

long before any European entered the Territory, and that its nutritive value was so high that it had even been proposed that it should be issued to prisoners as an anti-scorbutic.

120. Sir Alan BURNS (United Kingdom) said that the term "beer" was a European misnomer; the beverage had different names in different parts of Africa.

121. Mr. RYCKMANS (Belgium) explained that, where reference was made to so-called alcoholic beverages, those were, of course, fermented and not distilled beverages, as distillation was prohibited. Medical research, particularly in the Belgian Congo, had shown that the native beer brewed from bananas, maize and honey had a high nutritive value, and that its vitamin content was also high. Doctors were of the opinion that a moderate consumption of beer was a desirable addition to the diet of the indigenous population. Furthermore, the cereals and bananas from which the beer was made constituted an immense reserve supply. In other words, the natives always planted enough to ensure that, if there were a good harvest, they would be able to eat well and drink well. If the harvest were poor, they would have less to drink but still enough to eat. It would be dangerous to restrict that practice.

122. Mr. LIU (China) drew attention to the statement relating to native prisoners' complaints of discrimination in the Visiting Mission's report (chapter V, section E, last paragraph). In its observations on that report, the Administering Authority had declared (T/333, chapter V, section F, 6) that the allegation was unfounded. What steps had been taken to verify the facts?

123. Furthermore, there was a statement of the Administering Authority in the same section that, for various reasons, beds were not issued to African prisoners except on medical grounds. What were those reasons?

124. Mr. LAMB (special representative) said, in answer to the first question, that prison conditions were well-known and did not necessitate a special enquiry; with regard to the second question, beds were withheld partly for sanitary and hygienic reasons. Many Africans were accustomed to and preferred to lie on skins or mats rather than on beds. If Africans did use a bed, it was generally one with a wooden frame which was difficult to keep clean and free from vermin. The Administering Authority was unable to go to the expense of supplying iron bedsteads for all prisoners, and in any case that would not entirely dispose of sanitary and hygiene problems.

125. The PRESIDENT, having ascertained that there were no further questions on social aspects of the annual report, said that at its next meeting the Council would deal with educational matters arising out of the annual report, and that he would invite the representative of the United Nations Educational, Scientific and Cultural Organization to make a statement in that connexion.

The meeting rose at 6.25 p.m.

217th meeting

FIFTEENTH MEETING

*Held at the Palais des Nations, Geneva,
on Saturday, 4 February 1950, at 10.30 a.m.*

President : Mr. Roger GARREAU.

Present : The representatives of the following countries : Argentina, Australia, Belgium, China, Dominican Republic, France, Iraq, New Zealand, Philippines, United Kingdom, United States of America.

30. Statement by the United States representative

1. Mr. SAYRE (United States of America) drew attention to a misleading statement in Press Release Trust/44, dated 31 January 1950. In the third paragraph, the President was quoted as speaking, with reference to a remark of his own (Mr. Sayre's), of the wide freedom of action enjoyed by "the Council as an executive organ" of the General Assembly. It was important to make clear that, as the United States delegation had steadfastly maintained, the Council was not merely an executive organ, but, as set forth in Article 7, paragraph 1, of the Charter, one of the six principal organs of the United Nations. The President had evidently been referring to the Council's specific functions with regard to Jerusalem, but the Press release inferred that he had been speaking of its powers generally, and particularly with reference to the Visiting Mission to Trust Territories in the Pacific. It was important that the mistake should be corrected.

2. The PRESIDENT undertook to have a suitable correction issued.

31. Examination of annual reports on the administration of Trust Territories (resumed from the preceding meeting).

TANGANYIKA, 1948 (T/218, T/333, T/356, T/356/Add.1, T/356/Add.2, T/439, T/443 and T/L.10) (continued)

At the invitation of the President, Mr. Lamb, special representative of the Administering Authority for the Trust Territory of Tanganyika, took his place at the Council table.

Educational advancement

At the invitation of the President, Mr. Piaget, representative of the United Nations Educational, Scientific and Cultural Organization, took his place at the Council table.

3. Mr. PIAGET (United Nations Educational, Scientific and Cultural Organization) submitted for the Council's consideration the observations of his Organization on the annual reports for the six African Trust Territories for the year 1948 (T/439). He expressed the pleasure of his Organization at being able to collaborate with the Council in the study of the various and complex problems set by the Trust Territories with which it was

concerned. The fact that in the current year the annual reports on the African Trust Territories had been received by the United Nations Educational, Scientific and Cultural Organization in time to enable it to circulate its observations prior to the sixth session of the Council was much appreciated. It would perhaps have been desirable to have had more extensive statistics. Most of the educational problems mentioned in the annual reports arose from the fact that there had been an increase of 13% in the population of the Territories and it would therefore have been useful to have had data giving the comparative position with regard to the number of schools, teachers, pupils, etc. He hoped that would be possible the following year.

4. As stated in the foreword to its Programme of Work for 1951, the United Nations Educational, Scientific and Cultural Organization (UNESCO) was not a world ministry of education, and it was not empowered to interfere in the internal affairs of Member States, nor, *a fortiori*, in those of Trust Territories. It could only intervene when called upon by the States concerned or their representatives assembled in council, or by the United Nations and by the Trusteeship Council in particular. The Organization had no special methods or projects for Trust Territories. It would carry out exactly what it was asked to do and would confine itself to the same activities in the Trust Territories as elsewhere. Those activities consisted of assisting governments on request to organize campaigns in basic education or to despatch educational missions, as well as experts, for social studies and so on. All that was done within the bounds of the assistance desired and of the resources at the disposal of the Organization.

