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TRUSTEESHIP COUNCIL

Ninth Session

VERBATIM RECORD OF THE THREE HUNDRED AND FIFTY-FIFTH MEETING

Held at Flushing Meadow, New York,
on Tuesday, 19 June 1951, at 2.00 p.m.

President:

Sir Alan BURNS

(United Kingdom)

Note: The Official Record of this meeting, i.e., the summary record, will appear in provisional mimeographed form under the symbol T/ will be subject to representatives' corrections. It will appear in final form in a printed volume.

EXAMINATION OF THE ANNUAL REPORTS OF ADMINISTERING AUTHORITIES ON THE ADMINISTRATION OF TRUST TERRITORIES: TANGANYIKA, FOR THE YEARS 1949 AND 1950 (T/786, 786/Add.1, 804, 903, 904, 915; T/L.176) (continued)

At the invitation of the President, Mr. Lamb, Special Representative for Tanganyika under United Kingdom Administration, took a place at the Council table.

The PRESIDENT: We were considering the question of educational advancement in Tanganyika Territory yesterday afternoon when we adjourned. The representative of the Dominican Republic was asking some questions on social advancement. Are there any questions on social advancement? If not, pending the arrival of the representative of the Dominican Republic, we can take some questions on educational advancement.

Mr. QUESADA-ZAPIOLA (Argentina) (interpretation from Spanish): As we reach the section relating to education, I should like to remind the Council of the fact that there is a document published by UNESCO which has been submitted to the Trusteeship Council under document number T/903, over the signature of Mr. Torres Bodet. That means that the Executive Council of UNESCO has endorsed this report. That report contains ^(pages 12-17) a chapter covering Tanganyika under United Kingdom Trusteeship. Unfortunately, the report is based on 1949, while we are now considering primarily the report of the Administering Authority for 1950. I do not wish to enter into detail, but I wish to draw your attention to the fact that it would be appropriate indeed to bear that document in mind. It has some very interesting comments as regards the situation in 1949.

As for the report for 1950, which we are now discussing and which is the latest report, I wish to state that I have certain questions to ask of the Special Representative. One is a question of presentation. Opposite page 200 there are two photographs. One relates to a men's college and the students appear to be very well dressed. However, I wonder if it is customary in Tanganyika colleges for students to go around barefooted. I see that two or three students do have shoes; the others are barefoot. Is it a characteristic of the population to go around barefoot? The question may elicit a smile from the Special Representative. Nevertheless I think it would be nice to have an answer.

Mr. LAMB (Special Representative for Tanganyika under United Kingdom Administration): It is a custom in East Africa generally -- and not only in Tanganyika -- for many people to go about barefoot. For obvious medical and health reasons we wish to encourage them to wear shoes of some sort, even if it is only a small sandal. However, they are so accustomed to going around barefoot that if their footwear is heavy they are frequently seen in possession of a pair of boots or shoes which they prefer to hang over their shoulders rather than wear on their feet. They find it more comfortable to walk without them.

Mr. QUESADA-ZAPIOLA (Argentina) (interpretation from Spanish): Paragraph 691 of the 1950 report discusses an educational scheme that does not seem to have yielded the favourable results that were expected of it. I wonder whether it is contemplated revising this scheme in order to make it more adaptable to conditions prevailing in the Territory and the people living there.

Mr. LAMB (Special Representative): I think a brief answer to that is provided by the Ten Year Development and Welfare Plan, a scheme for revision which is included as an annex to the 1950 report.

Mr. QUESADA-ZAPIOLA (Argentina) (interpretation from Spanish): On page 206 there is a discussion of African schools and there is a note to which I wish to draw the attention of the Special Representative. It is a question of licensed teachers, teachers who have a licence to teach and others who are not thus licensed. It is stated that:

"A licensed teacher is one who has failed to pass the certificate examination but is otherwise considered suitable as a teacher."

In other words, it is one who does not succeed in getting that certificate but who does have a certain diploma. He is nevertheless considered fit to teach, presumably as much as one who has a certificate. Is that correct?

Mr. LAMB (Special Representative): It is to provide for the employment of what one might call the natural teacher or the man with a natural gift for teaching but without a natural gift for passing the examination. He cannot pass an examination, but he has the gift of passing on learning to others.

Mr. QUESADA-ZAPIOLA (Argentina) (interpretation from Spanish): This is a rather strange way of giving out teaching licences, but of course I shall not press the point.

On page 207, under (d) it is stated that:

"All grant-aided schools are under an obligation, as a condition of the grant, to maintain a standard of education equivalent to that provided in a Government School of the same category and are subject to inspection by the Education Department to ensure that this condition is fulfilled."

How does that inspection take place? How does the Administration control the standard of education? Are there common final examinations? Is there strict control of the curricula and textbooks? In what other ways does the Administration make sure that the standards are more or less uniform, educationally speaking?

Mr. LAMB (Special Representative): Before answering that question, might I just refer back to the previous one? The reason for employing the licensed teachers who have not succeeded in obtaining a registered certificate is to provide teachers due to our present shortage of certificated teachers.

In answer to the next question, the inspection is provided by regular staff of the Government Education Department; control also of curricula, textbooks and inspection of the methods used in those schools is by regularly-appointed Government inspectors.

Mr. QUESADA-ZAPIOLA (Argentina) (interpretation from Spanish): On page 212, in the section concerning scholarships, it is stated that "bursaries are awarded for higher education outside the Territory... Facilities for higher education are provided by the University College of Makerere." We are also told that ^{higher} educational facilities are situated outside the Territory. We are also told that nineteen students from the Territory are studying in the United Kingdom. I wonder whether there is any method, scheme or system to ensure that the scholarship holders will subsequently return to the Territory. I asked the same question last year.

Once one goes to a European university, one enters into contact with a higher standard of living and a higher level of civilization. Those persons

may learn about the existence of a different system of life, and they may find it difficult to re-adjust themselves to another kind of cultural or educational system. In some countries it is the duty of scholarship holders to sign a contract whereby they assume the obligation of returning to the Territory after they have completed their studies. I wonder if there are any provisions by which the scholarship holders are constrained to go back to Tanganyika in order to practise the trade or profession that they have learned for a certain number of years after the completion of their education.

Mr. LAMB (Special Representative): "The problem is one which is fully recognized in Tanganyika, and the question of having some sort of indenture or contract for scholarship holders has been discussed. To the best of my knowledge, there are none at present and no steps are at present taken to force scholarship holders, on the completion of their education overseas, to return to work in Tanganyika; normally of course they do."

Mr. QUESADA-ZAPIOLA (Argentina) (interpretation from Spanish): "I have heard the word 'force' used. I did not quite mean to use this word at all. I have not referred to it in any way, shape or form. I naturally meant the case of a student who wished to return to the country which had facilitated his studies and where he had been able to study; I do not refer to those who do not wish to return."

In connexion with the question of scholarships, there is one point on which I should like some clarification.

The report says, on page 213, that:

"Two Indian candidates were awarded scholarships but they have not yet been able to take them up, owing to the fact that it has not been possible to secure places at the appropriate universities."

I should like to know why these universities would not admit these two candidates. I cannot understand the refusal. How can a university deny a place to a person who has won a scholarship? I should like to have an explanation of this matter. Is there some question of racial discrimination here?

Mr. LAMB (Special Representative): There is no question of racial discrimination. It is merely that there is a waiting list for most of the universities at home, and they are not always able to provide places for those who wish to attend.

I cannot remember offhand at what particular faculty these two candidates wished to study, but it was not possible to obtain places for them, owing to the fact that there was no room at the universities at which they applied. It is hoped that, either this year or next, there will be places available. It is a question of general application, without any aspect of race attached to it.

Mr. QUESADA-ZAPICOLA (Argentina) (interpretation from Spanish): Naturally I accept the explanation of the Special Representative. My delegation would be much happier, however, if the Administering Authority would, in the case of universities in the United Kingdom, exercise all its influence to see that inhabitants who win scholarships are given preference. After all, in this case it is a question of only two scholarships, and it should not be difficult to find places for the candidates in a British university.

Mr. LAMB (Special Representative): As the Council is aware, every effort is made by the Colonial Office, through a special department of that Office, to assist overseas students in obtaining places at colleges and universities.

Mr. MATHIESON (United Kingdom): I should like to add that there are also, of course, a great many young students in the United Kingdom who are unable to secure entrance to certain faculties of the universities which they wish to attend, for the very same reason. Most universities in the United Kingdom do, in fact, make particular efforts to set aside a quota of places for students from the overseas territories, of which Tanganyika is one.

Mr. Y. W. LIU (China): In view of the interest which was shown in the problem of language when the Council was studying the report on Somaliland, I think it would be of great benefit if the Special Representative would elaborate somewhat on the written form of the language in Tanganyika. The report indicates that the Swahili language was first established in written form nearly a century ago. The report also indicates, however, that the Bantu and one other dialect have been established in written form.

I should like the Special Representative to give us further information in connexion, first, with the mass literacy campaign and, secondly, with the point of whether one particular dialect is evolving as the standard written language or whether there is a coexistence of many dialects which have been put in written form.

Mr. LAMB (Special Representative): The report mentions that there are something like 120 different tribes in Tanganyika, most of them with their own particular vernacular dialect. There has grown up, however, in the course of years, this Swahili lingua franca, which is now spoken very extensively throughout the length and breadth of the Territory. It has become recognized as the official vernacular, both for education and for official documents. It is the language that is normally used in the schools. Missions sometimes use local dialects for their own purposes. Some of them have reduced these dialects to writing and have produced grammars, vocabularies, and so on. But the lingua franca of the country is Swahili.

Mr. KRIDAKON (Thailand): My first question relates to paragraph 697 of the 1950 report, concerning subsidiary rules and regulations issued during 1950. Sub-paragraph (c) of that paragraph mentions the Non-Native Education, European Grants-in-Aid, Amendment No. 2, and sub-paragraph (d), the Non-Native Education, Indian Grants-in-Aid, Amendment No. 2.

The effect of the amendment of the rule concerning European grants-in-aid is stated to be that it permits what is in effect an increase in grants-in-aid. The effect of the amendment of the rule concerning Indian grants-in-aid is stated to be that it enables the Authority not only to withdraw or reduce the grant-in-aid but to suspend the grant-in-aid.

On the face of it, the difference might appear to involve some discrimination. Could the Special Representative give some explanation of this point?

