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TRUSTEESHIP COUNCIL

Fourth Session

VERBATIM RECORD OF THE FORTY-FIFTH MEETING  
(Transcription from sound recording)

Lake Success, New York  
Thursday, 24 March 1949, at 11 a.m.

President:

Sir Alan BURNS

United Kingdom

The PRESIDENT: I declare open the forty-fifth meeting of the fourth session of the Trusteeship Council.

EDUCATIONAL ADVANCEMENT IN TRUST TERRITORIES:

DRAFT RESOLUTION OF MEXICO:

ORGANIZATION OF A SEMINAR IN AFRICA (T/269)(Continued)

The PRESIDENT: The first item on our agenda -- Educational Advancement in the Trust Territories -- is the draft resolution of Mexico in document T/269. Discussion of this paper started yesterday.

Mr. FLETCHER-COOKE (United Kingdom): My delegation has studied this resolution with some care and fully appreciates the motives which have prompted the Mexican delegation to put this draft resolution forward.

As members of this Council will be aware, the Government of the United Kingdom is a member of UNESCO and has already endorsed in principle the question of seminars. However, there are one or two points which might suggest to the Council that the proposal is not appropriate at the present time, though it might well be, perhaps, at a somewhat later date.

In the first place, I should like to inform the Council that the subject-matter of this resolution was discussed by Belgian, French and United Kingdom educational experts in Paris at the conference which was held last week.

During that conference, those representatives reached two conclusions. The first was that all three Governments had endorsed the method of seminars in principle: secondly, that the proposal to hold a seminar on the subject mentioned in Africa in 1950 was untimely for a variety of reasons.

/First of all,

First of all, a number of schemes for teachers' training and fundamental education and, indeed, for the development of education in general have already been elaborated in a series of discussions over recent years, and the Governments concerned feel that now is the time to put some of these plans, which have been elaborated in great detail, into action. They also feel that it would be inappropriate at this time to withdraw from the field the very limited staff available in order to embark upon further discussions of what should be done.

The experts who attended the Paris Conference are recommending to their Governments that regional conferences on educational matters should take place between the three Governments and should be developed so that the experts can pool their experience and ideas. Representatives of UNESCO will, of course, be invited to attend these conferences, and the results will be communicated to them.

The programme envisaged covers a number of conferences to be held during the next twelve months.

I should also point out that the training of indigenous workers in education is already extensively supplemented by refresher courses and professional conferences.

So much for the general background against which, I think, the Council should consider this resolution.

Turning to the resolution in detail, there are one or two points to which my delegation has given some attention. First of all, the resolution refers to a seminar in Africa. Members of the Council will appreciate that as far as the Council itself is concerned it can only concern itself with the Trust Territories, and we feel that a seminar for the Trust Territories alone would not be appropriate and would not be likely to produce very fruitful results, and that therefore any developments which may take place along these lines should be against a general African framework.

Secondly, we feel that the association of fundamental education and teacher training in one seminar is technically unsound. The subjects are different; they require different experts, and they require different treatment.

We also feel, as regards the operative part of the resolution, that if and when such a resolution is passed, it would be more appropriate if the Trusteeship Council were to invite Administering Authorities to consider these questions in consultation with UNESCO, rather than that

/it should

it should direct its request to UNESCO to consult the Administering Authorities.

Generally speaking, therefore, my delegation would not be in a position to give support to this resolution at the present time, and we hope very much that, in view of the fact that it has been considered in Paris and that representatives of UNESCO were closely associated with developments which have occurred since the matter was considered previously in this Council, possibly the delegation of Mexico might be disposed to defer consideration until the results of the conference and the reactions in UNESCO to the conference can be made available to the Council.

Mr. PADILLA NERVO (Mexico): I would like to make some general observations before I answer, with the President's permission, the observations made yesterday by the representative of Belgium and those made today by the representative of the United Kingdom.

The general observations that I want to make are: in the first place, this Council may be absolutely convinced of the attitude of co-operation and understanding that the Mexican delegation has taken in this Council. We have always considered with great attention the observations and desires expressed by the representatives of the Administering Authorities, because we have as one of the main principles governing our attitude here the conviction that it is only with the good will and the initiative of the Administering Powers that something can be done in the Trust Territories, and that our function here and our duty in this Council is to express unbiased opinions and to the best of our judgment what we consider that the Administering Authorities could do.

Having said that, I will also state that it is always dangerous for our discussions to make statements of a very general character, rather than to take a problem objectively. In general, observations or a statement of theoretical problems that sometimes -- although in some remote relation with our subject -- are presented here make it very difficult to arrive at agreement, and it is very easy to make statements of a general character in exactly the opposite <sup>sense</sup> to the one we have here.

For that reason, I really regret to say that I am in accord with practically not one of the affirmations made yesterday by the representative of Belgium. In fact, I was not at all completely sure /that I understood

that I understood very well every observation made by the representative of Belgium, and I did not have the pleasure of attending the social gathering that we had yesterday, because I was obliged to remain here to hear again in the records the speech of the representative of Belgium and to have with me a verbatim account of his observations.

I must say that what the representative of Belgium said yesterday really is not directed <sup>in any way</sup> against the proposal that my delegation had presented to the Council. In fact, it may be directed against the usefulness of UNESCO, and practically all it has the purpose of stressing is the fact that there are countries that give and countries that receive; that Belgium is among the countries that give; that nothing can be expected or received from UNESCO, because whatever UNESCO has to offer is perhaps the experts that Belgium has afforded and given to UNESCO.

There are some statements of the fact that it is naturally said that certain countries will hesitate to address themselves to powerful countries in order to receive help, whether economic, educational or otherwise, because they might be afraid of <sup>political</sup> interference from those big powers under the guise of the help that they might give.

That, I believe, has nothing to do with the problem here. It might be a criticism of something else; somebody might be understanding this as a criticism of the Marshall Plan. But that, in no way, has to be taken as a criticism of the possible help which UNESCO can give.

I agree entirely with the representative of Belgium only in one respect: there are countries which because of their age, so to speak, and their experience, are naturally in better condition than others in many aspects of international life. There are political, economic, and industrial aspects, but we will be going into a very dangerous field if we try to say which country gives and which country receives, and what it gives and what it receives.

/I believe

I believe that when we talk of the possibility of international cooperation -- and that is my main problem -- we act under the assumption that every country has something to offer, and every country has something to gain from other countries.

There is no such thing as certain countries who are able to give in every respect, and who cannot learn or receive any aid or cooperation from other countries.

Under that assumption we would not be here. This Council would not exist. The United Nations would not exist, nor would any of the international agencies.

As far as the manner of work is concerned, we all know that countries, no matter how rich or powerful they may be, or how important in the world of science, philosophy, or education, they work through experts and representatives. When it comes to individuals I do not believe that any great power has the monopoly of wisdom, experience, learning and freedom.

What we are offering and requesting is the gathering of experts who can give their personal experience to the study of the problems, whether that expert is of one nationality or another. The very fact that UNESCO has already successfully organized a seminar in the United States, another in France and another in England, does not mean that these countries could not accept the advice of the group of experts that gathered there, because they were in a position of countries that give and have nothing to receive and nothing to expect from any international group of experts in a particular field.

