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President: Mr. Leslie Knox MUNRO (New Zealand).

Present:

The representatives of the following States members of the Trusteeship Council: Australia, Belgium, China, El Salvador, France, Haiti, India, New Zealand, Syria, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United States of America.

The representatives of the following specialized agencies: International Labour Organisation; United Nations Educational, Scientific and Cultural Organization; World Health Organization.

Examination of conditions in the Trust Territory of Tanganyika: (a) annual report (T/1083); (b) petitions circulated under rule 85, paragraph 2, of the rules of procedure (*continued*)

[Agenda items 3 (a) and 4]

At the invitation of the President, Mr. Grattan-Bellew, special representative of the Administering Authority for the Trust Territory of Tanganyika, took a place at the Council table.

QUESTIONS CONCERNING THE TRUST TERRITORY AND REPLIES OF THE SPECIAL REPRESENTATIVE (*continued*)

Social advancement (concluded)

1. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied to two questions asked by the USSR representative at the preceding meeting.
2. The loans from territorial funds referred to on page 270 of the annual report¹ were distributed as follows: mining loans, loans to European education authorities, loans to Indian education authorities, loans to trustees of Tanganyikan national parks, loans to the Southern Highlands Non-Native Tobacco Board, loans to Dar es Salaam municipality and loans for a building for the Women's Service League.
3. No exact figures could be given for the area occupied by certain businesses exploiting timber in the Territory because the area varied in accordance with

¹ See Report by Her 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 under United Kingdom Trusteeship for the Year 1952, London: Her Majesty's Stationery Office, 1953, Colonial No. 293.

the instructions of the Forestry Department. To convey an idea of the size of each undertaking, he gave the tonnage of wood extracted by each of them in 1952.

4. Mr. SINGH (India) asked what steps had been taken by the Administering Authority to combat racial prejudice and to ensure equal opportunities for all.

5. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that it was the Administering Authority's policy to get all the races in the Territory to work together in partnership to promote the country's economic and social development. While it was impossible to enumerate all the steps that had been taken for that purpose, it could be mentioned that in general the members of the boards, which dealt with various matters, included persons of all races.

6. Mr. SINGH (India) asked whether the Administering Authority had undertaken a detailed study of the cost and standard of living.

7. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said the standard of living was a matter of constant concern to the Administration, which in addition to its ordinary routine measures had made a survey of the conditions at Dar es Salaam, where the cost of living was much higher than in the rest of the country. The survey had been completed in 1953 and was now being analysed by the competent services.

8. Mr. SINGH (India) asked the Special representative if he could explain why the number of African wage-earners had decreased by 11,800 during 1952.

9. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said there were about 1,700,000 adult Africans who could be employed in paid labour, the majority of whom, however, preferred to work their own land. The decrease in the number of wage-earners in 1952 was comparatively small, and he had nothing to add to the reply he had given the representative of Syria at the 509th meeting.

10. Mr. SINGH (India) asked whether the Administering Authority could consider requesting the International Labour Organisation to make a survey of labour conditions in Tanganyika. In any case, the Administering Authority could make a preliminary survey from the statistics already available or by a sample survey. The results of such a survey would be very useful to the Council in considering the question of employment and unemployment.

11. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said he did not think the Administration was considering such a request to the International Labour Organisation. The Indian representative's suggestion would, however, be duly considered.

12. Mr. SINGH (India) observed that 160,704 men were employed in agriculture. He would like to know for how many months they worked, and what occupations they carried on during the off-season.

13. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said he could not give the exact figures. A certain number of workers were, however,

employed throughout the year, while others were seasonal workers. In the case of the sisal industry, some Africans were prepared to leave their own land and to work on the sisal estates only when they desired to earn a little money in order to purchase a particular article.

14. In reply to a further question by Mr. SINGH (India), Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that the African normally occupied the land he cultivated, in accordance with Native law and custom, but that the law and custom of the tribes varied considerably throughout the Territory.

15. Mr. SINGH (India) asked how many skilled workers there were among the 18,964 adult males employed in manufacturing, and whether there were any labour exchanges.

16. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said a large number of workers were semi-skilled or skilled. The competent official services encouraged all industries to undertake workers' training schemes so as to increase the number of skilled workers.

17. The Administration had established labour exchanges throughout the Territory; Africans registered at them in order to obtain work.

18. Mr. SINGH (India) observed that paragraph 108 of document T/L.419 gave the wages of certain workers as so much per so many tasks. He would like some explanation of that, and particularly as to the number of tasks which a worker could normally perform in one month.

19. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that he thought a task normally corresponded to one day's work. As a general rule, the African worked much less than thirty days a month; if he worked twenty days a month, doing every day what would, in other territories, be considered a normal day's work, his monthly earnings would probably be considerably more than was indicated by the figures given in paragraph 108. Although the task corresponded to a normal day's work, the worker could complete more than one task a day if he worked at the same rate as that at which people normally worked in most countries.

20. Mr. SINGH (India) asked what was the average number of dependants per worker in Tanganyika.

21. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said he did not yet have the information requested. He could, however, say that the figure varied greatly from tribe to tribe.

22. Mr. SINGH (India) asked for additional information on the subject of convictions for offences against the labour laws. In particular, he would have liked to know whether any employers had been sentenced for brutality towards the labourers.

23. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) recalled that the question of what offences had been committed by employers had been raised on an earlier occasion (509th meeting); as far as he knew, no employer had been sentenced for brutality or ill-treatment of workers.

24. Offences by workers were principally unlawfully leaving the employer's service and failure to perform thirty days' work during each completed period of forty-two days.

25. Mr. SINGH (India) asked the special representative if he could give some statistics on infant mortality, births, deaths and general health in the Territory.

26. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said he might be able to give the statistics relating to infant mortality later. Figures about general health were to be found in the annual report. It would be very difficult to give exact figures for births and deaths, because Africans were not subject to compulsory registration.

27. Mr. SINGH (India) asked what was the approximate proportion of doctors and dentists mainly serving the African population.

28. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) did not think there were any doctors or dentists who did not, in some way or other, give their services to Africans. Many were stationed in areas where the population was exclusively or predominantly African. It was impossible, however, to give exact figures, for that would involve finding out where every doctor and dentist resided and what their duties were. The health service was not run along racial lines of that kind.

29. Mr. SINGH (India) asked whether, in certain cases, European hospital beds could be used for Africans, and vice versa.

30. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) remarked that the doctors served all races without distinction and were not assigned exclusively to a particular class of beds. The question concerning the use of beds by different races had been answered very adequately by the Administering Authority in its observations on the report on Tanganyika submitted by the United Nations Visiting Mission to Trust Territories in East Africa, 1951. He read the reply, which was reproduced on page 59 of document T/1032. Certain hospitals had been built and equipped for Africans rather than for Europeans or Asians; it would, however, be incorrect to say that they were "African" hospitals. Similarly, the so-called European hospital was not reserved exclusively for Europeans. In short, anyone, whatever his race, could be treated in any hospital.

31. Mr. SINGH (India) asked what had been the results of the campaign for the control of venereal disease referred to in paragraph 813 of the annual report. He also asked what plans for leprosy control had been carried out, what had caused the increase in the incidence of plague in 1952 and what action had been taken.

32. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied that a control campaign had been launched in the Bukoba district to ascertain the prevalence of venereal disease among the inhabitants, to conduct a medical and social survey of the situation, and to determine what further action should be taken.

33. In regard to leprosy, two leprosaria had been in course of building in 1953; he was under the impression that one of them had been completed but could not say whether it was already open.

34. In reply to the question concerning plague, he said that he had not been able to ascertain why there had been more cases in 1952. Actually, the disease tended more and more to disappear; its incidence was small, compared with what it had been some years previously in Tanganyika and in other parts of Africa.

35. Mr. SINGH (India) said that paragraph 645 of the annual report gave figures of the number of immigrants who had entered the Territory in 1952. He would like to know how many applications had been rejected, and also how many persons had immigrated from the Union of South Africa.

36. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that he could give a break down of the immigration figures. The total number of persons admitted as immigrants from the Union of South Africa during 1952 was 124.

37. Mr. SINGH (India) asked if the poll tax or any other system of personal taxation had the effect of demarcating people by race.

38. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that it did in effect demarcate people by race but not in any notable way.

39. Mr. TSARAPKIN (Union of Soviet Socialist Republics) said that he gathered from certain passages in paragraphs 614, 618 and 619 of the annual report that freedom of expression and freedom of the Press were recognized and guaranteed unreservedly in the Territory; yet paragraph 618 mentioned that two publications, *Africa: Britain's Third Empire* and *Filmindia*, had been proscribed in 1950 and 1952, respectively. How could the ban on those two publications be reconciled with the statements regarding freedom of thought and freedom of the Press?

40. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that there was full freedom of the Press in the Territory. The legislative provisions concerning libel and sedition were normal provisions which were found in the law of any civilized country, and there was nothing in them which could be said in any way to detract from human rights.

41. The periodical *Filmindia* was read only by Asians, particularly Indians—either Hindus or Moslems. It should be noted that the inhabitants themselves, through their local associations, had asked the Government that the importation of the publication should be stopped. The Government had considered the matter at length and at first had not thought it necessary to proscribe *Filmindia*. Then in face of much stronger protests it had banned the publication in order to prevent a breach of the peace.