Mr. LAMB (Special Representative): The two regulations in question are quite unconnected. The first deals entirely with grants-in-aid for capital expenditure to the European Education Authority. The Council will remember that the previous report spoke of the introduction of an education tax for non-natives and the appointment of Education Authorities to deal with the administration of educational matters for their respective communities and to be responsible for the collection and expenditure of funds.

In the case of sub-paragraph (d), power has now been given to the Indian Education Authority not only to withdraw or reduce but also to suspend the grants-in-aid. That is to say that, if a grant-in-aid is made in respect of a building for Indian education and the work is not carried out as it should be or is for some other reason considered inadequate by the Authority itself, consisting of members of the Indian community, the Authority may suspend or withdraw the grant-in-aid made to that particular section of the community.

Mr. KRIDAKON (Thailand): In paragraph 700 of the report, it is stated that over 208,000 pupils attend the "bush schools". Could the Special Representative give us some idea of the proportion of those pupils who go on with their education after leaving these schools?

Mr. LAMB (Special Representative): I am afraid I could not. The "bush schools" fill a gap in the educational system which has arisen from the present shortage of normal primary schools. These "bush schools" do give a modicum of primary education. When a ^{new} primary school is opened in an area where there has not been one before, the normal procedure is for many of the children attending the "bush schools" to pass on to that new primary school.

Mr. KRIDAKON (Thailand): In paragraph 710 of the report, concerning the question of scholarships, it is stated that assistance is available for those African students who have the necessary qualifications and wish to continue their studies abroad or to take special courses of instruction.

How does an African student set about obtaining such assistance, and what are the qualifications required?

Mr. LAMB (Special Representative): The qualifications depend on the form of higher education which the candidate wishes to have. If he wishes to enter a university overseas, then he must have adequate qualifications for entrance to that university, or college, or whatever it may be. If he can receive the necessary education to fit those qualifications from a school in the Territory or from the Makerere college, then he simply makes application through his school or college if he wishes to proceed overseas for further education.

Mr. KRIDAKON (Thailand): The same paragraphs states:

"Colonial Development and Welfare Scholarships are available for suitably qualified persons of all races who wish to obtain the necessary qualifications to fit them for higher posts in Government service."

I should like to repeat the same question: How does the African set about obtaining the scholarship and what qualifications are required?

Mr. LAMB (Special Representative): The answer to that question is partly along the lines of the answer already given. They should have the necessary qualifications to fit them for entrance to whatever higher form of education they wish to pursue. This particularly refers to members of all races already in the service who -- let us say they wish to enter the survey department -- with their present qualifications can reach a certain stage. But they have shown themselves fitted for promotion to higher posts in that particular branch of the service, and they are qualified for scholarships to take them overseas to continue studies in that particular line which would fit them for higher posts.

Mr. KRIDAKON (Thailand): How many Africans have already benefited from this assistance?

Mr. LAMB (Special Representative): The number of scholarship holders is given in the appendixes. But I could not say what proportion of those hold Colonial Development and Welfare Scholarships offhand.

Mr. SAYRE (United States): My delegation has been exceedingly interested in this pamphlet, the Ten-Year Plan for African Education, and there are several matters in connexion with it which I should like to take up. In the first place, on page 28 of that pamphlet is a paragraph on school fees. I am referring to paragraphs 118 and 119 of the pamphlet. It is recommended that fees should be charged in middle and primary schools where such a measure is approved by the local administrative authorities, and fees are suggested ranging from 2½ to 30 schillings per year for non-boarding pupils. My delegation has been interested

in the desirability or advisability of charging school fees for the education of children as against the possible alternative of rendering education free. In a country where every effort presumable should be made to stimulate education to the full, is it advantageous to charge fees?

My question is: What lead to this recommendation made by the Committee for the charging of such school fees? Could the Special Representative give give us information with respect to this problem?

Mr. LAMB (Special Representative): My brief answer to the question for a reason for this suggestion is, of course, the provision of additional funds. There is a limit to the funds which we are at present able to provide for education. There is an increasing demand for education; there is an increasing need for education. The question to be decided is: should those people who are able and prepared to provide funds by paying very small fees be allowed to do so? You will notice that it is a suggestion made with a recommendation as to the actual fees that should be charged. No decision has yet been taken as to whether that recommendation should or should not be implemented, and I cannot say at the moment what the result will be. It has to be considered by the Administering Authority.

Mr. SAYRE (United States): If my understanding is correct, the real question is: is it wiser to make a sufficient charge upon all people in the form of general taxes and to deduct from that total a sufficient amount to pay for the giving of elementary and secondary education, or is it wiser to have such a charge fall on the parents of school children? I suppose that is the real question, is it not, Mr. Lamb? I quite realize, as we all do, that the question of securing additional money for education is one with which we are all wrestling. There is no question as to that.

Mr. LAMB (Special Representative): That is indeed true. The aim of the present policy is to provide full free education for everybody throughout the territory. We have not yet succeeded in achieving that goal. Educational facilities are not yet adequate for the entire territory, nor are funds yet available to provide those full facilities. To achieve that policy there is the road which the representative of the United States suggests of levying a general

tax upon everybody from which funds will be obtained for educational and other social purposes. It may be of interest to note -- it was mentioned when the Council was discussing last year's report -- that the Chagga, a go-ahead people, have themselves levied an educational rate on their own people, paid by everybody and not only by parents, since it was not in the form of school fees. They themselves have done that for their native administration schools.

Mr. SAYRE (United States): My second question relates to the Makerere College. I believe that both the 1949 and 1950 reports refer to the payments made to the Makerere College in Uganda presumably to compensate for the education of the Tanganyika students there. I believe that in 1949 a contribution of £10,564 was made for higher education in East Africa. I presume this was a payment to Makerere. If I am correct, in the 1950 report there are no figures on the Tanganyika students at Makerere. Nevertheless, an amount of £10,444 is listed for higher education in East Africa in the 1950 report. I should be interested in hearing the replies on several different phases of this question. Instead of throwing these questions at the Special Representative all at once, may I take each in turn?

First, I am interested in knowing the number of students at Makerere in 1950. I do have some figures here, and I am not sure whether they are correct or not. According to the figures which I have -- I shall ask you whether they are correct or not -- there were thirty-four in 1949 and forty-two in 1950. Are these figures correct? Does the Special Representative happen to have that information at hand?

Mr. LAMB (Special Representative): Those figures are correct. The 1950 figure is given in appendix XVIII^{of}/volume II of the report.

Mr. SAYRE (United States): I overlooked that.

Mr. LAMB (Special Representative): Under (y) it states that there were forty-two students at Makerere.

Mr. SAYRE (United States of America): I am very interested that in the ten-year plan the target for the enrollment at Makerere College of Tanganyika students for 1956 -- that is, five years hence -- is 200. I think that is a very interesting target and one worth shooting for.

My second question refers to the total enrollment at Makerere College. It may be that the Special Representative does not have these figures at hand.

Mr. IAMB (Special Representative): The present enrollment is 220 or 225. A great deal of work is going on at Makerere College at the present time in building new hostels and new accommodations for students to bring the figure up to a capacity of not less than 650 students, roughly three times its present size.

Mr. SAYRE (United States of America): My third question is whether the amounts listed which I have just read out, £10,000 odd listed for higher education, refer to grants to Makerere College.

Mr. IAMB (Special Representative): Yes sir. The particular figures which the representative of the United States has in mind are the recurrent ones in respect of contributions to the recurrent maintenance of Makerere College. Each Territory having students at the College pays its share, of course, which is in some degree made relative to the number of students. The present system, roughly, is as follows. A figure is fixed per student which is paid by each of the Territories with students there. That may not cover the total cost. The balance not covered by those per capita payments is then divided equally among the Territories with students at the College. In addition to that, each Territory, of course, pays its share towards the capital expenditure, but a great proportion of the capital expenditure at present is furnished by grants-in-aid from the United Kingdom.

Mr. SAYRE (United States of America): The final angle on my questions relating to Makerere is in connexion with the percentage of the total grants to Makerere now borne by Tanganyika, say in 1950. Do you happen to have that information?

Mr. LAMB (Special Representative): I do not happen to have that figure with me; I have among my papers in New York a report for 1949 or 1950 which would give the proportion in those years, but as I have already said it bears some relation to the number of students. Our percentage of the student population would bear some relation to our percentage of the annual contribution. If I could refer to the estimates for 1951, which have been furnished to the library, they show that the actual contribution in 1949 was £9729 out of a provision of £10,000. In 1950 the approved estimates were £10,444 and in 1951 it is estimated that our contribution will be £38,000. It will therefore be seen that we are estimating for a considerable increase in the number of students.

Mr. SAYRE (United States of America): In the third place, I should like to turn to the question of trade schools. I notice in paragraph 15, page 8 of the pamphlet a very interesting sentence:

"It is proposed that courses in these middle schools should be related to the needs of each area and that the pupils leaving them should be equipped to follow up the normal avocations of the area if they do not proceed to further professional courses."

On page 27 of the pamphlet are the recommendations concerning technical education. I was a little confused in comparing the recommendations printed on page 27 with the figures showing the number of industrial and vocational schools now existing in Tanganyika. I suspect that the trade schools mentioned in the recommendation may be different from the industrial and vocational schools discussed in the report, and I would like some information on that. I am now referring to page 49 of document T/L.176, where you will find a list of the industrial and vocational schools in Tanganyika. On that page the number of schools is given as 13 in 1947, 21 in 1949, and 25 in 1950. Is that the kind of thing which is covered by the recommendation on technical education? I suspect not, but I am a little confused and I would like some enlightenment on the subject.

Mr. IAMB (Special Representative): It is more or less the same thing, but page 27 of the pamphlet -- Ten Year Plan for African Education -- refers in particular to the new centre at Ifunda, which has resulted from the merging of the former government centre at Mgulani near Dar es Salaam, and the Overseas Food Corporation technical training centre. That centre is now being built up as a main territorial training centre. It is proposed to build others of a similar nature in other areas. There are, of course, classes in technical instruction at various centres and schools, but the real trade school referred to there is this newly merged centre in the southern highlands province.

Mr. SAYRE (United States of America): My delegation is greatly interested in this subject of providing technical education, trade schools, industrial and vocational schools because, surely, upon effective systems of such trade schools and technical education will depend the economic and social upbuilding of the Territory.