We all know that the Director of the seminar that took place in Dartmouth, England, was Professor Bigelow, Professor of education at Teachers' College in Columbia University. The person who directed the seminar which took place in France in 1947 was Professor Howard Wilson, from the Carnegie Endowment of International Peace.

The basic problem that we have before us is not whether it is convenient that the Territories, as the representative of Belgium said, such as Ruanda-Urundi, should not address UNESCO but should address Belgium. We are not asking the Trust Territories to address UNESCO.

We are not even

We are not even asking the Administering Authorities to address UNESCO.

What we are doing in our proposal is in accordance with the Charter, which especially states that the Trusteeship Council should avail itself, if it considers it proper, of the assistance of the specialized agencies in their particular spheres, and in accordance with the fact that in the accord made between the United Nations Educational, Scientific and Cultural Organization and the United Nations, it was stated that it is the duty of UNESCO to assist the Trusteeship Council when that Council requests such assistance.

This is one of the most important problems that the Administering Authorities have under their trust. We have heard from all the representatives of the Administering Authorities how complex and difficult this problem is. We have heard the same statements from the special representatives of the Trust Territories. This problem is not going to be solved today or tomorrow, or in ten years from now, and there must be continuous effort.

Therefore, if it is possible to add to the study of that complex problem some study organized by UNESCO when, and under the conditions and in the manner that the Administering Authorities might deem proper, we consider that will be a very useful study, which will help the Administering Authority and help this Council in the consideration of this question.

With respect to some of the information supplied by the representative of the United Kingdom, he spoke first about whether or not it will be opportune or timely to organize this seminar in 1950. In that respect I have to say that the way this resolution is worded, it will be in the hands of the Administering Authority to state whether or not they consider the organization of the seminar in that year possible. If they do not consider it possible, they are under no obligation whatsoever. If they do not consider its organization possible at that particular date, they will not consult with UNESCO with regard to the organization of such a seminar.

As far as that objection is concerned I am willing to change the date. The resolution of the General Conference of UNESCO in Beirut last year expressed great interest in the study of this problem as one of the priority projects of UNESCO in the coming year.

/It may well be

It may well be that, if the Administering Authorities consider that some useful purpose might be served by the organization of the seminar, they will be willing to consult with UNESCO at the time they consider proper, <sup>and</sup> ~~ascertaining~~ the conditions and terms under which the seminar could be conducted would be the date that would suit the Administering Authority.

With respect to the other point made by the representative of the United Kingdom, that this refers to a seminar in Africa and that this Council, if I understood him correctly, is concerned only with Trust Territories, I must say that in this resolution it is stated that it is for the purpose of studying the problem of fundamental education in the Trust Territories and not elsewhere, and also the problem of the training of teachers in respect to the Trust Territories, and not elsewhere.

It is very difficult to go away from the contradiction that I seem to see in another statement of the representative of the United Kingdom. I do not know whether I am quoting correctly, but that is, that if the study of the problem of fundamental education is restricted to a Trust Territory, it will not take care of the whole problem with which we are now faced.

That is a question that could be decided only by the Administering Authorities. The Trusteeship Council cannot give opinion in any respect in relation to the problems of the colonies, because it is exclusively concerned with the Trust Territories.

If, at the time of organizing a seminar in one of the Trust Territories, wherever the Administering Authorities decide that it is most proper to have it, the Administering Authorities <sup>should</sup> decide at the same time to send to the seminar important professors or teachers from the colonies, that is a question that is entirely in the hands of the Administering Authorities. This is not for me to suggest.

/I believe



I believe, therefore, that this proposal has only the purpose which I have stated.

There is still another point that was made by the representative of the United Kingdom: that this request should perhaps be addressed to the Administering Authorities rather than to UNESCO. That is the very point which I tried to make in presenting my proposal. We do not wish to suggest, in our recommendation to the Administering Authorities, that they should do this or they should do that in respect to the organization of the seminar. We only wish, acting in accordance with Article 91 of the Charter, in accordance with rule 105 of our rules of procedure and according to Article 14 of the Agreement between UNESCO and the United Nations, to tell UNESCO that we, the members of the Trusteeship Council, have decided to ask their co-operation and their assistance on a question which is of concern to UNESCO and which comes under the jurisdiction of UNESCO as a specialized agency dealing with education.

Further, we wish to ask UNESCO to express to the Administering Authorities that the organization is at their disposal to study this particular problem in the manner we suggest and that is the only step we request at this time. The second step -- and the most important one -- will always be in the hands of the Administering Authority. This first step will only be a consultation concerning the possibility of organizing such a seminar.

Whatever arguments the Administering Authorities may have in respect to the time, place, manner or functioning of the seminar, the Administering Authorities will be the ones to make the final decision. Therefore the objections do not constitute an argument against the proposal since the Administering Authorities will be the ones to decide when they want this seminar and if they want it.

I believe that I have answered most of the points expressed in this matter and I believe it would be an act of wisdom on the part of the Council to pass this proposal.

Mr. LAURENTIE (France) (Interpretation from French): The representative of Mexico, at the beginning of his statement, invited us to be objective and realistic. In point of fact, I believe that it is appropriate for us to be objective and realistic.

/The question

The question at issue here is not, properly speaking, education in Trust Territories but of education in the African Continent. The text of the draft resolution might be somewhat ambiguous in this respect. In reality, the substance of this resolution quite evidently refers to the improvement of educational facilities in the African Continent. The Trust Territories are really only a detour by which an attempt is made to attain this primary objective.

This once said, I see no drawbacks whatever and I even see many advantages to having the Council -- although I must say, in passing, that this is not completely within the competence of the Council -- show concern and interest in this question of education in Africa.

As the representative of the United Kingdom recalled a moment ago, what is most important, above all, is to obtain a real improvement. To that end the efforts of Belgium, the United Kingdom and France must be co-ordinated. Such co-ordination was undertaken in 1945 and has not ceased since that time. Today these efforts are beginning to bear fruit and at the present time we are, so to speak, reaching what might be called a "regional union" as regards educational matters in Africa. I believe that this was the prerequisite for progress to be as rapid and expeditious as was wished by members of the Council.

Once this first step has been achieved, we immediately find that we are confronted with the following question: How is this Anglo-Belgian-French co-operation in Africa going to obtain, <sup>through</sup> new co-operation with UNESCO ever now successes?

In this respect, as the matter was presented to the Council today and as the Council was already well aware, UNESCO was invited by these three powers to take part in the Paris Conference and UNESCO -- I believe that I am entitled to say this -- will be invited at all times and will be consulted whenever questions of a general nature, bearing upon education may be raised in respect of African Territories.

What will be the result of this co-operation between what I might call the "African regional union" and UNESCO. I believe that we can expect only good results from such co-operation. However, I believe that the Council cannot know today by what specific methods or procedures it will be possible to improve education and to attain the progress which is really our basic aim.

I should particularly reproach this resolution of the Mexican delegation for the fact that it dictates the programme to be followed and the measures to be undertaken as regards co-operation between the Administrative Authorities and UNESCO.

