



TRUSTEESHIP COUNCIL

Fifteenth Session

OFFICIAL RECORDS

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President: Mr. Miguel Rafael URQUIA (El Salvador).

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; Food and Agriculture Organization; United Nations Educational, Scientific and Cultural Organization; World Health Organization.

In the absence of the President, Mr. Bargues (France), Vice-President, took the Chair.

Examination of conditions in the Trust Territory of Tanganyika: (a) annual report of the Administering Authority (T/1135, T/1149, T/1150, T/1158); (b) report of the United Nations Visiting Mission to Trust Territories in East Africa, 1954 (T/1142, T/1162 and Add.1) (continued)

[Agenda items 3 (a) and 5 (a)]

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.

HEARING OF SIR CHARLES PHILLIPS, CHAIRMAN OF THE TANGANYIKA UNOFFICIAL MEMBERS' ORGANISATION (T/PET.2/L.5) (concluded)

At the invitation of the President, Sir Charles Phillips, Chairman of the Tanganyika Unofficial Members' Organisation, took a place at the Council table.

1. The PRESIDENT invited members of the Council to put questions to the Chairman of the Tanganyika Unofficial Members' Organisation.

2. In reply to questions from Mr. KARTSEV (Union of Soviet Socialist Republics), Sir Charles PHILLIPS (Tanganyika Unofficial Members' Organisation) said that the reason for the degeneration of cattle in Tanganyika was not land alienation, but the fact that the pastoral tribes tried to keep too many animals in too

small an area in relation to the fertility of the soil. The Government's efforts to persuade cattle-owners to move their cattle to other areas, at a distance from their homes, had met with resistance. The situation was different with the Masai tribe, which was nomadic.

3. The alienation of land by the Government was effected only where it was clearly in the best interests of the inhabitants. The land alienated was principally that which had been left idle and had deteriorated in quality as a result of soil erosion and for other reasons.

4. Mr. KARTSEV (Union of Soviet Socialist Republics) noted from the report of the United Nations Visiting Mission to Trust Territories in East Africa, 1954 (T/1142) that in certain areas the acreage of land alienated for use by a few hundred Europeans was equal to or even exceeded the area cultivated by hundreds of thousands of Africans, and he feared that, by the time the Territory attained independence, no land might be left in the hands of the indigenous population.

5. He asked whether the Tanganyika Unofficial Members' Organisation considered the present standard of living of the Territory's population adequate.

6. Sir Charles PHILLIPS (Tanganyika Unofficial Members' Organisation) said that there was no single answer to that question. A tribe such as the Gogo, for example, was satisfied with its present standard of living because it was still at a fairly primitive stage of development, whereas an advanced tribe such as the Chagga was anxious for improvement. The raising of the standard of living was primarily an educational process whereby the tribal inhabitants learned to appreciate and to desire new standards and modes of living; it was far from true to say that all the inhabitants of the Territory had yet learned to be dissatisfied with their living conditions.

7. In answer to a further question from Mr. KARTSEV (Union of Soviet Socialist Republics), Sir Charles PHILLIPS (Tanganyika Unofficial Members' Organisation) said that it was regrettably true that some of the more educated Africans, who had become accustomed to a standard of living higher than was customary among their tribes, had taken to crime. For them, there was no doubt, a higher standard of accommodation in the prisons should be provided; the difficulty at present was mainly one of financial stringency, but he could assure the representative of the Soviet Union that his organization would do all in its power to rectify that situation.

8. Mr. KARTSEV (Union of Soviet Socialist Republics) thanked Sir Charles Phillips for his replies, but wished to endorse the opinion expressed by the Indian representative at the previous meeting that they represented the views of a private individual and not those of the Tanganyikan people as a whole.

9. Sir Charles PHILLIPS (Tanganyika Unofficial Members' Organisation) assured members of the Council that the colleagues who had heard his statements believed them to be fully in accord with the wishes of all the unofficial members in their organization. The

Unofficial Members' Organisation considered itself, so far as was possible in existing conditions, representative of the Tanganyikan people.