5. Regarding education, particularly in Trust Territories, stress should be placed on the very difficult problems arising out of the education of the indigenous inhabitants, which could only be solved in the light of experience. A decision on the technical measures required for the solution of such problems could only be reached after sufficient experimental data had been assembled. For instance, in teaching the language of the metropolitan country to the indigenous population of a Territory, was it better to begin by teaching reading and writing in that language, or in the vernacular? Would it mean a saving or a loss in time to start with the vernacular, and subsequently to apply the knowledge of reading and writing thus gained to instruction in the metropolitan language? Such a problem could only be solved by experience and UNESCO could undertake to organize the necessary control experiments.

6. He referred to an experiment made some years previously in Mexico to decide whether certain Indian tribes in the remote parts of the country should be taught Spanish straightaway, or whether a start should be made by teaching them to read and write in the native tongue, the child being taught the national language only after it had mastered the vernacular. The Mexican Minister for Public Education at that time had thought it preferable to start with the vernacular, but the general consensus of opinion had favoured the alternative method. The Minister had then suggested an experiment to those who disagreed with him. He

asked them to teach children by both methods. The results of that experiment, after two or three years, had proved conclusive. The children who had first learned to read and write their native tongue had learned to read and write Spanish much more quickly than had those who had started with the latter. That objective experiment had convinced everybody. The Minister in question was none other than the present Director-General of the Organization.

7. UNESCO was prepared to carry out similar experiments in Trust Territories. It could help to organize campaigns for basic education, that was, campaigns against illiteracy. It could also send educational missions of experts wherever they were requested. It was in a position to help in the choice of textbooks. An exhibition of basic educational textbooks in use in Non-Self-Governing Territories was being held at the moment. A comparison of those textbooks might provide data for the solution of some of the problems before the Council.

8. Social problems also formed suitable subjects for objective and experimental study. Only ethnographical experts were in a position to give objective advice and practical guidance in such matters as racial conflicts and child marriage.

9. UNESCO was at the Council's disposal for any help it might require. The Member States of the United Nations and the Trusteeship Council in particular should call upon the Organization when in need of its assistance.

10. Mr. SAYRE (United States of America) expressed warm appreciation both of the remarks of the representative of UNESCO and of the observations presented by its Director-General (T/439). UNESCO was the first specialized agency to comply with the request for comments on annual reports on the administration of Trust Territories, under resolution 47 (IV) of the Council, and its comments would certainly be duly taken into account.

11. He had been especially interested to learn from those observations that, in dealing with local customs such as child marriage, a gradual approach through education was likely to prove more successful (section on social advancement). He had also been impressed by the statement that the ultimate objective of providing schooling for all children in the Territory could best be served by first making primary education free, and only making such schooling compulsory at the second stage, "wherever local conditions permit" (section on primary education). He shared the opinion (section on secondary education) that the possibility of reducing fees for secondary education or for providing additional scholarships at the earliest possible date should be carefully examined by the Administering Authority.

12. He also welcomed the information on the Organization's exchange of persons programme as it affected Trust and Non-Self-Governing Territories that was contained in document T/443, which is delegation found of

particular interest; such opportunities would certainly be taken into account by Administering Authorities in planning scholarship programmes.

13. Mr. RYCKMANS (Belgium) also thanked the representative of UNESCO for his extremely interesting statement. He admitted that he himself had learned something which he had long wanted to know—namely, that well-conducted experiments had already been made to establish whether it was better to begin by teaching a child to read and write its native tongue, or to start with the metropolitan language. He asked the Organization's representative whether the results of that experiment had been published. If so, he was not aware of it, which was very regrettable. The opinion of teachers in Ruanda-Urundi was divided on the point. If therefore a decisive experiment had in fact been carried out, the results, which would be of the greatest possible use to all educationists in the Trust Territories, should be published for the information of all concerned. It was pointless to repeat the same experiment elsewhere; as it was, experiments were in fact being made in all Territories.

14. The local and Administering Authorities would be only too glad to apply generally methods which had been proved satisfactory by the Organization.

15. Sir Alan BURNS (United Kingdom) associated himself with the appreciative remarks of the United States and Belgian representatives. He noted with particular satisfaction that UNESCO's view on the best approach to the problem of child marriage coincided with that of his own Government. He had also been much interested to learn of the results of the Mexican teaching experiment described, which confirmed the soundness of the policy adopted by the United Kingdom in all its colonial territories, about which he himself had had misgivings. The suggestions of UNESCO, in short, were most valuable, indicating important ways in which the Council could best justify its existence.

16. Mr. LAURENTIE (France) thanked the representative of UNESCO for his very interesting statement. He considered it essential that African educationists, whose duty it was to remould the spirit of the country, should be informed of the results of experiments carried out elsewhere. In his opinion, the best thing to do in such cases would be to approach all such persons, whether Belgian, British or French, as had been done the previous year.

17. A conference on African education had been held in Paris in 1949 at which a representative of UNESCO had been present. The role of the Organization at such meetings should be to provide spontaneously as much data as possible for new experiments or for the more methodical handling of experiments already being undertaken in Africa.