/We are told

We are told, first and foremost, that it is necessary to set up a convention of professors who will meet in Africa to study educational problems in Trust Territories. Is this really, quite clearly, the best way to attain positive results? I must say that I am not quite sure about it. But I am quite certain that that co-operation between UNESCO and the African Powers will certainly come forward with positive results.

However, I am not, in any way, absolutely sure that today we fully know all the aspects of this problem and all the methods which we might choose in order to be in a position to hand down and dictate our views to this co-operation movement which at present is being established between the African Powers and UNESCO.

On the other hand, I believe that it is certainly extremely desirable that this co-operation should exist, should be preserved and should be intensified. But once again, this co-operation has already been undertaken and fostered. If it were necessary to have additional commitments on the part of the various powers involved, I should be quite willing to make such a commitment on behalf of France and I hardly believe there can be any reluctance whatever on the part of my Government as to the very great advantages which would be derived from associating UNESCO with all these improvement programmes which are undertaken for us to attain certain steps forward in educational programmes in Africa.

/On the other

On the other hand, I do not in any way consider that it would be necessary to set forth a procedure and certain methods which should be followed as to the relationships which have already been established and which would certainly be intensified in future, since it seems to me it would be quite sufficient for the two parties concerned to refer to the present debate in the Council and in general to all the discussions which have taken place in the Council on the same subject, so that these two parties can then by themselves discover what will be the best means and methods to follow so as to obtain the results which they seek.

For these reasons - and also, I might add, because it seems to me rather difficult, although no doubt desirable, for the Trusteeship Council to hand out decisions which really are not within its competence -- I believe, together with my colleague from the United Kingdom, that the Mexican <sup>representative</sup> ~~representative~~ might perhaps be well advised to refer simply to the commitments assumed here by the African powers to cooperate with UNESCO so as to seek out the best ways and means to attain the best positive results from the cooperation between these African powers and UNESCO.

Mr. PADILLA NERVO (Mexico) P I would like to make some remarks with respect to the point just made by the representative of France.

I am very satisfied to hear that he agrees with the usefulness and importance of cooperation with an organization to which we all -- or practically all -- belong.

I believe the only objection made by the representative of France is a doubt as to whether or not this Council is acting according to its jurisdiction in making this recommendation, and whether this recommendation implies a dictation of a method and procedure to be followed for the study of this problem.

In respect to the first point, as to whether or not it is within the competence of the Council, I believe that it is very clear in express articles of the Charter, of our rules of procedure and of the agreement between the two organizations that we, the Trusteeship Council, might request such assistance. Thus it certainly is within our jurisdiction.

/In respect

In respect to the other aspect, as to whether or not this proposal implies a dictation of a procedure or a method, I could say that this proposal does not in any way refer, and cannot refer to the policy of any Administering Authority with respect to education. About policy, all we have the right to do is to make comments, and we understand and take note of the policy in regard to education when we examine the Reports of the Administering Authorities. With respect to the policy and the aims and orientation, I for one am willing to recognize that it is the aim of the Administering Authorities to promote the educational advancement of the inhabitants.

We do not try by this proposal to dictate in any way the policy that the Administering Authority should follow in regard to education. All we are asking is that a study be made, and that it be made by a specialized agency that has certain means and ways to work and to make such studies. From the very structure and nature and aims of that organization, it has been found useful to have those studies made by a group of experts who could be invited, nominated and appointed by the Administering Authorities concerned, and the organization--through persons so well known as the two professors that I mentioned before who have been directing or conducting the seminars that have already taken place in France, England and the United States--could just organize the form of work of those experts. That could not be any dictation of programme or method in respect to education, but just a suggestion of a study to be made in the only manner, or in one of the most useful manners, of dealing with this problem.

We appoint committees of this Council, the General Assembly acts also through sub-committees, the Secretariat works also through a small body that takes such steps and that is all we are suggesting -- that UNESCO shall offer to do this for the Administering Authorities whenever they consider that it is appropriate.

Mr. SAYRE (United States of America): I think all of us sympathize with the desire to strengthen and intensify the educational programme of the Trust Territories in Africa.

I am not sure whether this resolution achieves that end. I wonder whether a resolution such as this is both, in a sense, too broad and also too narrow: too broad for the reasons which have already been suggested -- that is to say, it would seem to apply to the whole of

/Africa

Africa and, if interpreted to be confined only to the Trust Territories of Africa, then, as has already been suggested, one cannot help doubting the practical utility of such a seminar. I said both too broad and too narrow. The resolution seems to me too narrow in the sense that it is confined to UNESCO and does not include other specialized agencies such as WHO, FAO. Many other specialized agencies certainly have interests in African Trust Territories. Why the Trusteeship Council should pass a resolution confined to this one organization, I am not clear.

Nor am I clear why if such a resolution were passed it should be confined to Africa. There are Trust Territories in other parts of the world where surely they feel the same urgency for increased and intensive educational work. I have not had made clear in my own mind why we should concentrate and confine our resolution to Africa, nor why the resolution should be confined to UNESCO.

Again, the resolution seems to me entirely unnecessary from the viewpoint of practical consideration.

/If UNESCO feels

If UNESCO feels that it has a serviceable programme in connexion with such a project as described here, surely under the general resolutions which have been passed, under the general rules, UNESCO can approach any of the Administering Authorities, and I feel absolutely confident that whatever Administering Authority is approached by UNESCO will give a most sympathetic hearing, attention and study to whatever proposal UNESCO may care to make.

I should regret if, by a passage of a resolution, we gave the impression to UNESCO or to any of the other specialized agencies that they were confined in their approaches to an Administering Authority and in making suggestions to an Administering Authority, confined by the scope of such a resolution as this.

Surely we want the specialized agencies to feel absolutely free, as I hope and trust they do feel, to approach any Administering Authority at any time with any proposal which they feel would be to the advantage of Trust Territories. By the same token, surely every Administering Authority under our general rules and Charter provisions must feel free to approach UNESCO or to approach WHO or to approach any of the other specialized agencies.

Personally, I should like to keep the scope of such an approach on a very broad basis. I think we should not restrict the approaches or the intimacies between Administering Authorities and the specialized agencies. It would seem to me that this resolution could be interpreted as restricting that scope and, at best, seems unnecessary.

For these reasons, as well as for the reasons which have been advanced by several of my colleagues, I cannot feel that we would help practically the cause of education in the Trust Territories by passing this resolution.

Mr. PADILLA NERVO (Mexico): I regret to see that that is the opinion of a great number of the representatives on this Council. Nevertheless, I feel that it is very important for the public record that a certain observation receive an answer in defense of the scope and purpose of the proposal that my delegation has presented, and for the sake of the record, I should like to make that answer.

The representative of the United States objects to this proposal because it is at the same time too broad and too narrow -- too broad because it might refer to the whole of Africa and we are not entitled to refer to the whole of Africa; too narrow because it refers especially  
/to the Trust

to the Trust Territories and to one specialized agency. In that way I am put in a very difficult position.