10. In reply to a question from Mr. DORSINVILLE (Haiti), Sir Charles PHILLIPS (Tanganyika Unofficial Members' Organisation) stated that the truly indigenous population of Tanganyika numbered about 20,000; all the remaining inhabitants were in reality immigrants from Asia, from Europe and from other parts of Africa.

11. Mr. DORSINVILLE (Haiti) felt that it was dangerous to begin treating as mere immigrants those inhabitants of a territory whose remote ancestors had come to it or been brought to it from other countries.

12. Noting that the African population of the Territory numbered 8 million, the Asian population 80,000 and the European population 22,000, he asked the representative of the Unofficial Members' Organisation whether he thought that the future of the Territory should be determined by the minority rather than by the majority.

13. Sir Charles PHILLIPS (Tanganyika Unofficial Members' Organisation) said that the future of Tanganyika would be decided when it had attained self-government and all its inhabitants were capable of expressing their wishes as to the form of government. It was too early to attempt a forecast in that respect and he could not say how long it would take for the Territory's inhabitants to learn to discriminate between the various possibilities which lay before them. Naturally, the sooner Tanganyika developed and became prosperous, the sooner that stage would be reached.

14. In reply to questions from Mr. S. S. LIU (China), Sir Charles PHILLIPS (Tanganyika Unofficial Members' Organisation) said that he had been elected Chairman of the Unofficial Members' Organisation by the unanimous wish of all its members, and that the members of the organization's delegation had agreed to come at the unanimous request of the organization as a whole.

15. Mr. DE CAMARET (France) asked whether Swahili was understood and spoken by most of the people and in particular by the Sukuma tribe, who, according to the petition (T/PET.2/L.5), represented 12 per cent of the population.

16. Sir Charles PHILLIPS (Tanganyika Unofficial Members' Organisation) said that the Africans who spoke pure Swahili were virtually confined to the coastal tribes and there were differences of dialect even there. Many of the people in the interior had a very limited knowledge of the language. Nevertheless, it was the only language that could be used throughout the Territory.

17. Mr. TARAZI (Syria) associated his delegation with the remarks made by the representatives of India and the USSR in connexion with the representative nature of the Tanganyika Unofficial Members' Organisation.

18. Mr. EGUIZABAL (El Salvador) also associated his delegation with the statements of the Indian, USSR and Syrian representatives concerning the representative nature of the organization.

19. With reference to an interview given by Sir Charles Phillips to the Press and published in a Tanganyika newspaper on 27 January 1955, he asked whether the petitioner continued to hold the views he had then expressed about the Visiting Mission's report,

and what had been his reasons for speaking in such a manner.

20. Sir Charles PHILLIPS (Tanganyika Unofficial Members' Organisation) said that the newspaper had given its own interpretation to his remarks. All the members of the Trusteeship Council were aware of the protest raised by the unofficial members over the fact that a summary of the Visiting Mission's report had been published in Tanganyika before any unofficial member or the majority of the official members had had an opportunity to see the document. The views expressed concerned those parts of the report with which the Unofficial Members' Organisation disagreed and were set forth in the organization's memorandum.

Sir Charles Phillips, Chairman of the Tanganyika Unofficial Members' Organisation, withdrew.

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

21. Mr. GRATTAN-BELLEW (Special representative for Tanganyika), referring to a question asked at the 589th meeting about the number of Africans in paid employment, explained that a mistake had been made in paragraph 331 of the annual report¹ inasmuch as 30,000 persons in domestic service had been included in the figures for 1952 and excluded from the figures for 1953. There had therefore been an increase of some 5,000 in the number of persons in paid employment, instead of a decrease of some 25,000.

22. In reply to the representative of Haiti, who had asked why difficulty had been experienced in getting Africans to take up loans to build houses, he explained that one of the difficulties was to get the African to understand the terms and conditions of such a loan, and his suspicion and fear of entering into such a transaction.

Educational advancement

23. Mr. DESTOMBES (United Nations Educational, Scientific and Cultural Organization) drew attention to UNESCO's observations on the annual reports for 1953 on various African Trust Territories (T/1150) and in particular to the remarks in that document on the importance of education for African girls, of higher education and of teacher training.