I am wondering how far the Administering Authority has gone in giving effect to recommendations such as those appearing on page 27 of the pamphlet. Are these still paper recommendations, or is work actually going forward, and if so, what are the steps now being taken?

Mr. IAMB (Special Representative): Work has certainly gone forward a considerable distance with the newly merged centre, which is being built up to full strength and has courses in those various subjects set out in the pamphlet. The recommendation that two, and possibly three, trade schools should be established in addition to this one mentioned at the foot of the page, is, of course, a proposal contained in this revised scheme which is now before the Administering Authority, His Majesty's Government, for consideration and approval. It will be noted that it is proposed also to establish a higher form of technical training in the form of a technical institute, not taking students after Standard 8, as is the present custom at the trade schools, but waiting until they have completed Standard 10 of their academic education. They can then be trained to a higher standard of technical and commercial education.

Mr. SAYRE (United States of America): I am indeed interested to hear this, since I understand that the final decisions have not yet been taken. I hope, and I feel confident, that full information will be given in next year's report as to those decisions which by then, presumably, will be taken. No doubt we can count on having that information?

Mr. LAMB (Special Representative): Indeed, most certainly. Decisions may already have been taken during my absence from Tanganyika of three or four weeks. That information will certainly be contained in next year's report.

Mr. SAYRE (United States of America): My final question concerns this Ten Year Plan. It seems to me that this question of education is one of the most vital of any we have been discussing. I have taken occasion to note the total expenditures on education in Tanganyika during the past few years, and I think that the Council can take great satisfaction in noting the increases. In 1938, if my figures are correct, the United Kingdom spent 114,405 pounds for its educational budget; in 1947, nine years later, that figure rose to 510,640 pounds; in 1949, two years later, the figure had not quite doubled, but had risen to 906,070 pounds; in the 1950 report we read that the expenditure was 1,503,505 pounds. That, it seems to me, is a very interesting record. I assume that much of that increase in expenditure is due to increasing prices and increasing costs.

In comparing similarly the number of school children, the increases are not as great as one could wish. I happen to have before me the figures in this connexion. In 1947 there were 123,000 school children; in 1949, 161,000; in 1950, 176,000. When one compares that figure with the total school population one feels a certain sense of disappointment. On page 5 of the pamphlet it is estimated that by 1956 the total population of Tanganyika will be 8,590,000, and it is estimated that the school population is likely to be only ten per cent of that number, which is 859,000. The target set for 1956 will be the education of 310,000 children -- that is, to educate 310,000 out of a total school age population of 859,000. One may feel gratified by the efforts made, and yet one cannot but be sobered by the thought of the distance still to cover.

I have other figures here which I have been studying and which interest me very much, but I have already spoken too long. I should like to ask the

Special Representative himself to comment on this problem of education in Tanganyika, a problem which perhaps has not been attacked with sufficient vigour in past years. My own delegation is encouraged by reading in this Ten Year Plan of the efforts now being made, perhaps too long postponed but now being made in real earnest. I should like to ask the Special Representative to comment on this most important problem of education in Tanganyika, if that is not too broad a suggestion. I know that the Council is deeply interested in the problem and I should like to hear Mr. Lamb's own thinking about it.

Mr. LAMB (Special Representative): Might I thank the representative of the United States and borrow from him the word "sobered". If a consideration of the problem in all its aspects, the financial provisions increasingly being made, and yet the terrible distance we still have to go, causes sober reflections to one in New York, it causes very sober reflections to one living on the spot in Tanganyika. It is a sobering thing altogether. We know what a long way we still have to go. But we are trying. The first thing, obviously, that has to be done is to find the funds. Whatever other plans we may make, without the funds, of course, we get nowhere, and it is true that the vastly increased funds have, to a certain extent, been offset by rising costs, costs of building and materials, and also, to a very large extent, ^{by} the considerable increases made in the salaries of the teaching staff. It is said in the report for 1950 that we fully realize, as we did in the case of the earlier Ten Year Plan, that even the revised plan does not provide us with the full answer to our problem. That only gets us part of the way there. If we are able to fulfil this new plan it will mean that of the children of primary school age we shall have succeeded in getting only thirty-six per cent into the regular primary schools; but, of course, at the same time we must not overlook the fact that the present two hundred-odd thousand now in what we call the bush schools -- which are the unregistered primary schools of the country -- will in time double its number, so that the number of children who will not be able to go to school will be considerably less than might appear from the figures given in this report, which deals only with registered primary schools.

Without going into a lengthy dissertation, I do not know whether I can say much more than to repeat that we do appreciate the magnitude of the problem. The funds are being increasingly provided. Stress is being laid on another important aspect which, of course, is the training of teachers. We cannot go far without them, and the recruitment of such staff as is necessary -- for instance, women educational superintendents, etc. -- is being increased very considerably indeed under our present plans. I do not know whether that gives an adequate picture.

Mr. SAYRE (United States of America): May I express my appreciation to Mr. Lamb for his interesting remarks.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (Interpretation from Russian): It is indicated on page 14 of document T/903 that only one Government school and two voluntary Agency schools offer secondary education in the Trust Territory. The report for 1949, on page 165, says that at the present time there is no possibility for European children to secure higher than primary education in the Territory.

I should like to know what difference there is in the secondary education curricula as between Africans and Europeans?

Mr. LAMB (Special Representative): If I might, I would refer the representative of the Soviet Union to paragraph 705 and the following paragraph in the report for 1950 which sets out in some detail the particulars of the curricula in each grade of the various categories of schools in the Territory.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (Interpretation from Russian): Secondary schools for Europeans are not listed. I asked about the difference that exists between the programmes for Africans and Europeans respectively with regard to secondary education.

Mr. LAMB (Special Representative): I am sorry. I did not understand that from my first hearing of the question.

It is pointed out that there were no secondary schools for Europeans in Tanganyika. One small school has been started but when the report was written, there were no facilities for secondary education for Europeans in the Territory. There were such facilities only for the African and Asian population.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (Interpretation from Russian): In other words the secondary education which is given in these schools in the Trust Territory is available only to the indigenous inhabitants or Asian nationals; and Europeans do not study in these schools because the programme is not satisfactory to them, is that a correct understanding of your statement?

Mr. LAMB (Special Representative): No, it is quite an incorrect understanding of my statement. I have remarked before on this question. The great problem in dealing with these things is the question of language.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (Interpretation from Russian): Why is it that the language problem prevents Europeans from studying in these schools? That is because of the difference in programmes, is it not?

Mr. LAMB (Special Representative): In the case of Africans, for the first few years they are taught entirely in Swahili. They then learn English as a subject and have to reach a fairly high stage in their education before they can use that language as a medium of instruction. To a certain extent the same applies to the Asian population. In their schools, they use Urdu or Gujerati in the earlier stages of their education. Then they learn English as a subject and eventually use it as a medium of instruction.

Europeans, those who speak the English language at any rate, would wish to use English as from the beginning of their education, not as a subject but as the medium of instruction throughout their educational career.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (Interpretation from Russian): I take it that the language cannot be an obstacle because the indigenous inhabitants and the Asian nationals learn the English language. Then this language is a subject in schools higher than primary schools so that from that point of view, since it is taught, there is no obstacle for Europeans because Swahili is not the basic medium of instruction in the secondary schools. There I suppose the medium of instruction is English. Therefore I do not see how the language problem can prevent Europeans from securing their education in the secondary schools.

If it is not the language, it must be a question of programme. In other words, the programme of secondary schools for indigenous inhabitants and for Asians do not meet the requirements of Europeans. That is why Europeans do not go to your secondary schools in the Trust Territory. Is that correct?

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Mr. LAMB (Special Representative): I repeat that that is not correct. I do not wish to restate again all I have said on the subject of English. If reference is made to the curricula set out, it will be found that special mention is made of the standards to which this secondary education does reach for the Cambridge School certificate or the Makerere College entrance examinations in the case of Africans and so on. Therefore education does reach the same stage as would be found in a European secondary school.

For the first part of the education of indigenous inhabitants and Asians, English is taught to them as a subject.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (Interpretation from Russian): This question arose in connexion with the information available in the reports for 1950 and for 1949. The report for 1949 states, on page 165, as follows with regard to the education of European children in the Trust Territory: (continued in English)

At present no facilities for education beyond the primary stage are available in the Territory for European children."

(Continued in Russian)

That is an unequivocal statement which makes it clear that these three secondary schools do not meet the educational requirements for European children. Consequently European children are sent outside the Territory to secure education beyond the primary stage.

The next question relates to opportunities presently available for Africans with regard to obtaining secondary education abroad. I am referring to secondary schools and above.

The PRESIDENT: Has the representative of the Soviet Union asked a question?

Mr. SOLDATOV (Union of Soviet Socialist Republics): Yes, certainly.

The PRESIDENT: I did not understand the question.

Mr. SOLDATOV (Union of Soviet Socialist Republics): Perhaps I should state it in English. I asked about the possibilities for the indigenous population to receive secondary and higher education beyond the boundaries of the Trust Territory, that is, in the neighbouring territories or overseas.

Mr. LAMB (Special Representative): They do not normally seek secondary education outside the Territory. The aim is to provide those facilities within the Territory. As for education beyond the secondary stage mention has already been made of the University College of Makerere, in East Africa, and to the provision made for scholarships and bursaries to colleges and universities overseas.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (Interpretation from Russian): In other words, the Administering Authority confines itself to students who study at Makerere University College and holders of bursaries and scholarships. With regard to scholarships I should like to ask the following question. In the school year 1949-1950 there were only four scholarships for study in higher educational institutions outside the Territory. Of these only one was awarded to an indigenous inhabitant -- that is to say, to an African. I should like to know why so few scholarships are awarded and why, out of four scholarships, only one went to an African, as is indicated on page 173 of the report for 1949.

Mr. LAMB (Special Representative): I note that the representative of the Soviet Union confines most of his questions to the 1949 report. I do not quite know why this is since I assume that he has also studied the report for 1950. Similar figures are given on page 213 of the 1950 report in respect of the academic year 1950-1951, from which it will be seen that there were three Africans of a total of seven who gained scholarships during that year. There is, of course, a certain limit placed on the number of scholarships, the primary factor being the number of persons ^{who are} able to qualify themselves for the scholarships and who, at the same time, also desire to take their education outside Africa.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (Interpretation from Russian): The way in which questions are asked -- whether they concern the report for 1949 or that for 1950 -- is my affair. This is particularly so since my next question was to have been as to why the increase in the number of scholarships as between 1949 and 1950 was so small. However, the Special Representative has forestalled that question and I shall not, therefore, ask it. It would, nevertheless, be interesting to learn why so few scholarships are awarded to indigenous inhabitants.

