in education", he said that his delegation condemned any form of discrimination on account of race, creed or colour. There was discrimination in some of the Non-Self-Governing Territories in both the social and educational fields, as could be seen from the information submitted by the administering Powers, which showed that *per capita* expenditure on education for indigenous and for European children varied greatly in favour of the latter. Discrimination was an acquired attitude, and schools would form the best ground to inculcate the young with the idea of the equality of men. His delegation entirely agreed with the Committee's conclusion that the principle of non-discrimination was essential to and an essential part of education.

35. In conclusion, he expressed the hope that the administering Powers would give greater emphasis to education in their efforts to fulfil their obligations to humanity under the Charter. In doing so they could

effectively avail themselves of the assistance of the specialized agencies and in particular of UNESCO.

36. Mr. CHAMANDI (Yemen) noted that in the preceding eighteen months offers of 189 scholarships for students from Non-Self-Governing Territories had been received from Member States and 103 persons had applied for them. He wondered why only two such scholarships had actually been granted.

37. Mr. BENSON (Secretariat) replied that the question should be addressed to the delegations of the Administering Members. The document in which the Yemeni representative had found the statistics he had quoted (A/3165/Add.3) could be amended by those Members if they so desired. Some of the offers, however, had been received so recently that the Secretariat had not yet had time to notify the Administering Members concerned.

38. Mr. TAZHIBAEV (Union of Soviet Socialist Republics) stated that conditions in the Non-Self-Governing Territories should be considered in the light of the historical process whereby the obsolete colonial system was breaking up. The national liberation movement which was spreading among colonial peoples everywhere was an important factor in the present international situation, and it faced the United Nations with the duty of taking appropriate measures to help the peoples concerned to attain freedom and independence as soon as possible, in accordance with the principles of the United Nations Charter which placed upon the United Nations the responsibility for the future of the colonial peoples. Only recently several formerly subject nations had won their independence and had been admitted to membership in the United Nations, while others were about to follow their example. The struggle of colonial and semi-colonial peoples for independence had the sympathetic support of freedom-loving peoples everywhere, including the multinational population of the Soviet Union. The road to freedom and national restoration was not an easy one for the colonial peoples, however, for the foreign monopolies which derived immense profits from the colonies and controlled the colonial administrations were doing everything in their power to hinder the attainment of independence. Not only were the indigenous inhabitants kept in a state of political and economic subjugation and deprived of the opportunity to acquire an education, but armed force was used to prevent them from bettering their condition. He referred to the bloody measures of repression that had been taken against the inhabitants of Kenya and Malaya; moreover, thousands of indigenous inhabitants in Madagascar, Singapore, Northern Rhodesia and many other colonies were being thrown into prison and subjected to other cruelties.

39. The administering Powers themselves did not deny that the colonial régime was maintained by force of arms. A memorandum issued by the United Kingdom War Office on 21 February 1956 had stated that one of the principal tasks of the army in the past ten years had been to support the civil administrations in the United Kingdom's overseas territories. The same memorandum had announced the establishment of a specially trained brigade for the suppression of national movements in the colonies. The harsh measures resorted to by the United Kingdom authorities in Kenya, Malaya and Singapore were well known; history had shown however, that no military measures by colonial Powers could succeed in halting the march of the colonial peoples towards freedom, and the colonial Powers had

been forced to adopt other measures to retain their domination in the Territories. In a number of cases the pressure of the nationalist movement had obliged them to introduce democratic reforms, such as the organization of territorial legislative and executive organs, but real power remained in the hands of the colonial administrations, for those territorial organs, whose powers were extremely limited, were largely made up of Europeans residing in the Territories, and the participation of the indigenous inhabitants in their deliberations was insignificant. The colonies of Kenya and the Central African Federation were notable examples, while in British Guiana the United Kingdom authorities, after permitting the election of a legislative council, had dissolved it because the elected representatives were not to their liking; the members of the Council had thereafter been appointed by the administration.

40. The colonial Powers had often cited the backwardness and poverty of the Non-Self-Governing Territories as an excuse for their own failure to promote economic, social and educational advancement. Those Territories were, however, rich in mineral and agricultural resources, as the enormous profits of foreign enterprises attested. If poverty and backwardness existed in the colonies, it was because the wealth derived from their natural resources was used, not for the advancement of the indigenous inhabitants, but for the enrichment of the foreign enterprises which exploited them. It should be noted that those enterprises made a higher percentage of profit on their investments in the Territories than they did on investments in the metropolitan countries.