42. He had said before that he could not explain why the other publication mentioned in paragraph 618 had been proscribed, but was certain that the decision must have been taken after very careful consideration, for the benefit of the Territory and within the terms of the law.

43. Mr. TSARAPKIN (Union of Soviet Socialist Republics) said he could find no mention in the annual report of the number of African doctors, of whom there had been nine in 1951. What was the position at the moment?

44. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) regretted that he had not observed the omission earlier. A considerable number of African doctors who had qualified at Makerere College were practising in the Territory. He pointed out that the number of African doctors in the service was given in an appendix to the report. He further explained that formerly students who had qualified at Makerere College could not be registered as physicians. Now the ten African medical assistants in the Territory could not be registered. Although their training might not be exactly identical with that received at other

institutions, it was of a sufficient standard to enable them to be registered in the same way as a European-trained doctor, for example.

45. Replying to Mr. TSARAPKIN (Union of Soviet Socialist Republics), Mr. GRATTAN-BELLEW (Special representative for Tanganyika) pointed out that the difficulties regarding housing and town planning mentioned in the report had not arisen in connexion with the recruitment of engineers or construction personnel but of town-planning experts. There were institutions in the United Kingdom for the training of such experts but there was no plan at the moment for the training of Africans for that particular purpose because they were required for more important matters.

Educational advancement

46. In reply to Mr. HURE (France), Mr. GRATTAN-BELLEW (Special representative for Tanganyika) gave some details about the adult literacy campaigns. The first such campaign had been started in 1951 in the Pare district. It had been a great success and had spread to neighbouring areas; large numbers of Africans were taking part. Two similar campaigns had been started at Dodoma, where under one scheme about 75 per cent of the participants were women, another at Morogoro and another at Dar es Salaam. All those campaigns had been welcomed by Africans. On the other hand, in the Kisarawe district, the people had shown little interest in the campaign. The Government realized that the initial campaigns had to be followed up by programmes which would prevent knowledge acquired from being forgotten; and it was accordingly intensifying its efforts in that direction. Lessons in English and Swahili were being given by radio several times a week, newspapers, pamphlets and translations were being published in Swahili, and there were also mobile cinema units.

47. Mr. HURE (France) observed that in Togoland and the Cameroons under French administration the rudiments of African history were taught in the schools. He asked if the history courses mentioned in paragraph 992 of the annual report included African history and whether text-books in that subject for the use of African or other pupils existed.

48. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that the reference in paragraph 992 was to primary schools. There particular emphasis was laid on African history with special reference to Tanganyika because history teaching was a way of interesting the people in their Territory and giving them a common background. He said he had not seen text-books of African history in Swahili, but there must be text-books from which the curriculum was taught.

49. Mr. ASHA (Syria) said that information supplied by the 1951 Visiting Mission showed that only 36 per cent of the children would receive four years of school education even after the ten-year plan had been completed (T/1032, p. 41). He asked how many children could be accommodated in the primary schools by 1956. He would like future reports to include approximate estimates of the number of children attending school; and such figures could be more accurately determined as the progress of the ten-year plan made it possible to obtain a clearer idea of future prospects.

50. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that the ten-year plan, which had been revised in some respects to make it conform to the suggestions made by the Visiting Mis-

sion, was quite ambitious. At the present rate of progress it was hoped that the percentage of children in the primary schools in 1956 would be more than 36 per cent of the school-age population. In general there was a desire for education among the people but in some areas that desire did not exist and there had been a good deal of absenteeism. Furthermore, the extent of the education plan had to be limited by the resources of the Territory: in its observations (T/1091) UNESCO stated that it considered the proportion of the finances spent on education, namely 12.1 per cent, to be satisfactory. In 1954 the allocation for education would amount to nearly 15 per cent of the revenue of the Territory. Ultimately the development of education depended on the availability of trained African teachers. At the moment more than 1,500 students were being trained as teachers and as they completed their courses progress in education would be speeded up.

51. Mr. ASHA (Syria) asked if progress had been made in remedying the inadequacy of libraries, books and publications, on which the Visiting Mission had remarked.

52. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that the schools were not suffering from any shortage of books or text-books. The Administering Authority had intended to set up a public library with the aid of UNESCO but that project had fallen through because the funds were not available from the specialized agency. In rural areas Africans lived according to their tribal customs, which rather prevented people who were literate from reading as much as they should. The Government had taken steps to set up circulating libraries; that was probably the best way of dealing with the problem in view of the difficulties of communication.