Mr. LAMB (Special Representative.): If few scholarships are awarded to indigenous inhabitants we might also say that the figures show that fewer are awarded to Europeans and Asians.

Mr. SOLDATOV (Union of Soviet Socialist Republics)(Interpretation from Russian): It is a fact, however, that Europeans and Asians do not constitute the largest part of the population. In fact, the overwhelming majority of the population of Tanganyika comprises indigenous people -- that is to say, Africans. Consequently, the Special Representative's answer to this question serves only to stress once more the unsatisfactory situation in this field. I should like to know, therefore, what measures have been taken by the Administering Authority to fulfil the recommendations made at the fifth session of the Trusteeship Council with regard to making available in the Territory facilities for higher education.

Mr. LAMB (Special Representative): I must refrain from giving a lengthy answer to that question because it covers so much of the ground which has already been gone over. We have at present the University College of Makerere -- situated, admittedly, just outside the borders of Tanganyika -- which is able to take all the candidates we can provide for higher education in East Africa. I have mentioned the extensive work now being carried on in order to treble the capacity of that college, and reference has already been made to the fact that we have a target figure under this new plan of 200 students from Tanganyika at the Makerere College. When Makerere College is unable to cope with the number of qualified students we have qualified to pass on to higher education that will certainly be the time to consider whether we should embark on the tremendous expenditure which would be involved in setting up another centre of higher learning in East Africa.

Mr. SOLDATOV (Union of Soviet Socialist Republics)(Interpretation from Russian): I can only say that such a general answer is entirely unsatisfactory, but perhaps I shall receive a more satisfactory answer to my next question. What measures have been taken by the Administering Authority to train teachers from among the indigenous inhabitants?

Mr. LAMB (Special Representative): I think I can only refer the questioner to the ten-year educational development plan and, in particular, to the scheme for the revision of that plan up to the year 1956 with the increasing provision made therein for the training of teachers. Makerere College also does provide for the training of teachers of a higher calibre than those trained ^{at} the centres in the Territory itself.

Mr. SOLDATOV (Union of Soviet Socialist Republics)(Interpretation from Russian): It is not just the various plans which are of interest to me since we know that for years we were told about the so-called ground nut development scheme in the Territory which remained very much a plan. I should like to know what has been done by the Administering Authority to train teachers from among the indigenous inhabitants -- not as concerns plans but as concerns concrete measures and achievements. In the last year, for instance, how many teachers have been trained and what difficulties have been encountered by the Administering Authority in training teachers from among the indigenous inhabitants?

Mr. LAMB (Special Representative): I had thought from the previous question that I was being asked what plans we had made, and I therefore referred to the plans which we had in fact made. The connexion with the ground nuts scheme rather escapes me. As to actual figures it will be briefest for me to refer to appendix XVIII in volume II of the annual report for 1950 which sets out, among other things, the number of middle and teacher training institutions with the number of pupils and the daily attendances at those centres.

Mr. SOLDATOV (Union of Soviet Socialist Republics)(Interpretation from Russian): I also asked what difficulties had been encountered by the Administering Authority in training teachers from among the indigenous inhabitants. Are there such difficulties? If the Special Representative's answer is to be taken as being complete then, presumably, there are no difficulties and that is a most happy circumstance. I should simply like the point made clear.

Mr. LAMB (Special Representative): I know of no particular difficulties attaching to the training of teachers as distinct from the training of students in any other form of education.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (interpretation from Russian): If there are no difficulties, why is it that the requisite number of teachers to ensure primary education for all children in the Trust Territory and to build the foundations for secondary education has not been trained?

Mr. IAMB (Special Representative): For the same reason, I think, that we are still short of carpenters, bricklayers, blacksmiths, electricians and practically anything else one could think of. We have not yet been able to train the full number required to service the Territory.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (interpretation from Russian): That is exactly my question: why not?

Mr. IAMB (Special Representative): I am afraid I do not quite understand the drift of the question. We train as teachers those who either express a wish to be trained as teachers or those who are persuaded by their tutors that they are fitted for the life of a teacher and accept his advice that they should go to be trained as teachers. We do not round up and compel youths in the country to join the ranks of the teaching staff and march them off to be trained as such. It is entirely a voluntary profession.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (interpretation from Russian): I am interested in this problem of educational advancement because it is one of the main topics ^{with} which it is incumbent upon the Trusteeship Council to deal. There is no question of marching anyone off to train him as a teacher. However, what I want to know is: what has the Administering Authority done to attract youths who are getting secondary education to the teaching profession? What has been organized in the way of courses to improve the qualifications of those who are already teachers? Have any courses been organized for youths who might be induced to enter the teaching profession?

Mr. LAMB (Special Representative): The special courses for future teachers are the same as for anyone else. Future teachers go through the ordinary school education. When they reach the stage at which they can begin to decide on the life they would like to lead, the profession or calling they would like to adopt, they make their own choice or seek the advice of those who are able to guide them. If they decide that they would like to take up the teaching profession, they go on to teacher training centres for the necessary specialized training. Having taken that and having taken up the life of a teacher, they may attend at frequent intervals such things as refresher courses, which maintain their interest and increase their knowledge.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (interpretation from Russian): Is not the fact that the number of youths who enter the teaching profession is small explained by the circumstance that the salaries of teachers are rather low?

Mr. LAMB (Special Representative): I do not think so. I think the salaries of teachers compare favourably with salaries in other walks of life. Also, in common with all other branches of the service, they have recently been considerably increased.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (interpretation from Russian): I wonder if there is an explanation for the tremendous discrepancies between the salaries of indigenous teachers, Asian teachers and European teachers in the Trust Territory. If one looks at the minimum salaries, the discrepancies are tremendous. The minimum salary of an indigenous teacher would be 84/- monthly and the salary of a European teacher would be 826/- monthly. The minimum salary of the European teacher would be ten times that of the teacher who is an indigenous inhabitant.

Mr. LAMB (Special Representative): There are, of course, various reasons for that, which do not operate solely in Tanganyika. First of all, there must be a comparison between the qualifications of the different types

of teachers and between their responsibilities. Then there is the overriding fact that, at the present time, we are unable to staff either the Education Department or, indeed, any other department of Government entirely within the confines of the Territory and we are obliged to import staff from overseas. The only hope we have of getting staff to come from overseas is to pay them at rates comparable to wages or salaries which they could get if they remained in their own countries. Indeed, sometimes it is necessary to grant an advance to compensate them for disadvantages which may arise in going to some of our tropical places, for example.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (interpretation from Russian): It could be said that, as regards the salaries of teachers, there is apparent a distinct pattern of racial discrimination which is not explainable. If the indigenous inhabitant is a teacher and does his task properly and there is a European who is also a teacher and performs the same task, there is no reason to pay the latter more than the former. They have to be paid on an equal basis since they do equal work. The fact that the colour of the skin of one is black and that of the other is white should not serve as an excuse for unequal compensation for equal work.

My next question relates to expenditures per pupil. In so far as I have been able to gather from the materials included in the report of the Administering Authority for 1949, it would seem that for one African pupil the expenditure was twenty-one times less than the expenditure per European pupil. What would explain that discrepancy?

Mr. LAMB (Special Representative): Before answering that question, I must, with the President's permission, refer back to the previous question and not allow the representative of the Soviet Union always to get away with that last word.

It is not, and I am quite sure all members of the Council appreciate it -- as, indeed, does the representative of the Soviet Union himself -- a question of colour or race in this matter. A European brought out to Tanganyika as a member of the Education Department, shall we say as a principal of the teacher training college, is not performing the same task as an African teacher teaching twenty or thirty children in a village primary school. It is not quite the same task.

As for the question then asked, it is true that if it is worked out on that basis the cost per child is not the same for each of the races. Obviously, there are various reasons for that. There are comparatively few European children in the Territory and we cannot have schools scattered about all over the country for every three or four children who might be found in out-stations. Therefore, we have concentrated on a few schools, with a corresponding expenditure in transport and so on, whereas the total amount spread over the African population, on the other hand, includes all the little primary schools to be found scattered all over the country, with their low overhead charges, less cost of building, and so on. It is not possible to work out a true comparison under the present circumstances.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (interpretation from Russian): It seems to me that it should be quite clear, even to the Special Representative, how unconvincing is his answer, which endeavours to find a justification for the racial discrimination that prevails both with regard to education and the expenditure per pupil and with regard to the salaries of teachers in the Territory.

This point is brought out still further by the fact that the Administering Authority has had a long time in which to train teachers from among the indigenous inhabitants so that these teachers would be able to occupy all the educational posts, both in the Administration and in the schools themselves. This has not been done, and, because it has not been done, Europeans have to be brought in at large salaries. Therefore, this is not solely a question of racial discrimination in the salaries paid to European and indigenous teachers respectively nor is it solely a question of discrimination that the expenditure per indigenous pupil is twenty-one times less than the expenditure per European pupil. The situation is more grave than that. The crux of the matter is that the Administering Authority is not taking the proper measures to train senior teachers from among the indigenous inhabitants so as to place the educational system of the Trust Territory on a sound footing.

If the Special Representative were able to show me that this is not correct, I would be very thankful to him, but to all the questions I have asked, the Special Representative was unable to supply a convincing answer which would show that the policy of the Administering Authority has the aim

of placing the educational system of the Territory on a sound footing. It is not a question of my having the last word. I have based myself squarely on the facts supplied by the Administering Authority in the report, and I requested explanations. Instead of that, the Special Representative brushed the matter aside with various excuses. The Special Representative said he would not allow the representative of the Soviet Union to get away with it or to have the last word. I do not insist on that at all. Go ahead, and have the last word, but do give me the information, then certainly your word will be the last one.

That is why I would be most thankful to the Special Representative if he were able to explain to me why it is that the expenditure per European child is twenty-one times larger than the expenditure per African child and why it is that the compensation for a European teacher is ten times larger than the compensation for an indigenous teacher.