41. The penetration of American capital in the colonial countries had notably increased in recent years. Observing that the old colonial system was breaking up under the pressure of national liberation movements, American monopolists were endeavouring to establish their own political and economic hegemony over the inhabitants of the colonial areas in the hope of reaping immense profits. The purpose of their "vacuum" theory was to prevent the independent development of the peoples who had thrown off the colonial yoke. The incident in Southern Rhodesia in September 1956, when leaders of African workers in the largely American-owned copper mines had been imprisoned for protesting against the racial discrimination which prevented them from filling posts for which they were qualified, was an example of the situation in which Africans found themselves.

42. That was how certain administering Powers, who had assumed the obligation under the United Nations Charter "to promote to the utmost... the well-being of the inhabitants" of the Non-Self-Governing Territories, were "protecting" the rights of the indigenous inhabitants. It was no wonder, therefore, that the number of prisons and concentration camps had increased more rapidly than the number of hospitals and schools. In Kenya, for example, the number of prisons had been doubled during six years. From the very day of their birth, the indigenous inhabitants of the Non-Self-Governing Territories laboured under the humiliating effects of all kinds of restrictive legislation and discriminatory practices. They were evicted from the best and most fertile land, which was seized by foreign planters. In Kenya and Southern Rhodesia, 150,000 Europeans held economic sway over 8 million Africans. In Kenya, 16,000 square miles of fertile land were reserved for 20,000 Europeans, while 5 million non-Europeans were herded on to the stony land of the

reservations. In Swaziland, one half of the total land area belonged to Europeans, who represented less than 2 per cent of the total population of the Territory. The only areas unaffected were those considered to be unsuitable or dangerous for settlement by Europeans. The indigenous inhabitants, driven from the arable land so that it might be exploited by the European settlers, were forced to sell their labour for a pittance in mines and plantations owned by the colonists. Nevertheless, while deriving enormous profits from the Non-Self-Governing Territories, the administering Powers charged expenditure for the advancement of health and education to the territorial budgets. Statistics submitted to the General Assembly by the administering Powers themselves showed that in many Territories the number of hospitals and medical personnel had declined considerably in recent years, so that many indigenous inhabitants were entirely without medical care.

43. It was clear that until each Non-Self-Governing Territory became self-governing, and until its inhabitants took the management of the economy and of the entire territorial revenue and expenditure into their own hands, the funds necessary for the development of the Territory, and in particular for the improvement of health and education, should be provided by the administering Power, which enriched itself at the Territory's cost.

44. In the field of education, the negligible progress achieved did little to meet the needs of the population. The majority of the people were still illiterate and in most Territories no effort was made to enrol all children of school age in the primary grades, while many of those who did enrol left before they had acquired literacy. Documents of both the United Nations and UNESCO bore witness to the sorry state of education in the Non-Self-Governing Territories. There could be no talk of progress in secondary education, for the number of children who had an opportunity to attend secondary schools or acquire vocational training was infinitesimal, while only in very rare cases was a student able to go on to higher education. Furthermore, the insignificant sums allotted for education in the Territories benefited primarily the schools attended by the children of European settlers. His delegation shared the opinion of the Committee on Information that it was the responsibility of the Administering Members to assist in providing adequate resources for the development of education, that the inhabitants of the Territories were in urgent need of new schools, that existing schools should be expanded, that training programmes should be broadened and improved, and that time-tables should be established for the attainment of universal primary education. He could not fail to observe, however, that the report was exceedingly brief and did not make a thorough analysis of existing conditions in the field of education. It dealt with technical questions which were of only secondary importance instead of taking up the major problems which were hindering the advancement of education in the Non-Self-Governing Territories. His delegation was disturbed to note that the provisions of the Charter and the various General Assembly resolutions pertaining to the Non-Self-Governing Territories were not being carried out. The United Nations could not be indifferent to the fact that the peoples of many Territories were still under colonial rule. It was imperative that the provisions of General Assembly resolution 637 A (VII), calling upon the administering Powers to take practical steps to prepare the peoples of the Non-Self-Governing

Territories for complete self-government or independence, should be implemented as rapidly as possible. His delegation would support any measures taken by the United Nations to further that aim.