53. Mr. ASHA (Syria) asked whether it was the Administering Authority's intention to make primary education compulsory in the Territory in the near future. He would like to know more definitely when it would be possible to introduce free education in the entire Territory.

54. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that primary education could not be made compulsory until there were schools in sufficient number and so located that children could attend them reasonably easily; that, in some cases, implied considerable expenditure. In certain areas where there were sufficient primary schools the question of compulsory education was under consideration. In general terms it was impossible to give more than a rather vague estimate as to how long it might take to provide an adequate system of primary schools. That result might be obtained fairly rapidly if all efforts were concentrated on primary education, but educational development would then become unbalanced and secondary and higher education would be neglected. Free education for all would put a very severe financial strain on the Territory. At the moment Europeans were paying very substantial sums, Indians lesser but still substantial sums and Africans only a very small amount for school fees. In practice no African child had ever been refused education merely on the ground that his parents were unable to pay the very small fee in the case of primary education or the boarding fee in the case of secondary education.

55. In reply to a question by Mr. ASHA (Syria) on the dissemination of information relating to the United Nations, Mr. GRATTAN-BELLEW (Special

representative for Tanganyika) observed that the remarks in paragraphs 377 to 381 of the Visiting Mission's report (T/1032, p. 46) were not so much a criticism of the Administering Authority as of the machinery in the Secretariat for the distribution of material. Since the Mission's visit there had been a noticeable increase in the number of documents distributed. The Government was receiving enough copies of official documents of the Trusteeship Council and the United Nations for distribution to provinces and districts. Some publications were translated into Swahili and distributed to the population. The Territory had also received numerous posters which had been displayed in the schools.

56. Mr. ASHA (Syria) asked if the documents mentioned in paragraphs 380 and 381 of the Visiting Mission's report, such as the Swahili versions of the Charter and the Trusteeship Agreement, had been sent to Tanganyika.

57. The PRESIDENT replied that the answer to that question would be given at the next meeting.

58. In reply to a further question by Mr. ASHA (Syria) about the fluctuations in the numbers of students attending vocational schools, which UNESCO had viewed with concern, Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that boys and girls who had reached a certain educational standard did not necessarily desire vocational training and often the chance of obtaining paid employment appeared more attractive than further study. The recent closing of a technical training school administered by a voluntary agency might have caused a temporary reduction in the number of young people attending vocational training courses. However, in the Administration's training centres numbers had not decreased. At Ifunda all vacancies had been filled for the first time; 500 students were under training and 270 had already graduated.

59. Mr. ASHA (Syria) asked if the Administering Authority had recommended qualified African officials for scholarships in public administration awarded under the technical assistance programme.

60. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) quoted the case of an African official who had just completed a university course outside the Territory and obtained a degree. He had now returned to the Territory to take up a higher post. Generally speaking, the Administering Authority would take every advantage of the technical assistance offered by the United Nations and the specialized agencies in the form of scholarships for particularly promising, indigenous candidates, whether they were young men who had just left school or serving officials.

61. Mr. DORSINVILLE (Haiti) wished to know the present figure for the school-age population and what the numbers would be in primary, secondary and higher educational establishments on completion of the ten-year plan. He also asked for further particulars concerning the "bush schools" mentioned in the report.

62. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said he would reply to the first question when he had consulted the necessary documents.

63. "Bush schools" were organized by missionary societies to teach the indigenous population to read and write in Swahili. They were fairly primitive and the Administering Authority was considering bringing them

up to the level of other educational establishments so that they could qualify for government grants.

64. In reply to further questions by Mr. DORSINVILLE (Haiti) on illiteracy and the organization of higher education, Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said he did not think that the Administering Authority was contemplating a study on the extent of illiteracy. In its next report, it would rather be concerned with determining how far literacy had spread as a result of planned education and adult education schemes. Higher educational institutions were very expensive and unless there were a fairly large number of potential candidates, the standard of education was not always satisfactory. At the Territory's present stage of development it was preferable to send students from Tanganyika to Makerere College. He referred to the Administering Authority's comments on the Visiting Mission's recommendations (T/1032, p. 62). There were now eighty-eight students from the Territory at Makerere College, including seven African medical students and one African female student. The number of university students from Tanganyika was increasing yearly.

65. In reply to a question by Mr. LOOMES (Australia), Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that the Tanganyika Government would certainly be very glad to provide the information concerning the community development scheme in the Pare district requested by UNESCO in its observations (T/1091).

66. In reply to a further question by Mr. LOOMES (Australia), Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that the Advisory Committee on African Education, which was at the highest level of the education committees, consisted of the Director of Education as chairman, five Africans (including one woman), ten other persons representing the voluntary agencies, which were closely concerned with the question of African education, and two unofficial European members.