24. At the thirteenth session UNESCO had commented² on the ten-year plan for African education and in particular on the valuable report on African education published in 1953 by the Colonial Office and the Nuffield Foundation, which contained suggestions for methods of reducing wastage in the field of education.

25. In December 1954, during its eighth session, the UNESCO General Conference had adopted a resolution which concerned all the Trust Territories as well as the States members of UNESCO. The resolution in question authorized the Director-General of UNESCO to furnish assistance to member States in a number of fields, within the framework of UNESCO's ordinary programme, following the methods applied in connexion with the United Nations Expanded Programme of Technical Assistance, but differing from

¹ 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 1953, London: Her Majesty's Stationery Office, 1954, Colonial No. 307.

² See T/1091.

technical assistance in a number of important respects. Assistance would be given in one or more forms: experts would be sent to the countries concerned; those experts would be supplied with audio-visual aids; scholarships for study abroad would be granted to nationals of the countries in question. UNESCO could give assistance in a very large number of fields, including that of education, the exact and natural sciences, the social sciences, the cultural activities and information. In the matter of education UNESCO could help in the development of free compulsory primary education, the training of rural teachers, the drawing-up of programmes of primary education, the translation of school books, technical and vocational training and the extension of girls' education. It could help to organize national and regional courses in education with a view to the development of international co-operation and study courses on various aspects of adult education. It would give assistance in connexion with science teaching at the university level and on such subjects as nuclear physics, astronomy and cosmic rays. It could assist in university teaching of the social sciences, in particular economics and similar subjects, the study of tensions, the adaptation of immigrants, the social aspects of agrarian reform and evaluation techniques. Furthermore, it could assist in the restoration and preservation of monuments and archaeological and historical sites, education through art, public libraries, the establishment of national libraries and archives, university libraries and micro-photography.

26. The Acting Director-General of UNESCO had addressed a letter to all the States members of UNESCO informing them of the means of obtaining such assistance, but he emphasized that it applied equally to Trust Territories. In order to obtain such assistance, all that was needed was to make a statement of intention to the UNESCO Secretariat before 15 March 1955 and to submit a detailed application before 15 October 1955.

27. Mr. TARAZI (Syria) suggested that the UNESCO representative's statement and the circular letter mentioned therein should be distributed as a document.³

It was so decided.

28. Mr. REID (New Zealand) thought that the Administering Authority should be congratulated on the fact that the ten-year plan for African education had been very largely fulfilled and in some places exceeded. The local councils, the Native Authorities and the missions also deserved commendation for the part they had played in that connexion.

29. In view of the end of the first plan and the prospect of a new plan being established within a short time, he would draw attention to the fact that in 1953 there had been nearly three times as many children in secondary schools as in vocational or trade-training schools, excluding teacher training. He wondered whether the special representative felt that that proportion represented the continuing requirements of the Territory or whether in the period of the next plan there should be greater emphasis on vocational and trade training.

30. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said he did not know yet what form was being considered for the next educational plan, but he did know that the Government was of the

opinion that not enough people were being trained in vocational and trade schools. One difficulty had been to get enough students of the right standard of education. It had been found that better results were obtained with pupils from the top of the secondary education group than with pupils from lower classes. With the opening of two more trade schools and a commercial school, there would be opportunities for all students who desired to go on to vocational training or some other form of higher training.

31. Unfortunately it appeared that the target for the upper level of secondary education would not be reached by 1956, which seemed to indicate that in the new plan there should be greater emphasis on the middle schools and secondary education.

32. Mr. REID (New Zealand), referring to paragraph 161 of the UNESCO document (T/1150), asked what was the reason for the paucity of teachers shown in the table, particularly in grade II and in the case of women, and whether any proposals were under consideration to improve the situation.

33. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied that in Tanganyika, as in other parts of East Africa, the education of girls had always lagged behind that of boys. He thought the reason for the target not being reached in Grade I women teachers was partly the difficulty of finding suitable candidates and partly the difficulty of getting the money and the buildings in time. He did not know what were the plans for the future.

34. Mr. REID (New Zealand), referring to paragraphs 460 and 541 of the annual report, asked whether the educational authorities made use of the material produced by the East African Literature Bureau or whether it was used only in adult education and post-education campaigns.

35. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that the East African Literature Bureau was concerned less with school textbooks than with adult literacy campaigns and particularly with trying to interest the African in government and explain to him how it worked. The Bureau issued a number of booklets in simple language on such subjects as citizenship, finance, government and economics, printed in English and Swahili. A rather more advanced publication, entitled *How Tanganyika is Governed* would be issued shortly.

36. Mr. REID (New Zealand) wondered whether there was any prospect of reducing the cost of secondary education by making the schools day schools, with an omnibus service for transporting the children, particularly in the more thickly populated areas.

37. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that the majority of secondary schools were day schools, although most of the Government-operated secondary schools were boarding schools. The cost of operating a boarding school was of course several hundred per cent higher than that of a day school. He did not think, however, that an omnibus service would be feasible at present in the greater part of the Territory.

38. Replying to a question from Mr. SCHEYVEN (Belgium) regarding the views of the indigenous inhabitants in the formulation of educational policy, Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that indigenous representatives in the Legislative Council and other organs

³ See T/1165.

concerned with education were pressing for secondary education. In some areas, without realizing the immense difficulties involved, they were calling for an institute of higher learning for the Territory. The Native Authorities and the local councils were becoming increasingly active in educational matters, including the control and inspection of schools.

39. Mr. SCHEYVEN (Belgium), referring to the Visiting Mission's comment (T/1142, para. 662) on the low enrolment of girls even at the primary level, noted that the phenomenon was explained in the annual report as resulting from persistent opposition by the people and the African authorities to female education. While that opposition was decreasing, it accounted for the absence of women teachers.

40. He was concerned that school fees at the primary level might discourage attendance, and wondered whether they were really necessary.

41. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) pointed out that the Government had introduced a minimum fee—amounting to ten shillings a year—in its primary schools to conform with the practice of voluntary agency and missionary schools. The fee was barely sufficient to cover the cost of essential school supplies, and had had no perceptible effect on school attendance. Indeed, having to pay the fee made African parents value their children's education more highly, and increased their vigilance with respect to daily attendance. In some areas, where primary schools were adequate, the Native Authorities had made rules to the effect that, if enrolled children did not attend regularly, the parents could be brought into the local courts.

42. Mr. SCHEYVEN (Belgium) suggested that the voluntary agency and missionary schools might be asked to conform to a Government policy of free primary education, thus eliminating the minimum school fees. Alternatively, the Government might increase taxes by ten shillings a year and subsidize the cost of basic supplies for all primary schools from the additional revenue thus gained. He feared that the fees might deter some African parents from enrolling their children.

43. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that at the present stage the Government felt that it was better to maintain the fees than to raise taxes. In no case had any African child been refused admission to school because its parents could not or would not pay the school fee; the policy was extremely liberal as regards exemptions.

44. In reply to a question from Mr. DE CAMARET (France), Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that, although special provision had been made in the ten-year plan for the education of girls, the school enrolment targets were lower than those for boys. However, approximately 35 per cent of the pupils attending schools were girls, a figure which compared favourably with the proportion in other African territories at the same stage of development.

45. Mr. DE CAMARET (France), observing that a larger force of skilled labour and trained supervisory staff was an essential prerequisite to the economic and industrial progress of Tanganyika, inquired about the Administering Authority's plans for an increase in the number of persons enrolled in post-primary vocational schools.

46. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) strongly agreed with the French representative's observation, and said that the Tanganyika Government was striving towards that goal. Accordingly, one additional trade school was under construction and another was being planned.

47. Mr. DE CAMARET (France), referring to paragraph 141 of the Administering Authority's observations (T/1162) on the Visiting Mission's report, and noting that Swahili was used in primary and secondary education, asked whether the Government considered that it could be developed and adapted for technical and legal use. In that connexion, he inquired whether the Society for the Preservation of Swahili mentioned in paragraph 540 of the annual report was an official organization.

48. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that, while Swahili was being fostered by the Government as the only language understood by everyone in the Territory to a greater or lesser extent, it would have to be drastically remodelled over a very long period before it could be useful as a technical or legal language. Moreover, it would probably always be useless in higher education, and to carry too far the programme for its adaptation would prejudice the progress of the Africans. In the circumstances, English appeared to be the best language for higher education.