It is very easy to make observations of a general character against every proposal without submitting particular, concrete amendments to modify, in a way considered best, something which in its general scope is considered good. Observations of a general character without attempting to correct by an actual amendment that which is considered to be not entirely appropriate are due to a lack of interest in the idea, and can only be interpreted as a lack of desire to accept the proposal.

I am placed in a very difficult position because I cannot have my cake and eat it too. Either this resolution, or any resolution, is very broad in scope or it is not, but it cannot be, at the same time, broad and narrow. I am being criticized for being broad and I am being criticized for being narrow.

It is natural, I said, that we refer to a concrete problem because this resolution is presented in respect to the advancement of education and has nothing to do, in this respect, with any other specialized agency. If I had mentioned in this resolution the International Labour Organization or the Food and Agricultural Organization or the World Health Organization it could then be said to me, "By what right, when we are talking about education, do you introduce the International Labour Organization?"

We are talking about the advancement of education and for that reason my recommendation is addressed exclusively on the subject of education to the specialized agency that deals with education, and not to any other agency.

It has been asked why this recommendation should be restricted exclusively to Africa. We cannot do everything at once. We have been following a certain order in our discussions. When we deal with Territories in Africa, our recommendation relates to the Trust Territory in Africa; when we deal with Territories that are not in Africa, our recommendations do not deal with Territories that are in Africa.

It is not, therefore, a valid argument to gauge this resolution by the fact that it does not refer at this particular time to Western Samoa or to any Trust Territory, the reports on which have not been examined at this session.

/There is still



There is still another point that the representative of the United States spoke about, that, in his opinion, <sup>we are</sup> limiting the scope of assistance of UNESCO, that this resolution somehow gives the impression that UNESCO is not entirely free to approach all the member states and offer assistance or to receive requests from these member states for assistance in other fields.

When we are dealing with a particular subject, this recommendation can only deal with that particular subject. I have already received the observations of the representative of France that the resolution gives the impression that we are dictating the programme for the Administering Authorities to follow, and we only refer to this manner of study which will be the answer if I would enlarge these requests for assistance to other fields.

I believe the constitution of UNESCO is perfectly clear.

-/We know perfectly

We know perfectly well what is the scope of its function. What every one of the member States has the right to request from UNESCO. That in no way can be resisted.

And I believe that to now request UNESCO to offer its assistance to the Administering Authorities in this particular field, will not give the impression that it can no longer act in accordance with its own constitution.

That is, to cover such a wide field as they have according exclusively to the terms of the Charter that most of us in this Council have already approved, because we agreed with it.

Now in respect to the last point made by the representative of the United States that it is unnecessary. Differing opinions have been given<sup>as</sup> to the question that it might be useful. It has been said that there is an important thing behind this proposal but that it is not timely

If it were not necessary, and that were the only argument, that could not be an objection to passing a resolution that some representatives think may be very valuable and useful.

All of us on certain occasions believe that a certain resolution might not be necessary but it states one point that is important and has so far been overlooked. And it is to really get use occasionally that we all comport, and contribute economically and financially and in other ways to its existence, because we consider it worth while doing. Then in concrete cases in which we could, according to the Charter and according to the agreement between the two agencies, call on this agency, we are reluctant to do it.

Mr. RYCKMANS (Belgium) (Interpretation from French): It seems to me that if the Council needs, or wishes to turn to UNESCO so as to assist UNESCO in its work, then certainly the Council has many more useful opportunities to do so than in this case.

The Administering Authorities have been asked, during the discussion on the Annual Reports, which were studied by the Council during this session, to turn over to the Council their developmental programmes for education covering a rather lengthy lapse of time; that is, for instance, ten-year developmental programmes in education.

As regards Ruanda-Urundi, I have already advised the Council that my government would be more than happy to submit these plans to it.

/ I have just received

I have just received this information and at the same time I was advised of the temporary results of the recommendations achieved by the Paris conference, and it will therefore be possible for me to advise the Council of these facts at its next session as regards the developmental programme for education in Ruanda-Urundi for the next decade.

It seems to me that here is a clear cut opportunity for the Council to turn to UNESCO and to ask for the help of its technical experts and specialists. We can say that we, being a political organ, do not consider ourselves qualified or competent to decide whether this or that programme for developing educational facilities really corresponds to the actual local situation in the various territories; whether the funds are being best distributed according to the various programmes.

This, therefore, is a very good opportunity to ask for the help of UNESCO. Why not have UNESCO study these precise and clear cut programmes which will be submitted to the Council? And why not ask UNESCO for its views? In this way we can give our views on the subject and be supported by the authoritative views of UNESCO.

This would be quite clearly very useful co-operation between UNESCO and the Trusteeship Council. Why should we not ask UNESCO for just such co-operation rather than invite this organization to turn to the Administering Authorities, which know perfectly well that UNESCO exists. The Administering Authorities have their representatives in UNESCO and they know that they can turn to that organization at any time to ask for help on the part of UNESCO as regards any questions which the Administering Authorities may feel they are not competent to deal with.

Mr. LAURENTIE (France) (Interpretation from French): Just one word following the comments made by the representative of Mexico.

I did not say that the Administering Authorities feared that UNESCO might hand out dictates as regards educational policy. What I said was rather that in view of the fact that there exists and should be developed greater co-operation between the African powers on the one hand and UNESCO on the other hand, then it would be only appropriate and fitting that this co-operation should result in something, and that it was not up to us now to recommend to either of these two parties to undertake, for instance, the convocation of a seminar. This word in French should really be convention, however.

/ I believe

I believe that we should not to-day say that we should undertake this or that study. That is why these men are specialists. They are specialists; on the one hand, Belgian, United Kingdom and French specialists, and UNESCO specialists and experts on the other hand. Let these experts get together at a preliminary stage as to the best means to direct their work jointly. I hardly believe it is up to us to tell them what to do.

Mr. SAYRE (United States of America): I was just wondering what this might import with respect to budgetary implications. I have no idea what the cost of such a seminar would be. I have not seen the papers which I believe were sent to us with regard to the seminar. I know nothing about the budgetary situation of UNESCO. I would be interested to know if anyone has the information as to what the cost of such a seminar is, because I think most of us, being members of UNESCO, are interested in such matters.

I wonder if anybody would have any idea, possibly the representative of Mexico or the Secretariat could give us some conception.

Mr. ALEKSANDER (Secretary of the Council): We have no information on the budgetary implication of such a project. It seems to me that it would be up to UNESCO to draw up a budget in this connexion if the resolution is passed.

/ Mr. PADILLA-NERVO

Mr. PADILLA-NERVO (Mexico): I do not claim at this moment to be able to give a very satisfactory answer to the representative of the United States but, in the papers that have been at our disposal and in the intervention made in this Council by the representative of UNESCO, it has been stated that in the past some of those groups of studies -- that is, round-tables or seminars -- have cost as much as \$30,000 to UNESCO.

I want to say in this respect that that is a question which, in my opinion, is not very important.

According to its programme of work UNESCO has a way of working in compliance with the decision of the General Conference and the decisions of the Executive Committee. One of those methods of work is to form those groups of study -- round-tables or seminars -- in different places. They might for the procurement of staff and at our request have the seminar there or have the seminar some place else -- have seminars in other countries. They will go on organizing seminars.