Mr. LAMB (Special Representative): I doubt whether it is any use trying to give a fuller explanation. Any explanation I endeavour to give, based on the information contained in the report or from my own knowledge, is brushed aside as an excuse, and it seems rather a waste of time to endeavour to give an explanation. We have in English a saying, "None so deaf as he who will not hear". I leave it at that.

The PRESIDENT: Just continue with the questions and answers, please, I think that is what we are here for now.

Mr. SOLDATOV (Union of Soviet Socialist Republics) (interpretation from Russian): In view of the fact that the Special Representative displays no desire to answer my questions, and inasmuch as I have failed to get any answers to my last questions, I shall waive any further questions on the report of the Administering Authority.

The PRESIDENT: Yesterday, the representative of the Dominican Republic asked to be able to ask some questions on social advancement. Would he like to do so now?

Mr. de MARCHENA (Dominican Republic) (interpretation from Spanish): I thank the President, but as we do not think that these few questions are of too great an importance, we are prepared to waive them. We do have some questions on educational advancement.

Paragraph 705 of the report for 1950 gives the details of the curricula of the various schools, and under (a) African (i) there is a curriculum which appears to be rather complicated. It may even be regarded as a difficult curriculum, and for that reason we should like to ask the Special Representative to explain to us how the subject "citizenship" is taught. Citizenship would appear to be a difficult subject for the third year; what exactly does citizenship mean at that stage?

Mr. LAMB (Special Representative): It is an effort to teach the children the elements of their duties as members of families, in the first place, and then as members of communities. It is the very first step in their training, and it is continued later on through the local government system of councils and so on. It instills the primary ideas of responsibility.

Mr. de MARCHENA (Dominican Republic) (interpretation from Spanish): We fully understand the intention, but, of course, we reserve our criticism. We find the words used are very technical. In my own country, that subject would be called "morals and civics", which explains the manner in which society is formed of families and then municipalities, and, later on, the pupil is taught about the State and so on. That is the only reason which prompted us to ask that particular question. The question really dealt with the word, which is a very technical one. If citizenship corresponds to our morals and civics, then, of course, we are in total agreement.

My delegation is a little bit surprised at the school system -- that is to say, the division of the schools according to the different communities. In principle, we are not in agreement that this is a good system. Nevertheless, the application of this system in this particular Territory is naturally a matter for the greater experience of the Administering Authority.

In connexion with the first grade and the second grade, we should like to ask the Special Representative whether, in the second grade, there is no difficulty relative to the admission of different racial elements -- that is, whether an Asiatic student or an African student could be admitted to a European school. Is it certain that there is absolutely no discrimination on racial grounds? Can a first-grade student, for example, go to a second-grade European school if he is, let us say, an Asiatic national?

Mr. LAMB (Special Representative): When the representative of the Dominican Republic says "second grade," I take it that he is referring to secondary schools; is that correct?

Mr. de MARCHENA (Dominican Republic): Yes, secondary schools.

Mr. LAMB (Special Representative): We have no European secondary schools in the Territory. There is one school in Dar es Salaam -- St. Joseph's -- where you will find a mixture of races and nationalities, and it is a sort of middle school. But that is the only school at present. The idea in regard to Makerere is that in due course that should become entirely interracial, but at the moment we feel it to be a duty to reserve it for the Africans and not to allow others who could perhaps compete on favourable terms with Africans to gain admission to that college. There is a move afoot now perhaps to begin in a small degree the admission of non-African students to Makerere. The future of that is entirely as an interracial university.

Mr. de MARCHENA (Dominican Republic) (interpretation from Spanish): We have listened with a great deal of interest, and have been very pleased to listen, to the projections that are considered in the Territory of Tanganyika in connexion with indigenous culture, folkloric art, and so on and so forth. Nevertheless, we should like to ask a question in connexion with general culture, indigenous culture, and so on: whether the preservation of indigenous customs is

continued at all times in the Territory of Tanganyika and whether there is any pre-determined plan of any sort by the Department of Education so that the population will realize the importance of preserving these old customs. Is there any plan to protect these old customs?

Mr. LAMB (Special Representative): The aim, of course, is to preserve all the good customs and to remove, or at least modify, customs which are not so good. One way of doing that is to get them recorded in books of folklore and things of that sort, which are then used for literacy purposes in schools.

Mr. de MARCHENA (Dominican Republic) (interpretation from Spanish): Paragraph 737, on page 222, refers to the King George V Memorial Museum at Dar es Salaam. I should like to ask the Special Representative whether there are any scientific or archaeological expeditions which are prepared and sent out, whether any propaganda is carried out among the inhabitants for the collection of funds for the betterment of this museum, whether the inhabitants of the country know the great importance of contributing toward the upkeep of this very important museum.

Mr. LAMB (Special Representative): Yes, that is done. The museum is controlled by a special board of trustees. It has a subvention from the Government, but otherwise is maintained by voluntary contributions and subscriptions. It was originally built partly from voluntary contributions and partly from government funds. From time to time, there have been scientific expeditions sent out. In paragraphs 734 and 735, on page 221, under "Archaeology", there is a reference to one such expedition -- and some photographs, I think, were included in the annual report.

Mr. de MARCHENA (Dominican Republic) (interpretation from Spanish): In paragraph 711, on page 213, there is a reference to scholarships given during the academic year 1950-51 to candidates from Tanganyika. It is stated there that three Africans have received university scholarships for Sheffield and Edinburgh Universities; that one European -- who was born, I believe, in the Territory -- has received a scholarship for Edinburgh University; and that two Indians have received scholarships but "have not yet been able to take them up owing to the fact that it has not been possible to secure places at the appropriate universities." May I ask whether this is due to discrimination or is it due to really unforeseen difficulties?

Mr. LAMB (Special Representative): The question is one that was raised during the absence of the representative of the Dominican Republic. What is involved is entirely a question of the availability of places at the universities. As the representative of the Dominican Republic is doubtless aware, there is a waiting list at most universities -- a list of students waiting for places, so that they may enter.

Mr. de MARCHENA (Dominican Republic) (interpretation from Spanish): We understand the difficulty of waiting lists -- a difficulty which occurs not only in Europe, but in the United States. However, it does not occur in every university in the world.

Mr. KHALIDY (Iraq): There is a small point I should like to raise, but I do not know under what heading it would come. It is purely a point of clarification. Actually, I think, it might come under the heading of "education". I should like to ask Mr. Lamb the origin of the name Dar es Salaam. I think he realizes that the word is purely an Arabic word, and he may be interested to know that it is one of the other names of my own home town, Baghdad. He probably knows that, in the history of the Orient, various names were given to one town -- some of them being figurative names. Thus, one of the names of Baghdad is, as I have said, Dar es Salaam. Literally translated, it means "The house of peace". May I ask Mr. Lamb how that name crept into Tanganyika?

Mr. LAMB (Special Representative): I am most interested to hear that Dar es Salaam is also the name of Baghdad; I had not known that. We do not call it "The House of Peace"; we call it "The Haven of Peace" -- Bandar es Salaam.

Mr. KHALIDY (Iraq): In Arabic it is "Dar." That means "house", it means "asylum", it means "haven" -- it means a lot of things. "Bandar" is a Persian name; it means the same thing as "Dar" in Arabic.

The PRESIDENT: I think this undoubtedly comes under "education".

Mr. LAMB (Special Representative): Dar es Salaam is a comparatively new place. There was an African fishing village nearby. But the origin of the present town of Dar es Salaam is entirely Arabic -- from Zanzibar.

The PRESIDENT: Are there any other questions on educational advancement? If there are no further questions, I think the Council might now take its usual recess. After the recess, we shall begin the general discussion on Tanganyika Territory.

The meeting was suspended at 3.50 p.m. and resumed at 4.15 p.m.

The PRESIDENT: We shall now continue with the examination of the Tanganyika reports and begin with the general discussion.

Mr. RYCKMANS (Belgium) (interpretation from French): I believe that as a whole the two reports for 1949 and 1950 give a picture of continuing and substantial progress. However, I wish to make some comments under the various headings covered.

As regards the political field, there has been real progress in the establishment and functioning of the councils and in the democratization of indigenous institutions, where an increasingly representative system is beginning to replace the essentially authoritarian chieftain system of days past. This is a development which the Trusteeship Council, I am sure, will note with satisfaction.

As regards the indigenous treasuries and other similar financial institutions, I regret that the report was constrained to note that in numerous cases the indigenous treasuries contain money, but they find themselves unable to spend it (paragraph 154 of 1950 Annual Report).

It is noted in paragraph 154 of the 1950 report that the fact that development work has somewhat lagged is generally due to lack of materials and other shortages, as well as to the absence of carefully studied projects. The report notes that the Administration intends to establish a Local Authorities Loan Fund in order that loans may be made by a central organ to treasuries which have insufficient resources and that transfers of funds may be facilitated from those treasuries having excess funds to those having insufficient funds. At any rate, we note that it is not the absence of money which is the main obstacle. In fact, the majority of these indigenous institutions have money but find themselves unable to spend it. This is a rather widespread phenomenon which I am quite sure is being carefully studied by the Administering Authority.

Still on the subject of indigenous institutions, I would say that I have read with satisfaction the Administering Authority's comments on the inadvisability of proceeding to a general codification of custom law. The Administering Authorities have often been accused of codifying custom laws and making them permanent, contrary to the wishes of the population and to progressive trends. What the Administering Authority for Tanganyika says in paragraph 123 of the 1950 report about the inadvisability of codifying customs is an excellent summary of policy to be followed in this field. Custom is not sacrosanct: far from it. Custom should be permitted to evolve in constant contact with reality. It is up to the administering authority to see to it that custom does not become perpetuated. Codification would have that undesirable result. It may, of course, be advisable, as in the case of the Sukumaland Federation, to unify customs which vary only slightly, in order to give the population something which is important in legal relationships: a certainty as to what law is applicable.

Continuing on the subject of indigenous institutions, I must say that I am not entirely reassured about the opportuneness of the policy of granting to indigenous authorities extensive responsibilities in the fields of medical services, primary education, and some sections of the agricultural services, particularly the anti-erosion campaigns. In numerous cases, it is the routine of the indigenous authorities which must be overcome if certain measures are to be taken. For example, one of the principal anti-erosion measures is the avoidance of over-stocking. If one were to count on the indigenous authorities to avoid over-stocking, one would get nowhere, because these authorities are not yet convinced of the necessity of taking such measures.