67. Mr. LOOMES (Australia) asked for further details about the local education committees and also about the Natural Resources School mentioned in paragraph 964 of the annual report, particularly its standard of education.

68. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that the local or district education committees were more concerned with the actual administration of the schools whereas the Advisory Committee dealt with more general questions of educational policy. The proportion of African members was higher in the local committees, which included Africans who, as Native Authorities, administered certain schools, and school supervisors.

69. The Natural Resources School at Tengeru had been opened in 1953. Its curriculum was not only concerned with soil preservation and the conservation of the Territory's natural resources, but also included training courses for a certain number of persons, particularly agricultural officers in the lower grades of the service, and other government officers, who could thus make a useful contribution to the agricultural training of the African farmer in general.

70. Mr. SCOTT (New Zealand) asked what measures the Administering Authority had taken to ensure that Africans who had left primary schools retained their knowledge.

71. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that the problem raised many difficulties. Some of those who were dealing with the question on the spot thought that for the moment the most useful follow-up literature was the district newspaper published by a Native Authority. In addition, the Department of Social Development had organized a circulating library system which supplied more advanced reading matter. He thought the library operated mainly in districts where the Administration had conducted an adult literacy campaign. The number of letters sent and received by the indigenous population had virtually doubled between 1948 and 1953, which showed that they had something to write about and that their desire to write was increasing.

72. Mr. SCOTT (New Zealand) asked if the new 20-kilowatt transmitter designed to cover the whole Territory was now in operation.

73. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) could not give a definite answer but said that the broadcasting services had expanded greatly. Not only had transmitters increased in power but more broadcasts were being made.

74. Mr. SCOTT (New Zealand) asked for an explanation of the fact that the ratio of girls to boys was higher in private schools than in schools conducted by the Administration or the Native Authorities. He also wished to know what proportion of the Department of Education's budget was spent on teachers' salaries.

75. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that private schools were perhaps in a better position to break down the conservatism of those African tribes which opposed education for women.

76. In reply to the second question, he said that £388,610 had been spent on teachers' salaries; in addition, part of the grants made to private schools was also spent on emoluments for teachers.

The meeting was suspended at 4 p.m. and was resumed at 4.30 p.m.

77. Mr. SCOTT (New Zealand) asked if any of the pupils enrolled at "bush schools" also attended primary schools, as was the case in other Territories. He also asked if the Administration had made any arrangements for organizing further training for the teachers of the "bush schools".

78. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that it was unlikely that pupils enrolled at "bush schools" also attended primary schools. "Bush schools" were situated in areas which possessed neither public nor private schools. In answer to the second question, he explained that the Administration's intention was not so much to improve "bush schools" as such but to transform them into proper primary schools.

79. Mr. SINGH (India) asked at what age Africans began to learn English in schools and if there were Asians or Africans who already spoke English when they started school. The special representative had alluded to the language difficulties which made inter-racial education impracticable. He had also stated that the Administration considered that indigenous inhabitants should begin by learning the vernacular. How could those two statements be reconciled?

80. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said it was not so much a question of age as of standard of education. It was not

desirable to teach English to students until they had received basic instruction in the vernacular. Although a large part of the Asian population might now be bilingual and the number of bilingual Africans was increasing, the indigenous inhabitants probably spoke the vernacular in their homes. It was therefore preferable for the Territory's population as a whole that in the first stages of education, the vernacular should be used. On the other hand, it was possible that in certain schools conducted by Indian associations instruction was always given in English. As to inter-racial education, the language question alone was not decisive; differences of culture also had to be taken into account. The Visiting Mission had itself recognized that there was no alternative at present to the organization of schools on a communal basis.

81. Mr. SINGH (India) asked whether the Administration contemplated founding schools, at Dar es Salaam or in other towns, where Africans and Indians who proposed to continue their studies would be able to learn English or some other language together in order to become qualified for higher education.

82. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that, generally speaking, the courses at Makerere College, particularly in such technical subjects as medicine, engineering and so forth, were conducted in English.

83. The Administration had no particular plan under consideration whereby Indian and African students would learn English together as preparation for further study.

84. Mr. SINGH (India) noted that the report showed a considerable variation in the cost of education per pupil as between Africans, Asians and Europeans. He requested an explanation of that divergence and asked what proportion came out of fees paid by the pupils themselves to the schools.

85. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that a comparatively minute sum came directly from the Africans in fees and that the greater part came out of the Territory's revenue. As for the Asians, a considerable part of the funds devoted to their education was paid in education tax to the Indian Education Authority. As for the Europeans, the greater part of the funds was derived from school fees and the education tax. The difference was really the result of the varying standards of culture and the fact that more staff had to be obtained from overseas for European education.