49. The Society for the Preservation of Swahili was an unofficial organization, although there were many officials in it. The Government felt that it was better to allow the Europeans, Asians and Africans interested in the preservation of the language a free hand rather than attempt to force any organization or control of it.

50. Replying to a query from Mr. S. S. LIU (China) about the studies in which scholarship students were engaged, Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that more precise information on the matter would be provided in the next annual report. An attempt was being made by Government advisers to urge scholarship students to specialize in particular branches of learning correlated with the Territory's needs, but they could not be forced to do so. As a rule, however, the Government had no difficulty in finding candidates for the scholarships that were granted.

51. Mr. EGUIZABAL (El Salvador) wanted to know whether the Administering Authority's observation that Swahili was of little value for the purposes of higher education (T/1162, para. 141) represented a conclusion reached as a result of a thorough study of the language's possibilities or an empirical appraisal.

52. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied that the observation had been based on the knowledge and experience of persons who had been thoroughly acquainted with the language for the past thirty years in all parts of the Territory, where it was spoken as either a vernacular or a foreign tongue.

53. Mr. EGUIZABAL (El Salvador) inquired whether the Administering Authority had given adequate publicity to a definition of the status of Tanganyika as a Trust Territory whose self-government was pending during the period of international trusteeship.

54. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied that, in addition to

publications of the United Nations Department of Public Information, the Education Department of the Tanganyika Government published various pamphlets, among them one in Swahili distributed in the primary schools, explaining the status of the country.

55. He would elaborate at a subsequent meeting his reply to a final question from Mr. EGUIZABAL (El Salvador) regarding the following statement in UNESCO's observations (T/1150, para. 150): "It may be expected, therefore, that the contribution of the education budget to non-African education will diminish in the future, with a corresponding rise in the funds available for African schooling".

56. Mr. KARTSEV (Union of Soviet Socialist Republics) wanted to know whether the Tanganyika Government intended at some future time to eliminate the segregation resulting from the separate school systems for the various ethnic groups of the population and whether it planned eventually to establish mixed experimental schools in large population centres on the assumption that mixed education would lead to greater mutual understanding and thus improve relations among the different ethnic groups.

57. Mr. GRATTAN-BELLEW (Special representative for Tanganyika) replied that the Government was considering such a development. There were two inter-racial secondary schools run by the voluntary agencies. It was the Government's view that "de-segregation" should start in the secondary schools and be introduced only gradually at the primary level, where it was important for children to be taught in the language they were accustomed to at home. Of course, it would be difficult to adapt the education budget to a new system and the education tax would have to be adjusted accordingly.

58. Replying to a final question from Mr. KARTSEV (Union of Soviet Socialist Republics) regarding adult education to correct widespread adult illiteracy, Mr. GRATTAN-BELLEW (Special representative for Tanganyika) said that courses for adults were open in trade schools run by the Government or by such departments as railroads and posts and telegraphs, as well as in the universities and at Makerere College. The Government was also experimenting with adult literacy campaigns, one of them a UNESCO project, with considerable success. Further details on adult education would be found in the annual report.

59. In reply to a series of questions from Mr. TARAZI (Syria), Mr. GRATTAN-BELLEW (Special representative for Tanganyika) explained that the school system in Tanganyika differed from the systems in Togoland and the Camerouns under French administration in that, whereas French was taught in the primary schools in the two French Territories, in Tanganyika Swahili was taught in the African primary schools, various Asian languages in the Asian primary schools, and English in the English primary schools. The separation of the various ethnic groups did, as the Syrian representative had pointed out, tend to disappear at the higher education level; there were probably more than 3,000 African students who went on to institutions of higher education, including teacher-training and university trade schools. The Royal Technical College of East Africa, in Nairobi, was still in the process of being established and no classes or very few classes had as yet been given there. When Tanganyikans did go to the Royal Technical College, they would probably be financed either entirely or in large measure by Government grants, as was the practice for Africans studying at Makerere College.

The meeting rose at 4.50 p.m.