18. He was very pleased to find that certain tendencies, which he thought he had discerned during previous discussions in the Council or the General Assembly, had been entirely dissipated by the statement of the Organization's representative. It had seemed to him that in some cases it was considered that there were

educational problems which only arose in Trust and Non-Self-Governing Territories. The Organization's representative, however, had given the Council an example from an independent country which was also applicable to Trust or Non-Self-Governing Territories. There were in fact no educational problems peculiar to any particular territorial or political system. There were only problems of mass education, which were universal and should be treated in a universal manner. He was particularly grateful to the Organization's representative for having made that clear to the Council.

19. Whenever the Organization had to deal with African educationists, and he hoped that would be as often as possible, care should be taken to keep the expenses as low as possible. As had already been seen in the case of the Trust Territories of Togoland under British and under French administration, that did not preclude the achievement of results equal to those yielded by much more costly experiments.

20. Mr. JAMALI (Iraq), associating himself with the tributes paid to the contribution of the United Nations Educational, Scientific and Cultural Organization, emphasized the need for experimental education; research carried out in that field by the Organization could be particularly valuable.

21. The annual report on the Trust Territory of Tanganyika under British administration¹ showed that primary education lasted four years. American experiments in the Philippines and Porto Rico, and his own personal experience, had shown that period to be too short, if reversion to illiteracy was to be avoided. If the period were extended to five years, the cost of the extra year would be repaid by the lasting nature of the results. He asked whether UNESCO had explored that particular issue.

22. Since the education of girls was particularly important for the achievement of social progress, he wished to know whether the Administering Authority could not induce more girls to attend the primary schools. There should be no coercion, only encouragement, of the type given in his own country. If the Administering Authority could provide special inducements, the results would be more rapid social progress, especially in respect of such matters as child marriage.

23. He noted from section 226 (page 192) of the annual report that there were only three schools offering the full secondary course up to the sixth year (standard XII). He hoped the number would be increased so that more students would become eligible for higher education. One or two complete secondary schools were certainly inadequate for a country with a population of over seven million.

24. The number of students benefiting from higher education, and given the possibility of studying abroad,

¹ See *Report by His Majesty's Government in the United Kingdom of Great Britain and Northern Ireland to the General Assembly of the United Nations on the Administration of Tanganyika for the Year 1948*: His Majesty's Stationery Office, 1949, Colonial No. 242.

was far too few. If the Territory were to be developed, it would require specialists in various fields. Political progress, for instance, called for facilities for young men to study modern constitutional methods abroad. As against some ten African students from the Territory reported in section 228 (page 194) to be studying abroad, Iraq had at least 1,000, and was not satisfied even with that number. He also wished to know how many students were attending Makerere College.

25. He wished also to enquire whether the Administering Authority was making, or contemplated, any experiment in mixed schools attended by Asiatics, Africans and Europeans.

26. The PRESIDENT joined in thanking the representative of UNESCO, and remarked that he had given an example of the way in which the specialized agencies could help in the work of the Trusteeship Council. He considered it desirable that the report on the experiment made by the Director-General, which was sure to be obtainable from the Organization, should be transmitted to all members of the Council, who would also doubtless be very interested to know whether practical steps had been taken in Mexico for more widespread instruction in the vernacular languages in the light of the results obtained.

27. Mr. LAMB (special representative) said that he recognized that educational facilities in the Territory of Tanganyika were far from adequate. Even the ten-year development plan would not enable all requirements to be met. Its expansion would call for additional funds, since the cost of the existing plan had been increased by increases in the cost of building, in salaries and in grants to voluntary agencies. Section 219 (pages 185 and 186) of the annual report referred to the efforts made to secure increasing financial provision for the development of education, and of all social services generally, on which increasing amounts had been spent in recent years. That, however, posed the particular problem of how far social services could be expanded without over-stretching the financial resources of the Territory. All the development programmes were at present assisted by grants and free loans at the expense of the British taxpayer; thus, the ten-year plan for the expansion of educational services was subsidized by a substantial grant from the Colonial Development and Welfare Fund. But such assistance could not continue indefinitely if the Territory was to gain the economic independence which was a pre-requisite for political independence.

28. He fully recognized the importance of education for girls. It was true that a smaller percentage of girls than of boys attended the schools, but the education of girls was a comparatively recent development and, although favoured by both the Administering Authority and the progressive native authorities, it still encountered some traditional prejudice among the masses. As evidence of the effort being made to expand female education, section 221 (page 187) of the annual report showed that, whereas in 1938 there had been only four women education officers, there had been

seventeen by the end of 1948. Every effort was being made to encourage girls to take advantage of the educational facilities open to them; there could be no question of coercion at the present stage.

29. Appendix XIII (page 304) gave data on the number of students profiting from higher education overseas. In 1948, out of thirty-nine students receiving higher education, thirty-one were at Makerere College. The number was certainly small in relation to the total population; he could only hope that it would increase as rapidly as possible.

30. Replying to the Iraqi representative's question concerning secondary schools, the extension of secondary schooling was part of the development programme. In the observations (T/333) made by his Government on the Visiting Mission's report it had, however, been noted (chapter VI, section B, paragraph 3) that the main difficulty at present lay, not in any shortage of schools, but in the reluctance of pupils to complete the full secondary course. The demand for skilled and semi-skilled workers, including clerical workers, was so great that it was often difficult to persuade Africans to persevere with their schooling until they reached standard XII.