The last thing I want to say is in relation to what the representative of France said a few minutes ago. All we want is a study of the matter, and a request for a study is not to dictate a programme. We consider that that form that already has been experienced by UNESCO, making studies through the congregation of a group of experts decided upon by the State concerned and the organization -- among the best experts available in the world on that matter -- is a very useful aid to the study of the problem. What we want is the study of the problem of fundamental education and the study of the problem of training indigenous teachers in that Territory. That is the main thing, to have a study of those two problems.

One of the best ways of studying these problems by UNESCO is for it to avail itself of the assistance of the experts of those countries that have had great experience in these matters in order to have opinions from many professors experienced in those fields, from the professors in the Trust Territories that the Administering Authorities would like to send to that gathering to express their opinions and discuss the difficulties, the implications, and to give the result of that study to the Administering Authority concerned and place the Council in a position of knowing the observations and results of that study.

/The PRESIDENT:

The PRESIDENT: We have before us a draft resolution standing the name of the Mexican delegation and set out in full in document T/269.

A vote was taken by show of hands.

The draft resolution was rejected by 6 votes to 5.

T RESOLUTION OF UNITED STATES OF AMERICA (T/274)

The PRESIDENT: We will now turn to the draft resolution of the United States of America contained in document T/274.

Mr. SAYRE (United States of America): I need not delay us long on this as I think all <sup>of</sup> the members of the Council remember that this was a resolution which grew out of a former discussion -- remember the difficulties we have had at various times in measuring educational advancement in a Trust Territory. Perhaps that is among our most difficult problems. How are we going to measure advanced or existing conditions in Trust Territories so far as education is concerned.

I think in that discussion it was suggested and, if my memory serves me correctly, the suggestion was agreed to provisionally -- at least it seemed to be favoured by both the Soviet Union and Costa Rica -- that the most logical and helpful way would be to use as a measuring rod the situation in those Territories where similar conditions prevail, whether Trust Territories or not.

We faced a very similar problem -- as many of us here will remember -- in our discussion of the problem of measuring such information as is turned in under Article 73 e of the Charter. We put to ourselves the same question: how can we evaluate and determine the significance of information in this territory or that territory?

The General Assembly passed a resolution bearing on this matter. The conclusion was reached that the most logical and soundest way to evaluate and determine the significance of such information was to compare it with similar information from other territories where parallel conditions prevail. You will remember <sup>that in</sup> the resolution of the Fourth Committee which was later passed by the General Assembly there is a special provision and I now quote from the resolution passed by the General Assembly in the meeting from 21 September to 12 December 1948 in document A/810, page 80, paragraph 3:

/"THE GENERAL ASSEMBLY,

"THE GENERAL ASSEMBLY,

".....

"3. INVITES the Secretary-General to extend the use of supplemental information in future years and considers that, in order to provide a means of assessing the information transmitted under Article 73 e, the Secretary-General should be authorized to include in his summaries and analyses all relevant and comparable official statistical information, within the categories referred to in Article 73 e of the Charter, which has been communicated to the United Nations or to the specialized agencies;"

/Now, in the effort

Now, in the effort to follow the pathway thus marked out in the General Assembly which I believe has already received favourable approval by several of us when the discussion took place, the United States drafted this resolution which you see before you in document T/274.

Taking some of the language which I have just read in the General Assembly Resolution, making the comparison applicable to educational progress -- because that was what we were discussing at the time -- this resolution, as you see, embodies the request that the Secretariat shall compile -- and then the words which follow are lifted out of the General Assembly Resolution -- "such relevant and comparable official statistical information as may be available..."

That is the history of this resolution. It would seem to my delegation the logical and sound way to meet a very difficult problem and we therefore urge its adoption.

Mr. LIU (China): The draft resolution presented by the United States is a very interesting one and I have no objection to the purpose of having this resolution. But I do wish to raise three questions in connexion with it.

The first question is: What data are to be collected? If you look into the educational reports of one country you will find at least a thousand items about educational data. The first question is, therefore, what data are to be collected?

The second question is: From what territories? There are many members of the United Nations, and there are other non-self-governing areas where data can easily be compiled -- perhaps a hundred territories.

The third question is: After having collected this data to be specified from those countries also to be specified, how are we going to compare them? How are we going to evaluate educational problems in the Trust Territory?

The representative of the United States has said this is the most logical and soundest way of assessing the educational progress in each Trust Territory. I would like to follow him, but intellectually I am not convinced at all.

/Educational



Educational progress in any territory -- Trust Territory, non-self-governing territory or independent country -- can only be assessed, evaluated, understood and appreciated in the light of that territory's historical background, cultural background, its financial resources and its present state of development in general.

As the representative of France so eloquently expressed it the other day, you cannot understand educational progress by isolating that item, educational progress, against a social vacuum so to speak. All social factors are of mutual causal relationship. You cannot isolate educational progress as such and study it against the background of a social vacuum. It cannot be done.

I should like to be convinced -- to be shown -- exactly how educational progress in one Territory in Africa can be understood in the light of educational progress, let us say, in Iowa. I should like to be informed on that, before I can vote for this resolution.

Mr. SOLDATOV (Union of Soviet Socialist Republics)  
(Interpretation from Russian): This question has been discussed two or three times in the Trusteeship Council and has a history of its own, which leads to the conclusion that first of all this was orally expressed by the representative of the United States to the effect that the Secretariat have documentation on the question of education -- in particular, such as would allow us to compare education in various countries.

The USSR delegation approved this idea of having such information in the Secretariat. At the present time, as we have the draft resolution of the United States on this question in written form, the USSR delegation wish to make the following remarks on this draft.

It is our opinion that this draft does not contain any concrete proposal with regard to the improvement of education in Trust Territories and does not contain any recommendations directed to the Administering Authorities which would have as their aim the improvement of education in Trust Territories.

/The general

The general form of the resolution led to some of the members of the Council at one of our meetings -- in the guise of discussing this resolution -- trying to substitute the discussion of the concrete problem of the state of education in Trust Territories with general vacuous discussions of criteria which are allegedly necessary in order to find the level of education in Trust Territories. It was also stated that without such criteria it was impossible to judge in general the education in Trust Territories.

This tendency to substitute for a concrete discussion of the question as to the existence and the status of education in Trust Territories, general discussions of criteria, can only lead in our opinion to hindering the effective work of the Trusteeship Council in elaborating recommendations that would be directed at a basic improvement of education in Trust Territories.

The draft resolution submitted, because of its general character, can lead to a promotion and encouragement of this tendency to substitute by a very general and vacuous discussion the actual question of education, and because of this we will not be able to support the draft resolution submitted by the United States of America.

Mr. RYCKMANS (Belgium) (Interpretation from French):  
I should like to afford some answer to the representative of China.

In quoting my own personal case, we were blamed for having such a small proportion of children attending schools. Reference was made to percentage figures relating to that part of the budget which was devoted to education. In an effort to realize exactly what was the true situation, I sought some sort of comparative basis.