45. Mr. RIFAI (Syria) observed that the Committee on Information had, as usual, given an excellent analysis of the situation, and had made interesting recommendations which deserved serious consideration. The fact that the Committee's findings had been adopted with no opposition and thus largely reflected the views of the administering as well as the non-administering Powers was cause for profound satisfaction.

46. Since there was general agreement about the primordial value of education for the healthy evolution of non-self-governing peoples towards a free and democratic life, it was imperative that no effort should be spared for its promotion and development. More often than not the slow progress of education in dependent Territories was due to lack of funds. In the opinion of the Syrian delegation, educational programmes and facilities should receive not only the highest priority in the budgets of those Territories but also the highest percentage of outside assistance. He was glad to note that the Committee on Information shared that view, as could be seen from paragraph 65 of its report on education.

47. The second point he wished to stress referred to the purposes of education. While his delegation supported the objectives enumerated in General Assembly resolution 743 (VIII), it felt that education in Non-Self-Governing Territories should aim principally at the creation of cohesive societies and their preparation for the responsibilities of a free and democratic existence.

48. His third point was that in the prodigious effort of educating the non-self-governing peoples the administering Powers should not be left alone. All the potentialities of the United Nations and the specialized agencies, particularly UNESCO, should be brought into play. The praiseworthy efforts already made in that field by UNESCO and some of the non-governmental organizations should be further encouraged. Moreover the offers of scholarships by Members of the United Nations should continue to increase in number, and he was confident that the system of scholarships would soon be better administered and organized.

49. In laying particular emphasis on those three points he did not wish to detract from the importance of the other aspects of the problem of education in Non-Self-Governing Territories, but it would be redundant to repeat what already appeared in the report of the Committee on Information and what other members of the Fourth Committee had already said in the course of the debate.

50. It must be admitted that the report of the Committee on Information did no more than lay down general principles. He recalled his remarks at the ninth session of the General Assembly, during the discussion of the Committee's special report on economic advancement, to the effect that while the report represented an excellent analysis of the basic aims of economic development in Non-Self-Governing Territories, it failed to outline any practical suggestions regarding means for the realization of those aims (418th meeting, para. 6). The same might be said of the report on education. It contained little that had not figured in the previous two reports on education. That had been unavoidable, owing to the limitations of the Committee's terms of reference,

but he considered that attention should henceforth be turned to specific Territories and specific educational problems. It was difficult to fathom the objections to such an approach. The administering Powers, which enthusiastically endorsed the principles outlined in the special report, must surely be ready to co-operate further in discussing the manner in which those principles could best be applied to specific problems in specific areas. That would in no way affect the administrative responsibilities of the Member States concerned, and any suggestion that it was meant to interfere with them could be dismissed as absolutely unfounded. Such discussions took place in the Trusteeship Council without thereby affecting the exclusive responsibilities of the Administering Authorities in matters of administration, and the consideration of particular problems in particular cases imparted a sense of reality to the solutions proposed.

51. With all their experience, the Administering Members might sometimes benefit from the objective views of those Members of the United Nations which were either neutral or had at some time in their history travelled the same road that the non-self-governing peoples were treading today. He felt sure that some of the administering Powers would say that Non-Self-Governing Territories fell essentially within their domestic jurisdiction, and that consequently they were not bound to subject their problems, except in the most general fashion, to the scrutiny of the United Nations. That argument had often been resorted to, and he would merely reply that the interpreters of the Charter did not agree with the thesis of the administering Powers in that connexion. Be that as it might, the administering Powers, with the regrettable exception of Belgium, had been alive to the exigencies of the time and had shown an admirable spirit of co-operation in connexion with the Non-Self-Governing Territories.

52. He had dwelt on the subject at some length to emphasize the necessity of revising the terms of reference of the Committee on Information. His delegation's attempt to effect such a change in 1955 had unfortunately been of no avail owing to the obdurate opposition of some members of the Fourth Committee. He was at a loss to understand why the Fourth Committee could discuss specific problems in specific areas and make recommendations thereon while the Committee on Information was restricted in that regard. He hoped the Fourth Committee would give serious consideration to the matter and endeavour to rectify the situation.