31. Mr. JAMALI (Iraq) said the same problems existed in his own country. The solution had been found to be to select the more intelligent boys and induce them to complete their schooling by granting them scholarships.

32. Mr. LAMB (special representative) said that that principle already inspired official policy. Primary education in government schools was free throughout the Territory, while the small charge made for secondary education was remitted in every necessitous case. Students proceeding to Makerere College received not only free tuition, but also clothing and pocket-money, while overseas scholarships covered full maintenance.

33. Mr. RYCKMANS (Belgium) thought there were some very interesting points in the Iraqi representative's statement. In the Belgian Congo, students in secondary or middle-grade schools paid no fees whatsoever. There was, however, one difficulty. In cases where students at middle-grade schools stayed on for a further year, making five years in all, with a view to obtaining their school-leaving certificate, they were apt to be taunted by former pupils who had left at the end of four years and had got clerical jobs in business firms. Those former pupils were considered in their own circles to have done well for themselves, and derided those still at school for wasting their time. As a result, the students remaining at school were asking for some sort of an allowance, corresponding to what they could earn in business.

34. That, however, gave rise to financial difficulties. The resources of undeveloped countries were limited, and they could not afford everything. The question therefore arose as to whether, where it was not possible to provide all children with five years' schooling, it was better to give four years' instruction to 125,000 children, or five years' instruction to 100,000.

Similarly, was it better to pay an allowance to one fifth-year middle-grade student, or to pay for the free education of three more four-year students ?

35. Mr. JAMALAI (Iraq) stated that, in his experience, elementary education should last at least five years. To give children four years' elementary education was often mere wasted effort.

36. He agreed with the Belgian representative that there was a tendency for secondary-school pupils to leave school and take up jobs at which, in view of the shortage of any kind of trained labour, they would be very well paid. In his opinion, it should be made worthwhile for the best scholars to remain at school; his Government had adopted that policy to a certain extent and had, in some cases, paid not only the whole of the most promising pupils' living expenses but had given them in addition as much as they would have earned had they left school and taken jobs. Such a policy was an investment on the part of governments; even from the strictly financial point of view they would recoup, since they would no longer need to call in so many foreign experts. In any case, the policy need only be a temporary one. After a few years, intelligent boys would come to appreciate the value of sixth-form work, and would not need the same financial encouragement to remain at school.

37. Mr. SAYRE (United States of America) stated that his delegation was intensely interested in the question of education, which it regarded as the cornerstone of the economic, political and moral advancement of the indigenous inhabitants of the Trust Territories.

38. He thought there was general agreement that the Council needed reliable statistics as a yardstick of the progress that had been achieved. He asked the special representative whether it had been possible to obtain reliable statistics on literacy and on the number of children of school age. The figure of 3,291,547 children, which had been given by the special representative in his answer to question 22 (T/L.10) addressed to him by the Philippines representative included babies and children under school age. It was stated in appendix XIII (page 305) of the annual report that up to the end of 1948, no reliable figures had been obtainable. Did that still hold true ?

39. Mr. LAMB (special representative) stated that reliable figures were not yet available, but would be submitted to the Council as soon as they were. He pointed out that Tanganyika had no statistical department of its own, but relied on the East African Statistical Office, which had also to cover other East African territories. He had hoped that most of the results of the census would have been available already, but progress in analysing the information received had been slower than anticipated. The sample census form which had been used went into very great detail.

40. Mr. SAYRE (United States of America) asked if the special representative could amplify the statement in section 219 (page 185) of the annual report that the Administering Authority recognized that existing educa-

tional facilities were inadequate and was giving every thought to means of extending them.

41. Mr. LAMB (special representative) stated that the building programme was proceeding on the basis of the ten-year plan. Measures had also been taken to increase the number of supervisory staff. Special importance was attached to facilities for training teachers, since without an adequate supply of African teachers all the Administering Authority's efforts would be doomed to failure; those facilities were being increased.

42. Replying to Mr. SAYRE (United States of America), who asked whether that increase was over and above the increase provided for in the ten-year plan, Mr. LAMB stated that since the rise in prices meant that implementation of the plan would cost much more than anticipated, opportunity was being taken of the need to recast the estimates, to revise certain aspects of it. The figures of population, for example, were seen to have been under-estimated. The scope of the present plans for provision of teacher-training facilities must therefore, in some way or another, be extended rather than curtailed.

43. Entry into the training centres was not by competitive examination, but was open to all suitable secondary-school pupils who chose to take up teaching.

44. Mr. SAYRE (United States of America) asked whether the Administering Authority had any plans for the introduction of compulsory primary education in the foreseeable future.

45. Mr. LAMB (special representative) pointed out that compulsory education could only be established once there were adequate educational facilities to cover all children of school age. In certain urban centres, where control was easier, a start had been made with compulsory education. In the country districts also a start had been made by the enactment of local orders requiring children enrolled at schools to attend regularly. Such orders had been promulgated in many districts in the Territory.

46. Mr. SAYRE (United States of America) said that it seemed then that there was a general desire for education, and no resistance to it.

47. Mr. LAMB (special representative) thought it might be going too far to say there was no resistance. Generally speaking there was no resistance to education for boys, but there was resistance to education for girls in the more backward parts of the Territory.

48. Mr. AQUINO (Philippines) felt that the educational experiment in his country might with advantage be taken into account in trying to formulate a basic educational policy which would be applicable to all Trust Territories. The United States representative on the Council, who had served in the Philippines as United States High Commissioner, had borne official and personal testimony to the success of the educational experiment carried out there by the United States administration. No other country in the world could match the progress which the Philippines had achieved during the past four decades.