A similar consideration applies to medical services. In the Territory under our administration, for example, the medical authorities often complain about the unenlightened goodwill of the indigenous authorities, who, let us say, want to open a dispensary despite the fact that there may be no qualified personnel available to run it. These indigenous authorities imagine that, somewhere, the buildings are available and that all the medicines are in a drawer and can immediately be made available. Of course, this is not always so, and the administering authority may often feel that it is better to have no dispensary than to have one which is not properly run and in which there is not sufficient personnel to make good use of whatever materials may be made available.

Under the chapter on economic advancement, I was struck by the difficulties encountered in the construction of residences for the indigenous inhabitants in Dar es Salaam. This problem is, I think, prevalent throughout Africa. The indigenous inhabitants do not have very great resources, and the least expensive methods must be used to ensure adequate housing for them. In this connexion, I know that, a year or two ago, the United Nations sponsored a conference in Caracas, in which a Belgian colonial administration expert participated. I should like to know the outcome of the conference. Were the results published, and have any subsequent developments taken place as a result or on the basis of the studies carried out by the experts in Caracas?

I note the interesting measures taken by the Administering Authority with regard to stockpiling. At the end of 1950, the Grain Storage Department had under its control a capacity of 52,000 tons for stockpiling. This is the kind of measure which is likely to prevent famines in an area with considerable climatic variations. This is an interesting problem and one which we face in our Territories. I should therefore like to have the following point clarified in a subsequent report. Why has the Administration decided to proceed to mass purchases of foodstuffs, and what has been the result of this policy? Did the Administration deliberately decide to purchase the foodstuffs instead of imposing on the indigenous authorities the obligation of saving certain quantities of such foodstuffs? It might conceivably be argued that, without the considerable immobilization implicit in the stockpiling of 50,000 tons of foodstuffs, every indigenous inhabitant who participated in that operation might remain the owner of whatever foodstuffs he included in the stockpile, from which he might be allowed to draw. We wonder whether, in the

light of experience, the Administration will continue its present policy of purchasing foodstuffs rather than stockpiling them for the account of the owners, the agriculturalists who grow such foodstuffs, who would have permission to withdraw them.

I have also been interested in the question of cattle diseases and the measures taken by the Administering Authority in connexion therewith. I wonder whether modern insecticides do not yield more satisfactory results than the construction of dipping tanks. Would not the application of DDT at certain intervals yield more satisfactory results than the setting up of dipping stations, which necessitates mass movements of cattle and various other inconveniences?

We should like to know the results of your experience on that score for the benefit of other African areas. The report speaks of trypanosomiasis as one of the cattle diseases that are important there. There is no mention of the most recent advances published a year or two ago in the struggle against this animal sickness. We would like to have more up-to-date information on the utilization of present methods in the struggle against that disease.

I am sure the Council noted with satisfaction the considerable increase in expenditures for medical services. This amounted to £503,000 in 1948. The expenditure has been increased to £1,144,000 for 1951. The number of physicians has increased by more than 10 per cent within a year. Here again the increase is considerable. I understand that twenty physicians were employed by the Overseas Food Corporation. My delegation would like to know whether, despite the diminution of the activities of that Organization, all these physicians are expected to remain in the Territory even if the Overseas Food Corporation no longer finds it possible to employ them. If this were the case, the Administration might nevertheless continue to employ them in the Territory.

With reference to the cost of living, there has been a considerable increase with respect to certain products during the last few years, particularly export products such as oleaginous products which play an important part in the consumption of the indigenous inhabitants. Of course, those who produce these products have benefited from the increases in price. But it is not at all clear that salaries have gone up proportionately with the increased costs of these products.

With respect to education, there are five or six thousand children in schools. The number of registrants is higher, but the number of those actually attending is between five and six thousand. The representative of the United States has already pointed out that that figure was not very large. That is true. On the other hand, the Council will note with satisfaction that its advice had been borne in mind in the revision of the ten-year educational development plan. The representative of the United States took note of the fact that for the next five years the plan only contemplated an increase in the number of students who will be able to pursue courses in schools. That number would be about 308,000 while the number of school-age population would be about 850,000. Slightly more than a third of the children will be in a position to receive a four-years course of instruction.

It is disappointing to note that the plans of the Administering Authority do not contemplate covering within the next two years more than approximately one-third of the children of school age. However, it might be said that the Administration, confining its ambitions to that point, has displayed a certain amount of realism. Of course, it is easy to postulate that it would be desirable for all school-age children to receive instruction. But this is much more difficult to achieve on the spot. I was somewhat surprised a while ago when the Special Representative answered a question put by one of the representatives by stating that he saw no particular difficulties in the development of education. He said that the difficulty in increasing the capacity of teacher-training facilities was the same as that of increasing the output of electricians, plumbers or similar craftsmen. I do not think, however, that the Special Representative exactly grasped the question. As he well knows from his experience, which is similar to mine in that respect, there are other difficulties which are considerable. There are considerable difficulties in training teachers because, in order to train teachers, one must start off by training those who will train the teachers. The difficulty in creating a corps of teachers is similar to that of getting the fruits of a tree that had been planted. It is not enough to have money; it is not enough to have science; it is not sufficient to have goodwill; one must have time -- lots of it -- in order to train in Europe persons who would lay the foundation of a sound system of education in the territories. Today it is not the indigenous inhabitants who would be in a position to teach in normal schools. Before indigenous inhabitants can teach in normal schools, they themselves must have been subjected to lengthy preparation and training which would qualify them not only to become primary school teachers, but also normal school or normal college professors. This is quite a different matter altogether. Those who have to train them are not mere European normal college professors. They are European normal college professors who have ^{the} additional qualifications which make it possible for them to train African teachers who would teach in school to African children.

The sound principle of education and the wishes of the Trusteeship Council make it clear, of course, that education should be given in the territories in the native language. But before teaching a man how he is going to teach the children, the teacher of the future teacher -- the professor of the future teacher -- will have to know that language and the background himself better in fact than the future teacher. Mr. Lamb knows Swahili very well -- better than I.

However, between knowing the language and being able to teach its grammar and all the intricacies of it, there is a great distance to be traversed. I do not know if thirty years are necessarily required to become qualified enough to teach in normal schools for Swahili teachers, but I think a number of years would be required to be spent exclusively in the study of that subject. In order to train professors who would be able to train future teachers, the thirty groups referred to in the report, and the fifteen others for the training of women teachers, and in order to train the professorial corps for these teacher-training institutions, the Administering Authority would have to make very great efforts. It would be a great undertaking indeed, because even in metropolitan countries the personnel of schools is very difficult to maintain. Complaints have been voiced in my country, the United Kingdom and various other countries. When we read the report on New Guinea, we heard complaints along the same lines. We know about it in Australia, in the United States and in other countries. If you wish to find teachers, you have to give them attractive conditions of employment.

People who are not enthusiastic to become teachers in Europe are frequently much less enthusiastic to become teachers in Africa. It is much more difficult to arouse enthusiasm for that position in Africa.

At a previous session, the Trusteeship Council made a very judicious recommendation to the Government of Australia, which stated:

"Noting with satisfaction the increase in the number of administrative officials,

"Noting the observations of the Visiting Mission that the salary, family allowances and housing conditions for officers of the Administration should be improved, and

"Noting the statement of the Administering Authority that the cost of living adjustment, territory allowances and salaries have been increased by approximately 25 per cent,

"Expresses the hope that the Administering Authority will continue to improve the conditions of service for the officers of the Administration and give particular attention to the improvement of their housing."

There is no question of racial discrimination involved if it is necessary to offer a more attractive salary to teachers or professors whom it is necessary to import from Europe. Everyone realizes that it is only through the efforts of European professors that it will be possible to train indigenous teachers. If an effort is going to be made to attract teachers from Europe, conditions of employment as regards salary, housing, education available for their children, and similar items, will have to be good enough to induce them to go to the Territory.

At a previous session of the Trusteeship Council I cited an example with which I was very conversant, as I had been Governor-General of the Belgian Congo. During the war we had to build air fields. It was part of the war effort that we were making for the Allies. We ordered heavy equipment, bulldozers and similar items from the United States. The salaries of the persons who were to operate the bulldozers were the same as those of a first-class chauffeur. Unfortunately, there were no chauffeurs, first-class or any other class, who were capable of operating a bulldozer. There were no Belgians capable of operating a bulldozer. Finally, we had to import an American. I did not dare to tell the American that the salary of a bulldozer operator was that of a

first-class chauffeur, because, in those circumstances, he would have informed me very politely that he would stay home. We paid the man a salary that was equal to the salary of the Governor of the province. Why did we do that? If we had not done that, he would not have come. He would have said, "I am making as much or more money in America. If you want me to come from America you have to offer me more than I am making at home."

That bulldozer operator did his job very efficiently. In fact, he trained natives to operate bulldozers. When he completed the training of the indigenous bulldozer operators we sent him home because we no longer needed him and we certainly were not particularly enthusiastic about paying a Provincial Governor's salary to a man who was doing the work which we considered to be the work of a first-class chauffeur.

Was that a question of racial discrimination? Would any member of the Council say that, since we were opposed to racial discrimination, after the American bulldozer operator left we should have continued to pay a Provincial Governor's salary to the indigenous inhabitants who operated bulldozers? There is no question of racial discrimination involved. It is a question of making adaptations to concrete situations which may be temporary but which cannot be avoided.

Generally speaking, public instruction, while still at a stage which must be recognized as insufficient, has nevertheless developed considerably within the last few years. Between the years 1948 and 1950 the number of teachers increased from 1,114 to 1,445. If this increase continues at the same rate or at an increased rate it is capable of improving the situation substantially within a very few years. Comparing 1948 to 1950, expenditures increased from £585,000 to more than £2,000,000. This is eloquent testimony of the concern of the Administering Authority, which seeks to improve public education in the Territory as far as it is humanly feasible.

These are the few comments that I wished to submit to the Trusteeship Council, and I wish to conclude by thanking Mr. Lamb, the Council's old friend, for the competence and patience which he displayed in answering the questions that were asked of him by the members of the Council.

Mr. LAURENTIE (France) (Interpretation from French): The period covered by the dual reports submitted by the Administering Authority and considered by the Council began almost immediately after the completion of the visit of the

Visiting Mission and after the submission by that Mission of its conclusions to the Council. The reports submitted by the United Kingdom are likely to show whether the co-operation between the Council and the Administering Authority and the consideration of the recommendations of the Mission have brought about favourable results. I think that the answer is in the affirmative.