53. While there seemed to be general agreement on the shortcomings of educational conditions in the Non-Self-Governing Territories and with regard to the objectives of education, much remained to be done before the desired ends were attained. Illiteracy, for example, continued to claim a high percentage of the population of different Non-Self-Governing Territories. Many Territories had not yet eradicated the inhuman practice of racial segregation, for which the administering Powers could provide no justification whatsoever. It was also regrettable that while some administering Powers expressed a desire to abide by principles which they themselves had helped to formulate, in practice they showed tendencies which often contradicted those principles. Sometimes the contrast between words and deeds was skilfully concealed by lack of information. For that reason his delegation associated itself with those members of the Committee who had referred to deficiencies in the information submitted under Article 73 e of the Charter and had requested that they should

be made good in the future. It was regrettable that the current session had been marked by an unusual silence on the part of representatives of some of the Administering Members who in the past had usually opened the debate on the question of Non-Self-Governing Territories with detailed statements explaining recent developments in the Territories under their administration.

54. As he had always stressed in the Fourth Committee, educational advancement was inextricably linked with the progress of the Non-Self-Governing Territories in every field. The dependent peoples everywhere were pressing on towards freedom, which they would eventually attain. It was the responsibility of the international community, if it was really anxious to make the world safe for democracy, to lay sound educational foundations lest the peoples who were still dependent rid themselves of their shackles before they had acquired the prerequisites for a democratic existence.

55. Mr. GRINBERG (Bulgaria) observed that Article 73 of the Charter embodied four elements—political, economic, social and educational advancement—and was designed to lead to one goal, self-government. Hence, in discussing educational conditions in the Non-Self-Governing Territories it was necessary to consider them in connexion with political, economic and social conditions and to assess how far progress in the four fields had brought the Non-Self-Governing Territories nearer to the goal of self-government. That view was confirmed by General Assembly resolution 743 (VIII). Most of the administering Powers, however, failed to transmit any information on political progress in the Non-Self-Governing Territories under their administration. It was true that Article 73 e did not explicitly prescribe such an obligation, but it would be illogical for Member States that had assumed certain commitments in respect of Non-Self-Governing Territories to maintain that they were not obliged to enable the Organization to supervise the implementation of those obligations. Furthermore, there were General Assembly resolutions inviting the administering Powers to submit political information to the Secretary-General. In refusing to do so those Powers were hindering the United Nations in fulfilling its functions under Chapter XI of the Charter.

56. Another obstacle to the work in connexion with Non-Self-Governing Territories was the fact that the information furnished by the administering Powers on educational, economic and social conditions was not only insufficient but did not contribute to a clear understanding of the situation.

57. The basis of the discussion in the Fourth Committee should be the report of the Committee on Information on educational conditions in the Non-Self-Governing Territories, a document whose quality had been affected by the obstacles to which he had referred and by the limitations of the Committee's terms of reference. The report contained some justified criticism of the administering Powers, but the general impression was optimistic. In his view that contradicted the general impression of conditions in the colonies, where powerful national liberation movements had sprung up. Thanks to their struggle for independence, the peoples in some of the colonies had obtained and continued to obtain certain concessions from the administering Powers, and those concessions were easier to make in such fields as education. In most cases, however, the progress made was insignificant compared to what was needed to fulfil the obligations assumed under Chapter XI of the Charter. As an illustration he quoted

the tables in document A/AC.35/L.226 showing the illiteracy rate in a number of Non-Self-Governing Territories, and facts relating to primary, high school and university education from document A/AC.35/L.220. That document gave examples showing the inadequacy of the education received by those children of the local population who had the good fortune to be able to go to school, and stated that at schools which gave a longer period of training than two years very few children of local origin succeeded in covering the whole course owing to a number of reasons, including economic and social ones. It was clear that where people had to live on such incomes as \$3 to \$4 a month they could not afford even elementary education for their children, far less high school and university education. Document A/AC.35/L.225 stressed the great significance of high school education for social, economic and political development in general, and indicated that the situation in that respect was extremely unsatisfactory. According to paragraph 79, the ultimate goal of the administering Powers should be that 25 per cent of children attending school should obtain a high school education. He could not agree that that low percentage should be an ultimate aim, but even that figure was far from being achieved. It was clear from the available information that the situation with regard to university education was equally unsatisfactory.