49. As the observations received from UNESCO suggested, the medium of instruction was a most important factor in determining the educational development of a country. In the Philippines, English had been adopted from the very outset as the medium of instruction.

50. Experience gained from the educational experiment carried out in a complete spirit of harmony between Americans and Filipinos showed that mass education was a necessary prerequisite to the development of democracy and responsible government. It also proved that any people on earth, of whatever race or region, given proper guidance, could attain a degree of education which some mistakenly believed lay only within the reach of a few favoured peoples. Finally, it showed that if a people were to be prepared for responsible government, their education should have deep roots as well as a broad scope, and should invariably be based on democratic ideals.

51. The Philippines looked forward to the day when the Trusteeship Council could point to similar progress in the Trust Territories. The part which private initiative could play should not be overlooked. Much of the educational progress in his country, for example, was due to the Catholic schools and colleges, which had always been encouraged.

52. In conclusion, he would state that the cost of the educational programme in the Philippines had necessarily been high both for the people of his country and for those of the United States of America. The enthusiasm with which it had been carried out and the results achieved had made that cost well worth while.

53. Mr. PIAGET (United Nations Educational, Scientific and Cultural Organization), replying to the Belgian representative, said that the experiment to which he had referred had taken place long before the foundation of UNESCO. As far as he knew, the results had not been published, at least not in French or English, but it was desirable that they should be. He would therefore request the Director-General of the Organization to make the experiment known to a wider public.

54. With regard to the French representative's remark with which there would be general agreement—namely, that experiments should be conducted at the lowest cost—he would point out that it was false economy to stint expenditure on experimental work.

55. The Iraqi representative had asked what lasting results could be obtained from four years of primary education. He doubted whether the Organization could at present give a precise answer on that point. But all such basic educational problems would be studied systematically and experimentally in the centre for training personnel and for preparing equipment which the Organization had decided to set up in Latin America, and which would perhaps come into operation in 1950. UNESCO was relying a good deal on the centre for carrying out a series of conclusive experiments, the results of which could be published and circulated.

Mr. Piaget withdrew.

At the invitation of the President, Dr. Hafezi, representative of the World Health Organization, took his seat at the Council table.

56. Dr. HAFEZI (World Health Organization) recalled that the fundamental purpose of his Organization as it was defined in article 1 of its Constitution was the attainment by all peoples of the highest possible level of health, which it regarded as one of the fundamental human rights. He wished to comment briefly on the part which his Organization could play in Trust Territories and Non-Self-Governing Territories. It was, in fact, provided in article 2 (e) of its Constitution that one of the Organization's functions would be "to provide or assist in providing, upon the request of the United Nations, health services and facilities to special groups, such as the peoples of Trust Territories". Under the provisions of article 8 and 47, such Territories could become Associate Members of the Organization upon application made on their behalf by the Administering Authority, and could take part in the activities of regional committees, irrespective of whether they were associate members or not.

57. Listing some of the main activities of the World Health Organization, he said that it furnished, on request, consultants on all matters connected with health and the prevention and eradication of disease, and had been particularly active in that respect in the fields of malaria, environmental hygiene, venereal disease and nutrition. It provided facilities for training in health work. It gave health demonstrations and supplied medical literature of all kinds.

58. As regards its regional work in Africa, there was already in the Organization's headquarters at Geneva an office specially concerned with such work. It was hoped that a regional office proper would soon be established in Africa. An officer with expert knowledge of malaria problems was at present carrying out a tour of inspection of the African continent, and on the basis of his report a regional conference would probably be planned to deal not only with malaria, but also with trypanosomiasis.

59. It was the view of his Organization that the revised provisional questionnaire (T/232), for which it had drawn up the section dealing with health, should be used for a period of five years, and then modified if necessary in the light of experience. It was well aware that there were many economic factors which affected progress in the field of health work, and fully realised the problems of the Administering Authorities. It suggested, however, that greater emphasis might with advantage be placed on preventive health measures, and, with particular reference to Tanganyika, welcomed the news of the re-organization of the health services in that Territory.

Dr. Hafezi withdrew.

60. Mr. LAURENTIE (France) considered that when the World Health Organization or the United Nations Educational, Scientific and Cultural Organization had to make contact with research workers and scientists it should be done on a supra-national basis rather than by

approaching them as individual scientists of any given country.

61. Conferences which had already been held in Africa had enabled research workers from both East Africa and West Africa, and even from South Africa, to pool their knowledge. Excellent results had already been achieved, and he believed that more still would be achieved in the future with the permanent co-operation of the World Health Organization.

62. The problems concerned were not so much those of any given Administering Authority as they were the problems of Africa as a whole, which the Organization on the one hand and the Governments who had responsibilities in Africa on the other were anxious to solve in such a way as to achieve the best results for the indigenous population.

63. Mr. LIU (China) thanked the representative of the World Health Organization for his interesting statement, and the representative of UNESCO for the statement he had made and the most informative observations his Organization had submitted. The problem of education was indeed of fundamental importance, and he hoped that the ten-year plan would enable greater headway to be made in that field in Tanganyika than had so far been evident. He realized the Administering Authority's difficulties, but hoped definite steps would be taken to overcome them.