86. Mr. TSARAPKIN (Union of Soviet Socialist Republics) observed that according to the report 267,000 pupils were attending the "bush schools". He asked how those schools were organized, what school supplies were made available to them and in what language instruction was given.

87. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that in some cases classes might be held in a building of a very modest type, and in other cases, like many other activities in Tanganyika villages, in the open air. Generally, the instruction was given in Swahili, although there might be areas where the children were taught in a tribal language. Only limited school materials were used since the purpose of the instruction was merely to teach the pupils to read and write.

88. Mr. TSARAPKIN (Union of Soviet Socialist Republics) asked whether the instruction given in such

schools was effective and whether the pupils retained the knowledge they acquired.

89. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that on the whole the trend was for the pupils to remain literate. They would certainly do so if the Government continued its present campaign, organized by the Social Welfare Department, for follow-up courses. However, it was too soon to express an opinion on the value of the schools.

90. Mr. TSARAPKIN (Union of Soviet Socialist Republics) noted that according to the annual report there had been 80,000 pupils in the lower classes and 2,000 in the upper classes in 1952. Even if there was a gradual process of elimination, the drop was very great. In the technical and professional schools, however, the reverse appeared to have occurred: there were 84 students in the first course as against 273 in the second. He asked how that situation could be accounted for.

91. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied that because of the education development plan it was natural that the first increase in pupils attending school must be in the lower grades and that, furthermore, a number of pupils did not continue their education beyond the primary level. In the case of technical education the difference cited might be due merely to the fact that the intake of one year was lower than in the preceding year. While he had stated that a private technical school had been closed, that could have no effect on the figures cited by the USSR representative since those data related solely to the government school.

92. Mr. TSARAPKIN (Union of Soviet Socialist Republics) noted from the report that in some cases the students of Makerere College were relieved of tuition fees, which were £40 per year. He asked how many indigenous students had been relieved of tuition fees in 1952.

93. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied that the majority had been relieved, either in whole or in part, of tuition fees. Scholarships in 1952, which included some to Makerere College, had amounted to about £4,700.

94. Mr. TSARAPKIN (Union of Soviet Socialist Republics) asked how many African pupils attended the secondary school at Kongwa.

95. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied that there were no African pupils in that school, which was under the European Educational Authority.

96. Mr. TSARAPKIN (Union of Soviet Socialist Republics) asked why the African school-teachers earned from 84 to 750 shillings per month whereas the European teachers earned from 900 to 2,200 shillings. He also asked why expenditure for each African pupil in government schools was twenty-six times less than that for each European pupil.

97. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that the cost of living in Tanganyika was much higher for a European than for an African. Furthermore, a large part of the European teaching staff had to be recruited from overseas and the Government had to pay higher salaries to obtain their services. The difference in cost as between an African pupil and a European pupil was also due partly to the difference in cultural levels and partly to the fact that teaching staff for the African pupils was

recruited locally. He again pointed out that a very substantial part of the amount spent for European education was paid by the Europeans in a special education tax or by way of school fees.

98. Mr. TSARAPKIN (Union of Soviet Socialist Republics) did not clearly understand what was meant by different cultural levels. He had the impression that the curricula were the same for Africans and Europeans in a given type of school.

99. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied that it was obvious that a difference in the cultural levels of the pupils would affect a school budget in such matters as accommodation, recreation or clothing; that consideration applied not only to the pupils but to the teachers as well.

100. Mr. S. S. LIU (China) asked what had been the outcome of the two conferences mentioned in paragraph 91 of the annual report.

101. Mr. MATHIESON (United Kingdom) said that he would reply to that question himself as it related to a broader programme than simply education in the Trust Territory itself. The report of the Conference on African Education held at Cambridge in September 1952² had been distributed to the Committee on Information from Non-Self-Governing Territories and he would try to secure a copy for any member of the Council who desired it.

102. The Conference had been concerned with drawing up a new programme for the development of education at all levels in all British African territories. The educational policies in the African territories had been formulated in the late 1920's and it had been felt that the time had come to re-examine those basic policies. Two technical missions composed of educationalists had been sent, one to East African territories, including Tanganyika, and the other to West Africa. The reports of those missions had been discussed at the Cambridge Conference, which representatives of the educational authorities, of the Administration and of public opinion from all the African territories had attended. There was nothing in the report which specifically related to Tanganyika but it did examine all the problems which Tanganyika, together with other territories, had to face.

103. The second conference, held in November in Nigeria, under the auspices of UNESCO, had studied the question of the use of African languages in education. He suggested that the representative of UNESCO should be invited to describe the outcome of that conference.