58. His delegation had been greatly impressed by the evidence of racial discrimination in most of the Non-Self-Governing Territories. Schools for European children received an unduly high proportion of the funds for education and had more teachers and other advantages. One of the first things the administering Powers should do was to abolish the shameful practice of racial discrimination, which was in gross violation of the Charter and the Universal Declaration of Human Rights.

59. The facts that he had stressed showed that, as a preparation for independence, the general state of education in the majority of the Non-Self-Governing Territories was far from satisfactory. The slow development of education stood out all the more clearly against the background of the rapid and fundamental changes taking place in many of the colonies, thanks to the struggle of local peoples for national independence. He agreed with the statement in paragraph 17 of the report on education that progress in education was an urgent matter. It was high time that the administering Powers changed their policy and abandoned the unconvincing arguments of "apathy" or "unwillingness" of the populations with regard to education. Other representatives had refuted that theory and had pointed out that wherever education was to a large extent in the hands of a local population rapid progress was made despite all difficulties.

60. With regard to the question of funds, it was well known that many of the Non-Self-Governing Territories were extremely rich. For decades—in some cases for centuries—the metropolitan States had been ruthlessly exploiting those Territories and they continued to reap huge profits from them. Obviously, if only an infinitesimal part of those profits had been allocated to education the problem would have been solved.

61. Nothing could excuse the state of affairs in the Non-Self-Governing Territories. The existing conditions with regard to education represented less a policy of preparing the peoples for self-government than a policy of attempting to halt the inevitable course of history.

62. His delegation was ready to support any draft resolution which would recommend to the administering Powers the adoption of decisive measures for the rapid improvement of educational conditions in the Non-Self-Governing Territories. The report of the Committee on Information contained a number of recommendations, including the establishment of time-tables for the introduction of universal primary education and general literacy in the different Non-Self-Governing Territories and for the achievement of equal access to schools for children of all races. He considered that the adoption of such measures would be very useful. He reserved his delegation's right to speak again on the question after relevant draft resolutions had been submitted.

63. Mr. BOZOVIC (Yugoslavia) said that, as a representative of one of the Governments which had offered scholarships to students from Non-Self-Governing Territories, he had read with great interest the Secretary-General's report on the matter (A/3165 and Add.1 to 3). He noted with appreciation that further offers had been extended by a number of Governments in addition to those enumerated in the Secretary-General's previous report (A/2937 and Add.1 to 5).

64. It appeared from paragraph 12 of document A/3165/Add.1 that about one hundred applications had been received from candidates in Non-Self-Governing Territories by the end of November 1956. In implementation of General Assembly resolution 845 (IX), paragraph 7, the Secretary-General had given publicity to offers and to the use made of them. Some of the Administering Members might also be willing to inform the Fourth Committee what publicity they had given to offers and training facilities in Territories under their administration. There was a multitude of applications from some of the fifty-nine Non-Self-Governing Territories and a conspicuous absence of applications from others. It was important that the Committee should know the reason for such a lack of interest where it existed.

65. The table annexed to the Secretary-General's report (A/3165/Add.3) indicated the use that had been made of the scholarships offered by a number of countries. Most of the 103 applications had been processed through the offices of the Secretary-General, as provided by the resolution. In one or two cases applications had been transmitted direct from the applicant to the offering State, and in a number of cases applications had been transmitted through the Secretary-General by the Administering Member and not by the applicants themselves.

66. Since the main objective of General Assembly resolution 845 (IX) was to help students from Non-Self-Governing Territories to obtain education and training abroad the chief concern was to see to what extent that objective had been achieved, or, in other words, not only how many applications had been made and scholarships granted but how many of those granted had actually been taken up and put to practical use. The table did not indicate the results, and in any event information on those results could not relate to more than two scholarships, since that was the number of affirmative decisions taken so far by the offering States. In only 16 cases out of 103 had the decision of the offering State been made known to the Secretary-General; other applications were still awaiting definite replies.

67. In that connexion he informed the Committee that the Government of Yugoslavia had decided to grant three further scholarships to students from Non-Self-Governing Territories. The Secretary-General would be formally apprised of that decision as soon as possible.