64. He asked the special representative whether he had anything to add to the statement he had made during the examination of the annual report on the Trust Territory of Tanganyika for 1947² to the effect that he saw no objection to the suggestion that textbooks should include information on the aims and purposes of the trusteeship system. Resolution 36 (III) adopted by the Council and resolution 324 (IV) of the General Assembly showed the importance both attached to that matter.

65. Mr. LAMB (special representative) stated that the curriculum of every primary school included the subject known as "Citizenship", in connexion with which efforts were made to teach something more than purely local citizenship—namely, territorial and world-wide citizenship, including the concept and the purposes of the United Nations. The suggestion that special textbooks be produced to cover that subject was under consideration. Just before he had left Tanganyika, a vast amount of United Nations documentation, intended for distribution to schools and other cultural centres, had been received from Lake Success.

66. With reference to what the Iraqi representative had said in connexion with the duration of primary education, he wished to point out that the problem was to maintain literacy once it had been gained. The Council would have noted from section 236 (page 199) of the annual report that an East African Literature Bureau had been set up with a view to building up a school of indigenous literature and providing reading

material for schools and for self-education. During the sixteen months of its existence prior to August 1949, the Bureau had received 325 original manuscripts and 199 manuscripts of translated works. On that date, work had been proceeding on 9 original and 3 translated works of fiction for schools, 24 original and 4 translated works of general and adult fiction, 37 original and 4 translated textbooks, 120 original and 3 translated technical and agricultural documents, 15 original works on travel history, and 3 original and 4 translated biographies. He thought that the number of original documents, many submitted by Africans, was of particular interest.

67. Mr. JAMALI (Iraq) agreed that it was the retention of literacy rather than its initial acquisition that was important. In his experience in his own country, a period of five years' primary education was necessary. He welcomed the information the special representative had given on the East African Literature Bureau. A supply of reading material was most important, but he asked whether full use was also being made of films and the radio.

68. In connexion with the medium of instruction, he pointed out that the teaching of a foreign language could be very effectively exploited to inculcate information, not only on that language but on the civilization of the people who spoke it. A general broadening of outlook could thus be brought about.

69. In conclusion, he noted that it was stated in section 231 (page 196) of the annual report that in schools for Asians there were a number of unqualified teachers. He asked for confirmation that that was only a temporary expedient.

70. Mr. LAMB (special representative) stated that it was hoped to make greater use of mobile cinemas to show educational and technical films. He also referred to the work of the Colonial Film Unit.

71. The Territory had no broadcasting system of its own, but the Swahili broadcasts from Nairobi were popular. The radio would certainly play an increasing part in East African life.

72. He agreed that the teaching of a foreign language could do much to broaden the general outlook, but pointed out that it was not absolutely necessary for the information about another country to be given in the language of that country. It was a question of the audience one wished to reach. For example, it was not much use giving information on improved methods of farming only in English textbooks, since most of the native farmers could not understand English.

73. With regard to the question of sports, he stated that games figured prominently in the life of the schools in the Territory. Almost every school had its own football field, and inter-school sports competitions were very popular.

74. He also hoped that the need to resort to untrained teachers would soon disappear. The untrained teachers whom it was at present necessary to use in view of the shortage of qualified personnel were known as licensed

² See *Official Records of the Trusteeship Council*, third session, 16th meeting.

teachers; in other words, they were selected men or women who had failed to pass the qualifying examination but had shown themselves otherwise to be natural teachers.

75. Sir Alan BURNS (United Kingdom) said he had listened with great interest to the discussion. On the question of unqualified teachers, it was of interest that in some territories administered by the United Kingdom there was such a demand for education that in remote or small villages where no school existed, persons with almost no education themselves set up as schoolmasters and attracted numbers of pupils. The colonial authorities had combated that practice, but in doing so had in every case provoked an outcry from the community in question. He felt that that illustrated the difficulty of laying down a hard-and-fast rule. In the case of Tanganyika, the Council had heard that there was a demand for education for boys; the question was: How was it to be satisfied?

76. Mr. JAMALI (Iraq) stated that the educational authorities in his country had dealt with such situations in two ways, either by opening competing schools, or by inviting such enterprising amateur schoolmasters to undertake a proper course of training.

77. Replying to Mr. AQUINO (Philippines), who asked what steps were being taken to impart a knowledge of African culture, Mr. LAMB (special representative) stated that apart from the work of the East African Literature Bureau, the history and geography of East Africa were taught in every school before those of any other region.

78. Mr. AQUINO (Philippines) felt that the Council should take a decision on the substantive question of the implementation of the General Assembly's resolutions, a question which had been touched on by the representatives of Iraq and China. The Administering Authorities responsible for Trust Territories had been asked by the General Assembly to include, in their annual reports, a special section on the manner in which they had implemented Trusteeship Council resolution 36 (III) on the provision of information concerning the United Nations, Council resolution 83 (IV) on educational advancement, free primary education and the training of indigenous teachers, and Council resolution 110 (V) on higher education in the Trust Territories in Africa. The information, particularly the statistical information, that had been supplied on those matters was manifestly not up-to-date, to say the least. He asked the special representative to state in general terms what had been done in those fields and what could be expected in the future.

79. Mr. LAMB (special representative) wondered if he had not already answered the Philippines representative's question in his reply to the representative of China.