Generally speaking, all the conclusions made by the Visiting Mission may be found translated into fact in the efforts which were made during 1949 and 1950. In other words, the Administering Authority has borne in mind, in so far as possible and with complete sincerity, the conclusions and recommendations made by the Visiting Mission, in the first place, and subsequently by the Trusteeship Council.

Nevertheless, members of the Council will recall that after the report of the Visiting Mission had been submitted, there was some discussion related to the interpretation of various views that were included in that report. I do not think that a great deal of importance should be attached to that. The apparent divergency is explicable on the grounds that an Administering Authority and an international mission may not necessarily be expected to speak the same language or use the same phraseology to express the same thoughts. In any event, the thoughts certainly were similar, because we find that almost everything proposed by the Visiting Mission has been translated into fact in the Territory by the Administering Authority.

Let me take as an example the Constitutional Reform Committee, which has done a substantial amount of work but whose conclusions and recommendations are not yet available. It would be useful for the Council to express the wish that the work of that body should be concluded as rapidly as possible and that the conclusions of that Committee should be translated into legislation as rapidly as possible.

Another point covers the Provincial Assembly. I remember that the Visiting Mission was present during the birth of the idea of the Provincial Assembly at the time the Mission visited the province when the British Administration was still wondering about the breadth of the powers to be given to these assemblies. Today we note that the result has been a positive and a felicitous one. These provincial assemblies, in going beyond the purely tribal stage and in going beyond even the stage of tribal and chief federations, have proved capable of confronting the indigenous population of Tanganyika with new problems or with problems which, if they are not new, are at least placed in a different perspective.

A great deal has been said about the tribal system, and it is evident that in organizations such as the Provincial Assemblies the tribal system will be whittled down because the problems raised in these assemblies, or the light in which they are raised, is not the same as that in which problems are considered in purely tribal organizations. I think the Administering Authority should press forward along this road and, if need be, progressively increase the competence of these Provincial Assemblies as the new responsibilities that confront the people are understood and grasped, and that these deliberative bodies should be in a position to meet the responsibilities that are implicit. As regards the tribal system itself, about which a great deal -- perhaps too much -- has been said in the Council, I should like to note that the report for 1950 contains an excellent analysis of the policy followed by the United Kingdom Administration in Tanganyika. The prudence which is proper in this respect, the progressive and continuing character of the improvements made in the tribal system, and the system of federations is clearly and convincingly set forth, although it is well known that this system is not at all identical with the policies followed by my country in the trust Territories which it administers.

Concerning the tribal system, there is one other observation which is proper, and the reading of the 1950 report induces me to make this comment before the Council. Let me refer again to the examples cited some time ago by the visiting mission, examples of some tribes advanced to the extent that a new system could be expected to function satisfactorily. I am thinking particularly of the Sukuma Federation and the local Chagga tribe council. But along with these two examples which struck us, and which are indeed striking, there was another. I do not quite recall the name of the tribe I have in mind, but I do remember that it was in the vicinity of Tabora. There we attended a council of three chiefs, the extreme mediocrity of whose capabilities was only too painfully evident. There was no real sense of political responsibility to be exercised with respect to the population or to the Administration. This shows a lack of balance which may be fraught with dangerous implications. It is impossible, of course, to change the state of mind of a tribe or its leaders at one fell swoop; nevertheless, one gets the impression that the Administering Authority, faced with such favourable examples as the one supplied by the Sukuma Federation or the Chagga tribal council was very much impressed in that particular case and, therefore, tended such tribes with particular care while, in the face of less progress in other tribes,

it may have shown less attention to their development. This is just a tendency which I may^{not} be justified in bringing up, but I think the imbalance is striking in the report on Tanganyika.

I note that the Administering Authority stresses the fact in the report that it was obviously more encouraged in tending the affairs of those tribes which obviously were making good progress. Therefore, the Council might wish to recommend if it wishes to recommend anything, that the Administering Authority endeavour to imbue those tribes which appear backward today with a greater sense of political responsibility. If there were a continuing imbalance of advancement as between various tribes, the result would be that strongly organized tribes which have institutions that are in a state of constant advancement might develop overweening tendencies as compared to their neighbouring tribes, and the spirit might not necessarily be one of proselytism and equality, which would be an excellent one, but rather one of domination over the less advanced tribes. This would be deplorable from the point of view of the integrity and progress of the tribes that would find themselves at the short end of the stick. This is something to be guarded against, and the Council might request the Administering Authority to furnish it with more information on that subject next year so as to make it possible for the Council to consider the matter carefully.

I wish to add only a few words concerning the chapter on economic advancement. As far as the ground-nut development scheme is concerned, I am afraid it must be noted that the scheme just did not work, and the British taxpayers have had to bear the cost. On the other hand, the Tanganyika Territory -- and I do not believe it is necessary to prove this -- benefitted from the scheme in various ways; for instance, by having the bush areas cleared, which included sanitary improvements, and by the importation of technical personnel which gave a new impetus to the Territory and encouraged its advancement. Even this temporary enrichment from the activities of the Company is one that, nevertheless, may become a permanent one.

As regards mines and power resources -- these two items, by the way, should not be separated -- two comments should be made. The immediate purpose should be to make it possible for the Territory to be given new sources of revenue in the form of minerals or semi-finished metals for purposes of export. But there should be a short-range purpose, and this ought not to be lost sight of. The various programmes that the Administering Authority has submitted may not be quite clear on the point which I am going to raise now. The problem of mines and the problem

of power resources should be solved both in terms of supplying cheap power and as regards the spreading of general welfare.

As far as welfare is concerned, I note the programme of the Administration and I find something very interesting in that respect in the Pangani River area particularly. As far as the power aspect is concerned, however, I do not think that quite as much has been done. During the visit of the visiting mission we observed that electric power was obtained in great quantities from that Pangani River. Would it not be possible to develop that, or at least to supply the Council with some information with respect to future plans of the Administering Authority, plans for placing large quantities of cheap electric power at the disposal of the population?

This does not necessarily involve the setting up of a vast industrialization programme, not at all. The two things are not necessarily inter-connected. One may well imagine resources of electric energy in a country which encourage the thousands of small industries and from which general welfare and prosperity accrue to the population without necessarily setting up large industrial or manufacturing empires.

This problem of cheap electric power is one which should perhaps be studied more carefully than is the case in the reports now before us. It might be proper to draw the attention of the Administering Authority to this very interesting problem and to its implications.

Since we are speaking about ^{the} Tangani River and the hydro-electric plant thereon, I should like to recall to the Council a point which has sometimes been lost sight of; that is, that the hydro-electric plant does not only supply electricity to Tanganyika but also to part of Kenya Territory. This fact is important since, contrary to what has sometimes been contended or believed, it seems that Kenya at least partly depends upon Tanganyika rather than the other way around. In other words, Kenya is at least partly subordinated to Tanganyika in that respect. This may have some importance in our economic discussions in the future.

This leads me to make one brief comment on the administrative union which prevails today among the three Territories. It evidently accrues to the benefit of the inhabitants. It is also patent that it does not in any way jeopardize the integrity of Tanganyika territory, nor can that union be held to infringe on that integrity in any manner other than that which would be quite proper to expect on the part of one independent country to be influenced by its neighbour countries. The influence of the administrative union is, therefore, one which would be proper even if the countries were entirely independent. Therefore I do not think that the matter calls for special comment on the part of the Council. Document T/915, submitted by the Standing Committee on Administrative Unions, is enlightening on that score.

The only observation of a general character that should be made under this heading is that, legally speaking, the system may be held to be rather over-complicated. I would not say that there are obscurities here but I think that the machinery is such a delicate one that it is possible to lose oneself in its mazes. Of course this does not have overwhelming

importance. These difficulties reside in the texts rather than in the implementation thereof because as far as implementation is concerned the results are clear and favourable to Tanganyika. There is no question at all on that score.

In conclusion I can only wish that the next Visiting Mission will have a pleasant journey. We are sure that it will encounter the same spirit of co-operation with which we have met in the past and which yielded, as a result, advancement. It should yield more advancement in the future.

Mr. QUESADA ZAPIOLA (Argentina) (interpretation from Spanish):

I believe that these general considerations should always be brief. Otherwise they will constitute a repetition of what has been said in the general debate.

Nevertheless there is something which is of great importance to the work of the Council and to its future efforts and success. The Territory which we are considering is one which is referred to in the reports of 1949 and 1950. Therefore, in the future, we might consider in the Council the report corresponding to the year immediately previous to the one under consideration. Thus we can appreciate any progress that has been made in the period before the Council meets and a useful result will be obtained.

Reports have been presented by the Administering Authority for Tanganyika for the years 1949 and 1950. If we compare them with the corresponding reports for previous years, we can come to a certain conclusion without evading the truth that there has ^{definitely} been some progress. This is an optimistic note which can be seen in the different increases in the budgetary sums. The investment of funds has also increased in a parallel way.

If we make a similar comparison not with previous years but with future years, if we compare what has been done with what might be done -- which is certainly an objective we might bear in mind, thus taking cognizance of what is really included in Chapter XII of the Charter of the United Nations -- then this optimistic note in the report begins to be seen in a legitimate perspective and we can appreciate the great efforts and investment of funds which are necessary to realize this progress, whether it is very important progress or of less importance. If we proceed in this way, we shall find that things will be much clearer and that the future will seem to offer us better

success. That is something which is included in Article 76 b of the Charter of the United Nations.

In connexion with the political aspect, we have received with great pleasure the reports which indicate that the preparatory work has been finished and that the studies will be presented to the Administering Authority who will then pass them on to the Trusteeship Council of the United Nations. I feel sure that these reports will follow the general lines and directives of the Council in what is to be presented to the General Assembly. In this connexion, the increase of indigenous representation and the limitation of certain powers of the Governor would constitute a step forward towards a more democratic state.

The division of the legislative and the executive powers, which are now both in the hands of the Governor, is something which is of the greatest importance in the maintenance of the constitutional laws, which can be reformed or completely annulled, in the metropolitan site.

My delegation has also listened with a great deal of interest to the efforts which have been made by the Administering Authority with respect to a more popular and democratic system. This is something which must be maintained and increased.