I have been told that there is this or that percentage of illiteracy prevailing in Ruanda-Urundi, and we consider that such a percentage would be deplorable. I have wondered, then, what is a deplorable percentage, so called: is a twenty per cent illiteracy rate appropriate? Is thirty per cent as an illiteracy rate appropriate, or is sixty per cent illiteracy deplorable? I really do not know and I can find

/this out

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this out only by trying to make certain comparisons; and I believe that these comparisons are extremely enlightening and instructive.

/Do you know,

Do you know, for instance, what is the illiteracy rate in a country such as the United States? I do not know, but I believe it would be of some use for me to have these figures, because I do not know what is the situation. But let us suppose that there are statistics which show that in the United States there is a seven per cent illiteracy rate. If I were told at a later date that in this or that Trust Territory there is a ten per cent illiteracy rate, my first reaction would be that there are ten out of each one hundred people who do not know how to read or write, and really the situation is scandalous in any country which has widespread primary education.

But if I were told that in a highly civilized and advanced country, such as the United States, there is a five, seven or eight per cent illiteracy rate, this would immediately bring all these different facts into the proper focus.

Who among the members of the Council before having studied the reports on the Trust Territories knew what was the percentage of budgetary allocations devoted to education in most of the Territories? I must confess that I did not know any of these facts, and I confess that if today I were asked what the percentage of Belgium's budget devoted to education is, I would not be in a position to vouchsafe any answer. I might naturally turn to some documentation or to some year-book to find these figures, but if you ask me this point-blank, I must say that I would not have the answer to give you.

How can I then appraise whether ten per cent, fifteen per cent, eighteen per cent is rational and adequate or is not, when I have no comparative basis to judge on? In all fairness, in all equity, so as to be able to have a sound judgment on the question, I must say that I do wish to have comparative data.

Not only do I wish to have comparative data as regards Territories which have reached the same stage of development, but I also wish to have the same type of data as regards the more highly developed Territories, so as to know what are the objectives which we can reasonably hope to obtain.

What the representative of China said a moment ago is extremely well taken. It is absolutely impossible to appraise at its true value the situation prevailing as regards education, as well as the real validity of an effort towards education which is being made, without

/taking into account

taking into account not only the history of a country, but also its resources.

This is self-evident, but here again I should like to have elements for comparative judgment so as to know whether or not a certain effort which is manifest in the report of this or that power is reasonable, sufficient and adequate, or is not. By having such comparative data as regards certain countries -- in this respect, I certainly do not for a moment doubt that they are doing their utmost to achieve certain progress -- then and only then will I have a sound basis for judgment, instead of simply having figures before me which are out of context and which do not enable me to form any judgment at all.

When I am told that such a territory devotes so many millions to public education, what does this mean -- so many millions for public education? It may represent a very substantial effort if the figures relate to an impoverished territory. On the other hand, these millions may really be absolutely negligible if the figures refer to a very wealthy country. Here again the representative of China is quite right.

That is why I should like to have figures as regards countries which are impoverished or wealthy, which have very many resources or do not, and I should like to know the figures as regards public education in all these countries.

This is not simply a question of argumentation. It is not sufficient to say you must have one hundred per cent of children of school age in schools. You must have a one hundred per cent literacy rate.

I would like to know what has been achieved, what can be achieved, how much it costs, what people do when they do not have the necessary resources at hand. I should like also to know, for instance, how many people are needed to staff secondary schools in comparison with primary schools.

Here again I do not know. What are the figures here? Perhaps a person well versed in educational matters might tell me that in a theoretical structure it would be ideal to have one hundred per cent of school age children in primary schools and to have, for instance, twenty per cent of these primary school children later attend secondary school, and then again perhaps twenty or thirty per cent of secondary school children attend universities. But I really do not know, and I do not

/believe

believe that any of you are in a better position than I, unless you are experts and have studied the matter particularly.

At any rate I confess my ignorance quite openly. How can I appraise the situation when I am simply told that there are so many children in primary schools and secondary schools and so many pursuing higher studies? How can I judge whether this is a sound balance if I have no elements for comparison?

That is why in all good faith I really ask to be enlightened on this, and that is why I should like the Secretariat to furnish us with some elements for comparison.

I therefore am wholeheartedly in support of the United States draft resolution, and I would add that what he requests as regards education when the Secretariat has dwelt upon the subject at somewhat great length, I believe that we could also ask the Secretariat for similar data as regards other fields relating to Trust Territories.

Mr. PADILLA NERVO (Mexico): The first observation that I regret I have to make is that a few minutes ago when I proposed some means by which the Council might have in its hands some opinion and study about education in this respect in the Trust Territories, it was unnecessary; it was untimely; it was many other things that make it not acceptable.

It did seem that that vote against our proposal just a minute ago might give the impression that certain Administering Authorities did not want to go into that study by means of experts from other places actually going to the Territory. I do not say that that is the case; but it might give that impression.

Now we are going to compare statistics, as the representative of Belgium just said, in order to form a judgment on whether or not it is adequate that a certain Administering Authority <sup>should have</sup> such a percentage of its whole budget dedicated to education.

In that respect, I may say in the first place -- and I have stated it before -- that we here are not a tribunal, that the Administering Authorities are not on trial before us, that we are not making judgments in that respect as to the obligation of having proofs. We are just examining the reports of the Administering Authorities and judging them by the results and by the facts that they themselves have expressed to us in relation to <sup>the</sup> number of years they have had the administration of /that Territory

that Territory, and what has been done.

Now suppose that we have some statistical data in regard to education in many countries. Then somebody might say to us, "Why do you say that this is inadequate; in your <sup>own</sup> country, is the self-same thing adequate?"

Therefore, what is the result? "You should not tell us to do anything. Why do you tell us to do something when in your own country, according to these data, it is also inadequate." What are we going to do then -- protest?

We are not putting the Administering Authority on trial. We are chiefly suggesting, according to the facts, that that is not enough. Whether it is not enough in any other part of the world, that does not satisfy our duty. We are not going to cross our arms for this purpose.

What is then the use of having that comparison in that particular respect? I do not object to a comparison, but I think, and I would like to give the same words that the representative of the United States used today, that it is a question of why we ask these data exclusively for education. The resolution of the General Assembly did not refer to educational advancement only; it referred to each one of the categories comprised in Article 73 (e) -- on political, economic and social advancement.

I would be willing then to compare also what the salaries are in the Trust Territories and in other countries that are not under trusteeship; whether or not the right to strike exists, the right to collective bargaining; what is the situation of the prisons, what of the punishments; what is the whole aspect of the substantive provisions of the criminal code; what is the regime of the land tenure.

/Are we going to

Are we going to examine also what power of action the inhabitants of the Trust Territory have in their own function of government; whether the elections are carried out democratically or in any other way? How many representatives are there, and what voice do they have?

Are we going to compare the political data? According to the Resolution of the General Assembly we could compare that. Is that relevant? Is that comparable?

Of course we shall say that what happens in a country that is independent, and is not under the jurisdiction of this Council as a Territory that we are obliged to deal with by the Charter does concern us.

I am especially concerned as to what use we are going to make of that. As I said from the beginning we are not here making judgment against any authority. We are only making suggestions.