80. The PRESIDENT pointed out, in connexion with the resolutions mentioned by the Philippines representative, that apart from General Assembly resolution 324 (IV) on educational advancement, its resolutions 320 (IV), 322 (IV) and 323 (IV) on political, economic and social

advancement respectively in Trust Territories were to be discussed as separate items of the Council's agenda.

81. Mr. AQUINO (Philippines) stated that he was aware of that fact. His aim had been to elicit information relative to that part of the annual report dealing with education in order to suggest to the Council that it subsequently take a decision on the important question of general principle.

82. In the course of an informal conversation with the United Kingdom representative, he had informed him that the Philippines delegation intended to submit a formal proposal and had obtained his consent to its doing so. That proposal was as follows: "In view of the importance of an understanding by the Trusteeship Council of the fiscal and economic situation in the Territory of Tanganyika and, recognizing that such an analysis should be undertaken by competent experts, it is proposed that (a) full statistics and other information relating to the fiscal and economic situation be made available, as required, by the Administering Authority and (b) that the Secretariat be requested to undertake such an analysis for the information of the Trusteeship Council so that the significance and implications of the data may be understood".³

83. Sir Alan BURNS (United Kingdom) stated that he had perhaps misunderstood or misheard what the Philippines representative had said during the informal conversation and that he would have to refer the matter to his Government.

84. Mr. SAYRE (United States of America) wondered whether the Secretariat had the necessary staff to undertake such work, which it would be reasonable to expect would be asked for not only in respect of Tanganyika but in respect of all the Trust Territories.

85. The PRESIDENT asked whether the proposal of the Philippines representative concerned a study to be carried out forthwith in connexion with the drafting of the sections dealing with annual reports in the Council's report to the General Assembly, or an analysis to be prepared for the following year, the results of which would be communicated to the Council in connexion with the examination of the next annual report.

86. Mr. AQUINO (Philippines) stated that he would of course prefer the study to be undertaken in time for the next session of the Trusteeship Council in June, but if that was impossible, it should be done as soon as possible, with no stated time-limit. He could assure the Council that the Philippines delegation had made the necessary enquiries and was confident that the United Nations had experts available to do the work.

87. The PRESIDENT pointed out that there was no provision in the Council's agenda for its seventh session for the discussion of the annual report on the Trust Territory of Tanganyika. That session already had a full programme of work.

88. Mr. Hoo (Assistant Secretary-General in charge of the Department of Trusteeship and Information

³ Subsequently reproduced as document T/L. 12.

from Non-Self-Governing Territories) stated that if the Secretariat were given prior notice it could make such studies in regard to the reports on the Trust Territories for the year 1949.

89. The PRESIDENT thought such work would certainly have more value if it were based on the new data which the Secretariat could obtain from the annual reports for 1949. The study carried out by the Secretariat would be submitted to the Council together with the annual reports for 1949, that was to say, at its first session in 1951.

90. Mr. SAYRE (United States of America) felt it was essential to know whether the proposed studies would be based on the statistics already submitted or on fresh statistics; whether the studies would be made at Lake Success or would entail visits by members of the Secretariat to the Trust Territories; and what was precisely the aim of such studies.

91. The PRESIDENT thought the proposal submitted by the Philippines delegation might have very important implications and that all members of the Council would wish to study it before discussing it and taking a decision in the matter. He requested the Philippines representative to submit his proposal in writing.

92. Mr. AQUINO (Philippines) undertook to do so. He referred the United States representative to the verbatim record (T/PV.216) of the 14th meeting for elucidation of the aim and the implications of his proposal.

32. Programme of work

93. The PRESIDENT proposed that, in order not to retain the special representative too long at Geneva, the Council should resume examination of the annual report on the Trust Territory of Tanganyika on 7 February. To expedite the Council's work as a whole to the greatest possible extent, he proposed that alternate days should be devoted to consideration of the various items on the agenda, so that the question of a Statute for the City of Jerusalem would be considered on 6 February, and the annual report resumed on 7 February and completed that day. That would enable the committee responsible for drafting the section on Tanganyika for the Council's report to be set up at once. The Council would then resume consideration of the question of the Statute for Jerusalem on 8 February.

94. He would also like the Council to fix the date for its consideration of the annual report on the Trust Territory of Ruanda-Urundi. The Council had decided that the written questions on that Territory should be submitted not later than 6 February. With a view to allowing the Belgian representative or the special representative for the Territory a few days in which to prepare replies to those questions, the Council might perhaps decide to begin consideration of the report on 13 February.

95. He asked the Belgian representative whether the special representative could come to Geneva in the course of the following week, since that would enable

him to study the written questions and frame his replies before consideration of the annual report began.

96. Mr. DE KERCHOVE D'EXAERDE (Belgium) thought that was possible, since the special representative had already arrived in Brussels.

97. The PRESIDENT stated that the written questions could be sent to Brussels if the Belgian representative so desired. The important date was the one on which the Council would begin consideration of the annual report.

98. Mr. SAYRE (United States of America) suggested that the Council authorize the President forthwith to appoint a drafting committee which might begin work as soon as the discussion on the annual report on the Trust Territory of Tanganyika was completed, and before the special representative left. He assumed that the intention was to appoint a drafting committee of the whole, as had been done at the previous session, which could of course divide into sub-committees if it thought fit.

99. Sir Alan BURNS (United Kingdom) warmly supported the United States representative's suggestion. He recalled that it was most desirable that the petitions relating to Tanganyika should be considered while the special representative was present and at the same time as a drafting committee was drafting its report.