68. Document A/3165/Add.3 stated that, before being forwarded to the offering Member, applications were transmitted by the Secretary-General to the appropriate Administering Member for observations; the time-limit for the transmission of such observations had not been determined, but it had originally been suggested that the applications should be forwarded to the offering State concerned after a reasonable time for the transmission of observations. The conception of a "reasonable time" was by its nature so flexible that he would like to ask the Administering Members concerned how it had been interpreted and what had been their practice in transmitting observations.

69. According to paragraph 23 of document A/3165, the Secretary-General was considering exercising his discretion in the treatment of applications so that any which were manifestly unsuitable could be eliminated at an early stage. While the Yugoslav delegation was fully prepared to endorse the Secretary-General's request for greater discretion in the processing of applications, it considered that such discretion should not be confined to the elimination of unsuitable applications but should allow the Secretariat, in the interests of the applicants, to make every effort to reduce delay. In that connexion the Secretary-General should be permitted to use his own interpretation of a "reasonable time" so as to ensure the speediest processing of applications.

70. One possibility would be to allow the Secretariat to forward applications in deserving cases to the offering State without observations if in its judgement the candidates' qualifications were well founded. The Secretary-General could inform the offering State accordingly, and the offering State could initiate the processing of the applications by its appropriate authorities at stages where observations were not yet required. By such action the right of the Administering Member to send observations would not be affected, the interests of the applicants would be protected, and the convenience of the offering State would be met. That applied particularly to cases where the granting or taking of scholarships was contingent upon the beginning of scholastic terms in various countries. A delay in the processing of applications might cause an applicant to forfeit his well-deserved scholarship or to delay its taking up for a term or even a year. In that connexion, in addition to the proposed discretion to be exercised by the Secretary-General, an appeal might be made to the Administering Members to speed up their own procedure in the interests of the applicants and in deference to the offering States.

71. He wished to comment on two further small but important points. The first concerned the difficulties encountered by the Governments of Member States offering scholarships in deciding which of the many applications should be accepted. It had been hoped

that the Administering Members would be willing to help the offering States by submitting as quickly as feasible their observations on the scholastic qualifications of the applicants, but unfortunately there had been many cases in which the Administering Members had not found it possible, or perhaps advisable, to help the offering States in making their decisions. In an effort to overcome that difficulty he would suggest that the Secretary-General, in collaboration with UNESCO, should establish a committee, on which both the United Nations and UNESCO would be represented, whose task would be to advise the offering States on the scholastic qualifications of the applicants whenever the observations of the Administering Members had not been submitted within a reasonable period.

72. Secondly, he had the impression that some Administering Members had found it necessary to consider a purely humanitarian and cultural question from a political point of view. There appeared to be a tendency on their part to overlook, or even discriminate against, some of the offering countries when deciding whether to grant passports to applicants who had been awarded scholarships. Such an attitude would of course be contrary to the principles of the Charter and would be highly regrettable.

73. It was perhaps too early to come to a definite conclusion in that respect, and he would prefer not to do so, in the hope that there might be evidence of a more internationally-minded approach on the part of some of the administering Powers. As far as Yugoslavia was concerned, it viewed the question from a humanitarian point of view and in the light of the growing need for international co-operation in every field, including the development of the Non-Self-Governing Territories.

74. The CHAIRMAN, speaking as the representative of Liberia, said that, in view of the great need for educational advancement in the Non-Self-Governing Territories she hoped that information concerning the offers of scholarships would be widely circulated in those Territories and that the administering Powers would do their utmost to take advantage of the offers made by Member States.

75. Mr. BENSON (Secretariat) said the Secretariat was anxious that any machinery set up should produce results. He could assure the Committee that the Under-Secretary for Trusteeship and Non-Self-Governing Territories would take into account all the suggestions that had been made and any comments which might be made by the representatives of the administering Powers.

Requests for hearings (continued)

76. The CHAIRMAN announced that a telegram had been received concerning the request for a hearing by the Union des populations du Cameroun which had been granted by the Committee at the 566th meeting, and that if there was no objection the telegram would be circulated in accordance with the usual practice.

It was so decided.

The meeting rose at 6 p.m.