In view of that, will the results be changed; will the needs of the Territory be changed by the fact that we see that the same needs exist in these other places?

We can still say that it is advisable. Let us ask the Administrative Authorities to make renewed efforts to better the situation. We can say that, no matter whether we have these figures to compare, or not.

I think that we might get into a dangerous field on this simple topic, and I said that the first time the representative of the United States suggested this proposal. I was not in agreement, and I am not in agreement with the fact that at a certain moment in the discussion in this debate a representative, in order to upset certain observations of any other representative, should bring in the situation in certain countries, and say: "You are requesting us to do that, and look at the situation in which you yourself are."

I do not think that is a useful attitude that is conducive of anything, and in that respect I do not agree to a comparison between certain States. I do not think it is useful, because I do not see what the result will be.

If the result is just to make an observation, and we were going to make a judgment -- and we said: "Let us not condemn before we know what has happened, and do only what it is possible to do" -- then I would agree. But that is not the function of the Council.

/The Administoring



The Administering Authorities are not here on trial. I repeat that we are making observations with respect to the results of the situation, and no matter if the situation is bad all over the world, we still have the right to hope and the duty to suggest to the Administering Authorities to increase their efforts in order to change that objective result.

For that purpose I do not see the use of getting into possible difficulties of retaliation of certain observations.

This Council, is half composed of representatives of non-Administering Authorities, who have other responsibilities, They have the responsibility and main duty on their shoulders to make comments on the reports that come, and these reports are naturally from Trust Territories.

Therefore my observations at certain times have to be about the reports <sup>at hand</sup> of the Administering Authorities. I have no way of evading that duty, but as I said many times, that does not mean criticism, judgment or attack of the Administering Authorities. It is a way of complying to the duties that the Charter has put on my shoulders, and to see and to respect the express wish that the situation should improve year by year.

That is the only result of our considerations and conclusions.

Mr. RYCKMANS (Belgium) (Interpretation from French): Once again I must have expressed myself badly, because the representative of Mexico sees a contradiction where none exists.

A moment ago I said that I would have no objections whatsoever, and, quite to the contrary, would find it extremely useful for the Trusteeship Council to turn to UNESCO to ask for its advice as regards educational programmes.

Again, I would quite agree that the Trusteeship Council should turn to UNESCO to say: "Here are some figures relating to educational advancement in the Trust Territories. What are your views on these figures? Are they normal; are they good or do they represent bad or unfortunate tendencies?"

In the second place, the representative of Mexico says that he does not consider that we are here to issue judgments. Unfortunately, the Council has not always followed such a wise procedure, and frequently /it used such

it used such strong terms as "deplorable" or "extremely unfortunate", in trying to describe a situation.

But what is a "deplorable" situation? How are you going to appraise such a situation? We are told that an educational situation is "deplorable" as long as all children do not attend school. It seems to me that this is a rather simple way of looking at things.

In order to decide whether, in point of fact, the efforts carried out in a Trust Territory are reasonable or appropriate, I think it is absolutely essential to know what is being done elsewhere.

Let us for instance assume that we are told that the mortality rate in Usimbura is 15 to every 1,000. What does this mean? How can I tell you whether this mortality rate is very high or very low? You have to bring me ~~me~~ <sup>other</sup> mortality figures, which will tell me that the mortality rate in New Zealand is 9 to each 1,000; in Canada 11, and in Egypt 30, etc. In that way I shall be able to have some element of comparison.

I cannot possibly appraise the situation correctly here if I am simply told that the mortality rate is 15 to every 1,000. How can you reach any decision if you cannot compare?

If we are told that the mortality rate in New York is such and such a percentage, then I believe that we should consider the following factors: that this is a city which involves extremely favourable opportunities to afford extensive assistance to its inhabitants, and at the same time it is situated in a temperate zone. Then we should have, as a basis for comparison, the example of cities pertaining to equatorial regions.

If I am told that in another city as well administered as New York, but in an equatorial zone, the mortality rate is much higher, then I can say "You must realize that this latter city is in the equatorial zone and that may account for the higher mortality rate."

That is why I asked for comparisons. I do not request comparable data to be able to hand out hard and fast judgments, but just to have a sound view of the whole matter.

Mr. INGLES (Philippines): The draft resolution we have before us deals with the comparison of <sup>such</sup> official statistical information as may be available, presumably in the archives of the Secretariat.

/our first observation

Our first observation is that official statistical information on education may not be complete in the archives of the Secretariat; that is, only information concerning certain countries, and not all the Members of the United Nations, or non-members.

The second observation is that even with respect to information coming from a particular country, the information may still be incomplete in some respects, or may be out of date.

The third observation is that information on education in the archives of the Secretariat may have been sent by the countries concerned, not precisely for the purpose of making it a basis for comparison.

Reference has been made to the Resolution of the General Assembly passed in 1947, relating to non-self-governing territories, which has been quoted in part by the representative of the United States in support of his draft resolution.

/However we find

However, we find many differences between that resolution and the draft we have before us. The representative of Mexico has already indicated that that Resolution of the General Assembly is not limited to educational information but includes information in the social, economic and political fields.

Another difference is that the Resolution of the General Assembly makes it a condition that, before comparison can be made between conditions prevailing in another country, the consent of that country must first be obtained before information proceeding from it can be utilized for purposes of comparison. That condition is made presumably to give the country concerned an opportunity to complete such information as may be lacking in the archives of the Secretariat.

That Resolution would also make possible comparisons between conditions existing in non-self-governing Territories and conditions existing in the metropolitan countries themselves..

We do not find this guarantee in the draft resolution we have before us but, apart from these observations, our fundamental objection to the draft resolution lies in the fact that comparison may be made only between comparables and, with respect to Trust Territories the comparison would have to be with other Trust Territories.

We already have, in our records, complete data on the educational conditions existing in all Trust Territories we have been concerned with during the last few sessions. If comparisons could be made with countries other than Trust Territories, it is our view that comparisons should be made first with the metropolitan countries themselves because it is important to find out what educational facilities enjoyed by the populations of the metropolitan countries are not enjoyed by the populations of Trust Territories. Certainly if a metropolitan country undertakes to promote educational advancement in a Trust Territory, it should set up as a standard at least the equal of the standard accustomed to in the metropolitan country. That would be presumed from the fact of their choice as an Administering Authority for these Trust Territories. Otherwise one may always find an excuse for educational stagnation in a particular Trust Territory on the ground that similar conditions exist in some other country.

Then there arises the problem of selecting the worst features of the country in order that the lowest possible level may be arrived at as the goal for the Trust Territories.

With respect to the concern expressed by some Administering Authorities for a lack of a basis for comparison, I submit that if they insist on such

/a comparison

a comparison, they need not go far because the budgetary allocation for education in their own countries may serve to indicate how inadequate are the educational budgetary allocations in the Trust Territories they administer.

In view of these reasons, we do not see our way clear to support the draft resolution we have before us.

The PRESIDENT: May I ask whether other representatives wish to speak on this matter?