100. The PRESIDENT wondered whether it would not be advisable to appoint at once small drafting committees to prepare each of the sections on annual reports for the Council's report.

101. Mr. LIU (China) recalled that the experience of the Council at its fifth session had been that a committee of the whole was impracticable, particularly for the smaller delegations.

102. Sir Alan BURNS (United Kingdom) agreed that there had been difficulties the previous year, but felt that they would not arise again at the present session. He thought it essential that the sections on annual reports in the Council's report to the General Assembly should be written from a single point of view. If they were all written by different groups, each would necessarily have a different bias. A committee of the whole should consider the general principles according to which they should be drawn up and then set up what he would term rapporteur sub-committees to do the actual drafting.

103. The PRESIDENT agreed that the proposal of the United Kingdom representative appeared to provide the best method of avoiding the difficulties experienced at earlier sessions. If the Council was in agreement, the committee of the whole would be set up the following week, to begin its work as soon as the Council had disposed of the annual report on the Trust Territory of Tanganyika.

104. Mr. LIU (China) pointed out that the Council would in any case consider the reports submitted by the committees, and would therefore perform the

functions of a committee of the whole, as the United Kingdom representative saw them.

105. Sir Alan BURNS (United Kingdom) appreciated the Chinese delegation's difficulties. The consideration of a text by the Council, however, the adoption of an amendment here or there, the deletion of a word or a phrase, was a vastly different matter from what he was speaking of—namely, the setting of the whole tone and bias.

106. Mr. AQUINO (Philippines) felt that the practical difficulties referred to by the Chinese representative were a matter of common knowledge to the Council. If the committees set up to draft the sections on annual reports were composed of four representatives, two drawn from Administering Powers and two from non-administering Powers, the balance would be held, and the likelihood of bias would largely disappear. Moreover, such procedure would certainly be more expeditious than that envisaged by the United Kingdom representative. He therefore supported the view of the Chinese representative.

107. Mr. LAURENTIE (France) fully understood the objections of the Chinese representative, but wondered whether delegations should not make a slight effort to find the best working methods for the Council. The first time the Council had had to deal with such a question it had used the system of small committees; the second time, the system had been that of a committee of the whole; the third time it had first set up a committee of the whole, which had afterwards been split up into three small committees.

108. It should be noted that on the second occasion—namely, at the fourth session, the results achieved had been far more uniform, which was a point worth considering.

109. In view of the valuable results obtained during that session the Council had wished to adopt the same system during the fifth session. The fact that it had been unable to do so was due to the attitude, within the committee of the whole, of one delegation, which had prevented the committee from functioning. That was a historical fact which he felt there was no harm in recalling. The committee of the whole would obviously have achieved equally good results as at the fourth session had it not been faced with that obstacle.

110. That being so, experience had shown that if the Council really wished to achieve uniform results it should resort to a committee of the whole. Apart from such considerations an additional difficulty had been encountered by certain delegations; in that connexion, the Chinese representative was quite justified in expressing his objections.

111. The PRESIDENT explained that the Council might so arrange the working hours of the committee of the whole and of the sub-committees that they would not sit simultaneously. The Chinese representative's difficulty would thus be surmounted.

The meeting rose at 1.15 p.m.

218th meeting

SIXTEENTH MEETING

*Held at the Palais des Nations, Geneva,
on Monday, 6 February 1950, at 2.30 p.m.*

President : Mr. Roger GARREAU.

Present : The representatives of the following countries : Argentina, Australia, Belgium, China, Dominican Republic, France, Iraq, New Zealand, Philippines, United Kingdom, United States of America.

Observers from the following countries : Egypt, Syria.

33. Question of an international regime for the Jerusalem area and protection of the Holy Places (General Assembly resolution 303 (IV) (T/423 and T/457) (resumed from the 9th meeting)

1. The PRESIDENT reminded the Trusteeship Council that in its resolution 303 (IV) of 9 December 1949 the General Assembly had requested the Council to complete the preparation of a Statute for Jerusalem, and to ensure its implementation.

2. Copies of the suggestions he had made at the ninth meeting had been circulated, together with correspondence he had received from governments and organizations, as document T/457. The Secretariat had also circulated a working-paper on the discussions in the General Assembly and its *Ad Hoc* Political Committee during the fourth session (Conference Room Paper No. 7).

3. Mr. JAMALI (Iraq), having recalled the terms of General Assembly resolution 303 (IV), emphasized that its text made it abundantly clear that the Assembly desired the Trusteeship Council to accomplish its task with the greatest possible speed. That was the reason which had moved the Mexican representative, at the second special session of the Trusteeship Council in December 1949, informally to suggest that the President be entrusted with the task of preparing a working-paper on the basis of the Assembly resolution. The Council had endorsed that suggestion in its resolution 113 (S-2) of 19 December 1949¹ with the consequence that at the ninth meeting of the current session on 30 January 1950 the President had submitted to the Council a new plan for the City of Jerusalem.

4. In conveying his delegation's views on that plan, he would direct his comments to the three following points: the basic assumptions underlying the President's proposals; whether those proposals constituted a new solution, different from that adopted by the General Assembly; and their consequences and repercussions.

5. In his opening statement, the President had stated that he had collected all the relevant data to assist the Council "in its search for a solution which . . . might

¹ See *Official Records of the Trusteeship Council*, second special session, supplement No. 1.