It is evident that the political part, as it might be called, is sometimes not seen as clearly as it might be in the constitutional development of these territories. You might say that there actually exists a standstill in this particular respect.

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In connexion with the social aspect of this problem we have seen that much has been done in accordance with resolution 47 of the fourth session of the Trusteeship Council, and we have noted what has been said by Dr. Jaime Torres Bodet, the Director-General of UNESCO. We have seen the study that was made and signed by Dr. Torres Bodet. It is very interesting and very important, and I am sure that it is completely separated from any political consideration.

It seems to me that the educational progress that has been made is progress that we can all appreciate, and I do not need to go into that matter again. If we read the report of UNESCO and compare it with the report for 1950 presented by the Administering Authority we can see the necessity for greater efforts in the educational field, which certainly has close connexions with the political field.

I am sure that the Administering Authority will bear in mind document T/903 and all the observations which have been made by members of the Trusteeship Council in relation to this field. These observations tend only to help and advise the Administering Authority in carrying out its difficult and arduous task.

On the social problem, and aside from all the efforts which have been made with a view to increasing medical assistance, I should like to make the following observation. My delegation is entirely in agreement as to the necessity for increasing medical assistance of all kinds in these Territories. I am not a doctor, of course, but I do know that a good penicillin injection can do a great deal for any man who is sick. Certainly it can do much more good than any juju or medicine man.

I should like also to refer to corporal punishment. I do not think that it is necessary to insist too much on this point. I shall comment on it when we reach the chapter which deals with this particular problem, although I assure the Council that I shall be very brief in offering my delegation's opposition to this punishment. I say this simply to avoid any difficulty arising during the next meeting of the Fourth Committee of the General Assembly. I want to leave things quite clear in this respect. I can visualize myself in the position of the indigenous inhabitant receiving this particular form of punishment. Our opposition to it is not a criticism, and I am sure that the President and members of the Council will understand our

position.

I am sure that we all wish to thank Mr. Lamb, who has been very patient and has answered all our questions very intelligently and clearly. I personally am very grateful to him and have fully appreciated his knowledge of all matters pertaining to the Territory.

Mr. M. C. D. KRIDAKON (Thailand): To the Thai delegation the annual report for 1950 is very interesting, not so much for the statement of past progress as for the statement of policies and plans for future development. In the field of political advancement, for instance, the Thai delegation welcomes the Administration's statement of its three aims of policy for the future development of the council system, namely, the separation of judicial from executive functions, the transference of legislative functions from individual native authority to the council and the subordination of the executive to the Council.

The Thai delegation notes in respect of the political structure of the Territory that the Constitutional Development Committee has already submitted its recommendations which are being studied by the Administration. The Thai delegation associates itself with the observations already made by the representative of France and hopes that the Administration will formulate, without too long a delay, a plan of political organization as the result of the study now being undertaken. In political as well as in other development, if progress is to be made it is essential that a plan should be established to give a clear and precise indication of the objectives to be pursued to the responsible officials on whom the task of fostering political development among the indigenous population rests. It seems that because of the lack of such a plan wide variations in the field of African local government have resulted which, as the reports point out, constitute an obvious weakness in the political advancement of the Territory.

The statement of the three aims already mentioned is, therefore, important, and their implementation should help to bring some element of uniformity to the development of the African local governments in the Territory.

The Thai delegation is equally pleased to note the Administration's plan to confer more power and responsibilities on the Native Authority. In this connexion it notes with interest a statement in the annual report to the effect that there is no inclination on the part of the indigenous population to resist any move in the direction of popular representation, but that what needs to be done is to instill into them a desire to take part in the responsibilities of local government. The attribution of more functions and powers should, therefore, stimulate this desire and, at the same time, accentuate the inadequacy of the tribal system to cope with the responsibilities of modern local government. To increase further the people's interest in self-government the Thai delegation would urge that representatives on the local councils should be given remuneration for their services and that the period of the councils' sessions should be regularized. Increased recourse to the committee system should also be encouraged.

With the increase in functions and powers of the local government it is essential that trained personnel should be provided for administrative posts, and the Thai delegation therefore urges that the consideration now being given by the Administration to the establishment of a central local government training institution might be put into effect as soon as possible. As regards African officials in the central administration, the Thai delegation regrets to note that there are still hardly any Africans in the senior service and, from the statement of the Special Representative, that Makerere College is the only institution at which an African of the Territory can obtain the necessary training to qualify him for the senior service. It appears from the pamphlet entitled "The Colonial Territories 1950-1951", which the representative of the United Kingdom was kind enough to give me, that a large number of junior officials and teachers from the various British colonies are sent to England for training to qualify them for higher positions in the service of their territories. I do not know whether African officials in the junior service of Tanganyika benefit from this arrangement or not. Since the annual report does not mention it, I presume not. The Thai delegation accordingly urges that the Administration might consider extending this arrangement to the African members of the junior service of Tanganyika.

As regards economic advancement, the forestry concession granted around the Rando plateau in the form of a partnership agreement between the Administration and the concessionaires, under which the concessionaires will, in lieu of royalties, pay to the government a sum equal to fifty per cent of the net profit,

seems to ensure to the government a better system for the exploitation of the resources of the Territory. The Thai delegation accordingly recommends the adoption of a similar policy in the granting of all future concessions, particularly in respect of mining.

In the field of social advancement the Thai delegation regrets to note the setback, represented by the dissolution of the dock workers and stevedores union, in the formation of labour unions for collective bargaining. Until the indigenous workers can organize for collective bargaining it is important that minimum wages shall be fixed by the Administration. The Thai delegation is, therefore, glad to note that the legislature has been presented with a draft of new legislation, the "Regulation of Wages and Terms of Service Bill", designed to replace the previous minimum wage legislation which, incidentally, if I correctly understand, has never been put into effect.

On the whole the year 1950 is significant for the enumeration of policies and the revision and formulation of plans for future development, but this does not obscure the fact that considerable progress has been made in the development of the Territory during the last two years for which the Administration should be commended.

The Thai delegation congratulates the Administering Authority on the progress achieved, and wishes to thank the Special Representative for the additional information he has given in reply to its questions.

Mr. LIU (China): It gives me great pleasure to support the claim of the Administering Authority that, for the period under review, Tanganyika's record is a record of steady progress. Peace continued to reign in the land; crops were good; trade and commerce flourished in general and Government revenue rose from less than 6,000,000 pounds in 1947 to 8,500,000 pounds in 1949. Progress was noted in practically all fields of development. It is not too much to say that, viewing the picture as a whole in the years 1949 and 1950, the inhabitants of the Territory can look back on those years with a considerable degree of satisfaction. On behalf of my delegation, therefore, I have the honour of extending our congratulations to the Administering Authority.

Temporary achievements, however, are not grounds for self-complacency and, in the words of the report:

"Well-filled food bins and well-lined purses do not often act as incentives to greater effort..."

This is a warning which my delegation is most gratified to note has been sounded by the Administering Authority itself. Encouraged by this great spirit of humility, my delegation wishes to offer a few brief comments.

When we read the report, we are greatly impressed with the ever present phenomenon of plenty. A Ten-Year Development and Welfare Plan was originally drawn up in 1946, intended to cover the period from 1947 to 1956. For various reasons, the plan was recast and there is now before the Council a revised plan for Tanganyika to cover the remaining period, 1950 to 1956. As a consequence, a scheme for revision has also been drawn up for the Ten-Year Plan for African Education. Similarly, a Constitutional Development Committee is functioning, a sub-committee of which is touring the whole Territory to gather views and opinions bearing on the fundamental aspects of constitutional reform. Teacher training has been placed under a planned programme and the establishment of a National Resources School is also being planned. Even the geographical division of the Territory is being studied in connexion with the growth of the Provincial and Legislative Councils and so on.

I submit that there is nothing wrong ⁱⁿ planning per se, but, from reading the report and from the discussion that has taken place during the last few days, I have gained an impression -- and it might be an erroneous one -- that a preoccupation with planning might have generated a sense of hesitation on the part of the Administering Authority, hesitation that refuses to take the bull by the horns, as is said in English slang, hesitation that slows down the tempo

of progress which might otherwise have been achieved. Let me illustrate with a few concrete cases.

In connexion with the return of the former enemy properties, or re-allocation of these properties to the indigenous population, caution was urged on the ground that, perhaps, with a little better planning in connexion with the growth of co-operatives, these properties might be better utilized. Racial discrimination is not allowed in the Territory legally, but racial prejudice of a personal or individual nature must not be eliminated by legislation lest prejudice in some quarters be aroused and harm racial harmony. Corporal punishment could not be abolished, partly because the feelings of law abiding citizens must be respected and partly because substitute reforms like the probational system must first be well planned out. Similarly, even the electoral system in connexion with the Legislative and Provincial Councils, a fundamental democratic development in the Territory, has to wait partly for the tribal system to go out of business and, specifically, it has to wait for the Constitutional Development Committee to report.

I repeat, there is nothing wrong with planning. As a matter of fact, planning is absolutely essential for the welfare of the indigenous population. But I suspect that too much preoccupation with planning might unconsciously engender a sense of hesitation which says: Yes, this is desirable, but... This is also desirable, but.... It would be a serious matter if all the chickens refused to lay eggs, demanding that eggs already laid should be hatched first.

As I said in the beginning, my delegation is quite gratified with the achievements of Tanganyika. We only wish that the tempo of reform and progress be speeded up. Evolution is always a slow process, but time is running short so far as the indigenous population in a territory is concerned.

I hope that, when we hear from the Special Representative again, he will tell us: We have done our planning and we have advanced on all fronts in Tanganyika. I wish to join with other representatives in the Council in registering my delegation's appreciation of the splendid contribution the Special Representative has made to the Council's discussion on Tanganyika.

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The PRESIDENT: As no other delegation wishes to speak this afternoon, we shall continue this discussion tomorrow.

I wish to inform the Council that we shall begin tomorrow with the discussion of Tanganyika Territory. If, as I hope, that discussion is completed, we shall begin with the report on Ruanda-Urundi and we shall hear the opening statement of the Special Representative, who, I understand, has arrived. I take it that will be convenient for the representative of Belgium.

Mr. RYCKMANS (Belgium) (interpretation from French): It will be quite convenient.

The PRESIDENT: After the Special Representative has made his statement, it will be proper for members of the Council to begin asking questions on political advancement, in the usual way.

The meeting rose at 5.30 p.m.