Mr. FLETCHER-COOKE (United Kingdom): I must say that I am surprised at the heat which this resolution has generated. After all it is not doing very much more than asking the Secretariat to compile certain information already in this building and which is accessible to any member of the Trusteeship Council who could go and compile it himself, if he had the time, and produce as a standard whereby judge of progress has been made. We are merely, in fact, undertaking a household inspection.

Nevertheless, it has obviously raised considerable heat. There have been one or two mis-statements made in the course of the discussion this morning. For example, the resolution upon which this particular resolution is based -- the Resolution emanating from the Special Committee on Article 73 (e) Information -- does not, of course, include political information although two representatives stated that it does. There is no provision in that resolution for comparison of political information for the very good reason that the transmission of political information is not required under Article 73 (e).

Secondly, it is also, I think, incorrect to say that the consent of the member State is required under that resolution before the information can be used. The information is already put in official statistical documents sent to the United Nations and it is presumed that the information is therefore correct and no further reference back to the countries concerned is required since they, themselves, by sending it in, have accepted responsibility for its accuracy and one must, of course, assume that they have no desire to conceal it since they have already made it public.

Thirdly, I was a little surprised at the remark made by the representative of the Philippines who referred to the fact that possibly the information had not been sent in for comparison. But surely information is information, for whatever purpose it is sent in. Facts are sacred. You do not send one lot of documents in because you know they are going to be compared and another lot in if you think they are not.

I have considerable sympathy with the point of view which has been

/so ably

The hour is so late that I do not want to consume the time of the Council further and I will therefore merely add the hope that this resolution will win the support of the Council.

Mr. PADILLA NERVO (Mexico): I would like to say that it seems that the representative of the United Kingdom understood me to say that this Council was only concerned with results. I did not say that: I said that, as long as the result was not satisfactory in the opinion of all, we still may wish and hope that the Administering Authorities will renew their efforts to that effect, and, as far as being in accordance with that effort is concerned, only yesterday I expressed in writing my satisfaction with the important and constructive efforts made by the Administering Authorities.

In respect to the main question, I would like to add that this Resolution approved by the General Assembly has always been interpreted by me as referring mainly to the information which the states are obliged to furnish to the United Nations under Article 73 (e). This Resolution has taken into consideration, Resolutions 91 II and 143 III approved in 1947, and it says "considering<sup>that,</sup> in the light of experience, Resolution 66I adopted by the General Assembly on 14 December 1946 and Resolutions 142 II and 143 II adopted by the General Assembly on 3 November 1947 require adaptation" and so forth.

In Resolution 143, it is stated which kind of statistics they should compare and it says that the Secretary-General may use official publications of the Members responsible for non-Self-Governing Territories, in addition to information transmitted under Article 73 (e) giving appropriate citations. It does say that the Secretary-General may use data from such official publications as I have mentioned, limited to the subject treated and the information required under Article 73 (e). This is another proof that everything is in relation to Article 73, because even from the official publications of the states concerned, the Secretary-General cannot take data that does not refer to Article 73 (e). Only such publications shall be used as may be transmitted to the Secretary-General by the Members concerned.

Finally, the Secretary-General may use documents published by inter-governmental or scientific bodies on matters relating to non-Self-Governing Territories subject to provisions of the paragraph that I just read.

/The last paragraph

The last paragraph of that resolution states also that, for the purposes of comparison, the Secretary-General shall be authorized, in addition, to include in his summary an analysis of all relevant and comparable official statistical information which is available in the statistical services of the Secretariat and which may be agreed upon between the Secretary-General and the Members concerned, giving appropriate citations.

Another point I want to make is this: as this Resolution has already been approved by the General Assembly, and as the Secretariat is already under obligation to make this comparison and analysis, in the light of what the representative of the United States has just accepted, why do we need this special resolution? Why do we not just use the summaries, analyses and comparisons already made by the Secretary-General under these Resolutions, and study them here in the Council? The only difference is that the draft resolution presented by the United States refers exclusively to education. We object to referring exclusively to education; the representative of the United States accepts that we should refer also to social and economic conditions, but that comparison is already made according to this Resolution of the General Assembly.

We do not have, therefore, to go into what the interpretation of this particular Resolution is; we just act as we have agreed in the General Assembly and use in a proper spirit the comparisons and analyses made by the Secretariat for the purpose of our studies in this Council.

/The PRESIDENT

The PRESIDENT: I still have two speakers on my list, the representatives of China and Belgium. If there are no others, I shall put the vote as soon as they have spoken; if there are, I shall have to adjourn the meeting until after lunch.

Mr. LIN (China): I addressed three questions to the representative of the United States, and none of them have been answered.

Mr. RYCKMANS (Belgium)(Interpretation from French): The representative of Mexico quoted the 1946 resolution and in the 1947 resolution no mention whatsoever is made to an agreement. The 1947 resolution reads as follows:

"INVITES the Secretary-General to extend the use of supplementary information in future years and considers that, in order to provide a means of assessing the information transmitted under Article 73 (e), the Secretary-General should be authorized to include in his summaries and analyses all relevant and comparable official statistical information, within the categories referred to in Article 73 (e) of the Charter, which has been communicated to the United Nations, or to the specialized agencies."

As regards the second question, I should also like to give an answer to that. The representative of Mexico asked what is the use of this resolution since we already have a General Assembly resolution. The difference between the two is that the General Assembly resolution authorizes the Secretary-General to do something and here, in this resolution, we request the Secretary-General to do something. There is a clear-cut difference.

Mr. SAYRE (United States of America): I was a little embarrassed when my colleague from China asked me to answer two more questions. The time is so far advanced that I shall answer his questions in the briefest way.

His first question was: what data is to be collected? The answer is to be found in the resolution which says "such relevant and comparable official statistical information as may be available."

The second question was: from what Territories? The answer again, I think, is clear in the wording of the resolution -- any Territory from which such information can be obtained.

/The third



The third question was: how are we going to compare this data? Again, I refer to the wording of the resolution which "REQUESTS the Secretariat to compile such relevant and comparable official statistical information as may be available."

In other words, as has been said by my colleague from Belgium, this is merely a housekeeping request to the Secretariat to produce another of its admirable documents based on such information as it already has within its files. That information, of course, being official, statistical information it must have been sent in with the approval of the Governments which transmitted it and, as has been brought out by the representative of Belgium, there is nothing in the resolution as passed last autumn in Paris which requires further consent from the transmitting Government.

Mr. PADILLA NERVO (Mexico): I should just like to say that if the representative of the United States would consider some kind of an amendment, we would like to propose to request the Secretary-General to compile and to transmit to this Council the information to which the resolution of the General Assembly refers.

The representative of Belgium just said that the only difference is that the Secretary-General is not obliged to compile those statistics under the resolution of the General Assembly, and that we are now putting that obligation upon the Secretary-General.

In order to be logical in that respect and because I would prefer that these statistics refer to the field to which the resolution of the General Assembly refers, let us ask the Secretary-General to compile and to transmit to us the statistics referred to in a specific resolution of the General Assembly approved on a certain date.

The PRESIDENT: In view of this further proposal by the delegation of Mexico, the Council will now adjourn until 3 p.m.

The meeting rose at 1.26 p.m.