104. Mr. ARNALDO (United Nations Educational, Scientific and Cultural Organization) said that the results had been published in a brochure entitled *The Use of Vernacular Languages in Education*; he had a limited number of copies which he would make available to the members of the Council.

Mr. Grattan-Bellew, special representative of the Administering Authority for the Trust Territory of Tanganyika, withdrew.

Examination of conditions in the Trust Territory of Ruanda-Urundi: (a) annual report (T/1081); (b) petitions circulated under rule 85, paragraph 2, of the rules of procedure

[Agenda items 3 (b) and 4]

At the invitation of the President, Mr. Leroy, special representative of the Administering Authority for the Trust Territory of Ruanda-Urundi, took a place at the Council table.

OPENING STATEMENT

105. Mr. LEROY (Special representative for Ruanda-Urundi) said that he would give a brief account of the progress achieved in 1952. He would also give some information regarding developments in 1953 in order to complete the information contained in the annual report.³

106. Turning first to political advancement, he said that the Decree of 14 July 1952 concerning the political reorganization of the indigenous population of Ruanda-Urundi had come into force on 1 August 1953. The object of the Decree was to enable the population to take an increasing part in public life and so to lead it progressively to self-government. The problem was that of transforming feudal states into modern states, a process which implied that certain customary institutions would be maintained, that others would be adapted to the changed circumstances, and others superseded by new institutions and services. The question was primarily one of a psychological transformation of the population. When Belgium had accepted the Mandate for Ruanda-Urundi, the Territory had consisted of two absolute monarchies, partly centralized and partly feudal in structure. The political unification of the Territory came about from outside and from above. There had been no really organized society corresponding to the political structure, although in a community that developed normally political organization stemmed naturally from the general social structure. It was consequently the duty of the Administering Authority to promote development on lines which would gradually provide a natural foundation for the political structure in family, local and economic groupings. As the Minister for the Colonies had stated during the debate on the Decree, the first stage was the training and education of the indigenous inhabitants to ensure that when they took part in the country's political life they used their rights with understanding and in full freedom, but with the moderation necessary to ensure lasting success.

107. The Decree recognized the continued existence of two *pays* (states), Ruanda and Urundi, divided into chiefdoms and sub-chiefdoms. One of the principal reforms was the organization of numerous councils. There was a council for each sub-chiefdom (1,201 councils); a council for each chiefdom (90 councils); a council for each territory (18 councils); and a superior council of each *pays* (two councils). There were thus 1,311 councils in all. A sub-chiefdom council consisted of the sub-chief and at least five and not more than nine members, on the basis of one member for 500 inhabitants. The chiefdom council included the chief and not less than ten nor more than eighteen members (five to nine sub-chiefs, and an equal number of elected notables). The territorial council consisted

² See *African Education: A Study of Educational Policy and Practice in British Tropical Africa*, The Nuffield Foundation and the Colonial Office, University Press, Oxford, 1953.

³ See *Rapport soumis par le Gouvernement belge à l'Assemblée générale des Nations Unies au sujet de l'administration du Ruanda-Urundi pendant l'année 1952*, Brussels, Etablissements généraux d'imprimerie, 1953.

of all the chiefs in the province, an equal number of sub-chiefs elected by their peers, and a number of notables equal to the total of both the other two categories. Finally, the superior council of the *pays* consisted of the Mwami, the presidents of the territorial councils, six chiefs elected by their peers, one elected representative from each territorial council, four persons chosen for their qualifications, and four indigenous inhabitants holding meritorious citizenship certificates or duly registered.

108. Each council gave opinions on any question of interest to the district concerned. Moreover, the superior council of the *pays* was consulted concerning the draft decrees of the Mwami, who had the power, with the approval of the council, to make police and administrative regulations binding on the indigenous inhabitants. The chief had analogous powers within the confines of his chiefdom. A right of veto was vested in the Resident in respect of the superior council, and in the territorial administrators in respect of the other councils. An Ordinance of 29 July 1953 had set forth the regulations for implementing the Decree.

109. It was too early to make any statement regarding the working of the councils, but it could be said that the elections had proceeded in a satisfactory manner. The reform seemed to meet the wishes of the population, and encouraging results could be expected. As to the electoral training of the indigenous inhabitants, marked progress had been made in 1953, and the inhabitants were beginning to understand the mechanism of the electoral system.

110. In the political field, it was necessary to mention certain other decrees which provided for the registration of the civilized indigenous population and the development of the Council of the Vice-Government-General. When the Council had been set up in 1947, there had not been a single indigenous inhabitant among its twenty-two members. In 1951-53 there had been three and there would probably be five in 1954.

111. With regard to economic advancement, figures from the ordinary budgets for 1952 and 1953 showed that the percentage allocated to economic services was considerable (43.59 per cent in 1952 and 42.50 per cent in 1953) and that appropriations for social services were increasing (30.4 per cent in 1952 and 33.5 per cent in 1953 in budgets totalling 513 million Belgian francs and 623 million francs respectively). Nine indigenous co-operatives had been established since 1952. As regards soil reclamation and conservation, 1,645 hectares of swamp had been drained in 1952, and 1,487 in 1953, bringing the area of reclaimed land to 99,605 hectares. In 1952 and 1953 14,560 hectares had been made available for cultivation through irrigation. The anti-erosion programme had been actively continued. To date over 243,000 hectares had been protected by 200,000 kilometres of hedges and ditches and over 45,000 hectares had been planted with trees. As to commerce, 1,606 undertakings had been in indigenous hands in 1953 as against 813 in 1951. It could be seen from the report that there had been intensive activity in the field of public works.

112. As regards social advancement, it was necessary to mention the introduction of a labour inspection system; and the activities of the Indigenous Social Welfare Fund, which had built and equipped maternity clinics, completed a sanatorium, built apprenticeship workshops, and undertaken major water supply and

reforestation schemes. The improvement in the standard of living, although slow, was continuous. It was reflected in the increase in the savings-bank deposits of the indigenous inhabitants, which had risen from 2,600,000 francs on 31 December 1951 to 21 million francs on 31 December 1953. The personnel of the medical services had risen from 668 in 1951 to 971 in 1953. Among the principal achievements of 1953 could be numbered the opening of seven dispensaries and the completion of three 48-bed hospitals and one 148-bed sanatorium. The Nyankanda leprosarium was at present treating 800 patients.

113. In regard to education, the public or subsidized schools were attended by an estimated total of 180,000 pupils, while the chapel schools, which taught reading, writing and certain other elementary subjects, were attended by a further 480,000. Usumbura College, which was expected to open in early 1955, would admit pupils without distinction as to race and would provide education up to university entrance standard.

114. In conclusion, he mentioned certain problems which were of particular concern to the Administration. In the first place, there was the conflict between its duty to respect customs and its duty to democratize institutions. The authority of the chiefs was still very real. An elected chief might be regarded as the representative of a faction, instead of being the unanimously accepted representative of the whole group, as the chief was today.

115. A further problem arose from the customs regarding the ownership of cattle. He described the highly complex customary institution termed *ubuhake* in Ruanda and *ubugabire* in Urundi. It was based on the social values and the more or less fictitious value of cattle. It was an agreement whereby the owner of the cattle assigned cattle on sufferance to another, who entered into a number of undertakings in favour of the owner. Nine-tenths of the cattle were the subject-matter of such contracts. The Administration was fighting the custom, which was undoubtedly a harmful one, but too many interests were involved, and the institution was too deeply rooted; efforts to eliminate it were encountering marked opposition everywhere.

116. Finally, the gravest problem was that of overpopulation and the conflict between the growing of crops and cattle farming. There were too many people and too many head of cattle for the land available. The remedy lay in the reduction of herds, improved farming methods, and the reclamation of waste land. Even so, only limited results could be achieved. At present, 96 per cent of the cultivated land was being used to grow food crops for local consumption, but it would be unwise to replace them by more remunerative exportable crops, since such a course would render Ruanda-Urundi more dependent on other territories. Another possible improvement was industrialization. The Administration was constantly making efforts in that respect, but the Territory had little natural wealth. Moreover, any increase in food production and any industrial development were automatically compensated by a corresponding increase in the number of mouths to be fed. The population was increasing rapidly and consideration must be given to emigration. However, emigration was difficult to organize and very costly and was extremely unattractive to the inhabitants.

117. The last problem was that of the status of women and education for girls. Women in Ruanda-Urundi enjoyed a much higher status than women in the other Bantu communities, but the Administration had still to fight discrimination on grounds of sex. Many of the indigenous inhabitants did not believe that school attendance was of any importance to girls. However the growing success of the homecraft schools was noteworthy.

118. The Belgian Administration, to whom those problems were of continued concern, hoped that the Council would bear them in mind during the discussion of the report. Ruanda-Urundi would welcome the third visiting mission of the Trusteeship Council in 1954, and he wished to take the opportunity to extend

to it a welcome, and to give it an assurance of full and sincere co-operation.

119. The PRESIDENT said that the Indian representative had proposed that, in view of the relative importance of social and economic matters in the present stage of development in the Territory, the report should be examined in the following order: first, social advancement; secondly, educational advancement; thirdly, economic advancement; finally, political advancement.

120. Mr. MASSONET (Belgium) agreed to that proposal.

It was so decided.

The meeting rose at 6 p.m.