

# GENERAL ASSEMBLY

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## SPECIAL COMMITTEE ON INFORMATION TRANSMITTED UNDER ARTICLE 73(e) OF THE CHARTER First Session

### SUMMARY RECORD OF THE THIRTEENTH MEETING

Held at Lake Success, New York,  
on Tuesday, 29 August 1950, at 11 a.m.

#### Contents:

- Education in Non-Self-Governing Territories: the Secretary-General's analysis of information and reports of the specialized agencies:
- (f) Teacher training (A/AC.35/L.13)(continued);
  - (g) Training of indigenous medical personnel (A/AC.35/L.5)(continued);
  - (h) Training of social workers (A/AC.35/L.3, A/AC.35/L.3/Corr.1)

<u>Chairman:</u>	Mr. Shiva RAO	India
<u>Vice-Chairman:</u>	Mr. GOIZALEZ	Venezuela
<u>Reporteur:</u>	Mr. SPITS	Netherlands

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Members present:

Mr. MONTLAY )	Australia
Mr. GROVES )	
Mr. STEYAERT )	Belgium
Mr. HOUARD )	
Mr. JOEIM	Brazi
Mr. SVEISTRUP	Denmark
Mr. FARRAG	Egypt
Mr. GARBEAU	France
Mr. de ARAOZ	Mexico
Mr. EINAAT	Netherlands
Mr. LAKING	New Zealand
Mr. LOPEZ	Philippines
Mr. GRAFSTROM	Sweden
Mr. FLETCHER-COOKE )	United Kingdom of Great Britain and
Mr. WARD )	Northern Ireland
Mr. GERIG )	United States of America
Mr. CALIVER )	

Representatives of specialized agencies:

Mr. PAWLEY	Food and Agriculture Organization (FAO)
Mr. DESTOMBES	United Nations Educational, Scientific and Cultural Organization (UNESCO)
Dr. KAUL	World Health Organization (WHO)

Secretariat:

Mr. HOO	Assistant Secretary-General in charge of the Department of Trusteeship and Information from Non-Self-Governing Territories
Mr. BENSON	Secretary of the Committee

EDUCATION IN NON-SELF-GOVERNING TERRITORIES: THE SECRETARY-GENERAL'S ANALYSIS  
OF INFORMATION AND REPORTS OF THE SPECIALIZED AGENCIES

Teacher Training. Training of Indigenous Medical Personnel (A/AC.35/L.13,  
A/AC.35/L.5) (continued)

1. Dr. KAUL (World Health Organization) recalled that, during the previous meeting, the representative of Egypt had referred to a statement made by Dr. Calderone, the representative of WHO, to the Trusteeship Council in February 1949. In that connexion, it should be explained that Dr. Calderone had been speaking about the Cameroons under French Administration and not about the Cameroons under British Administration. Furthermore, Dr. Calderone had then been speaking about the problems which arose in any attempt to compare the statistical data for different territories or countries, because of the different definitions given to such terms as doctor, assistant doctor, nurse and midwife. Dr. Calderone had mentioned figures from the 1947 annual report on the Cameroons under French Administration, from which it appeared that there was an average of one nurse for every three thousand inhabitants in that Territory.
2. Dr. Kaul hoped it would be possible to standardize and give clearer definitions of the terminology used in the reports which contained statistics so that comparisons could be made between the various territories or countries.
3. Mr. FLETCHER-COOKE (United Kingdom) recalled that the representative of Egypt had thought fit to imply that the Administering Powers in general, and the United Kingdom in particular, were in the habit of painting a flattering picture of the conditions in the territories under their control. He had also mentioned some figures which Dr. Calderone was supposed to have cited in connexion with the Cameroons under British Administration.
4. He would draw the Egyptian representative's attention to pages 41 and 42 of document T/PV.131, which showed clearly that Dr. Calderone's remarks had been made in connexion with the Cameroons under French Administration.

/5. In his opinion,

5. In his opinion, Mr. Ferrag's speech had serious implications. A government should not be lightly accused of falsifying the statistical data supplied to the United Nations. The representative of Egypt should have been certain of the accuracy of his facts before making such accusations.

6. Mr. FARRAC (Egypt) said that he had not accused anyone of falsifying the statistical data. He had simply read an extract from the verbatim record of the 131st meeting of the Trusteeship Council to show that no comparisons could be made between the statistical data supplied by the various Administering Powers and that it was also useless to try to compare those figures with the data submitted by the Member States. That was the only reason why he had referred to Dr. Calderone's statement.

7. Mr. GARREAU (France) recalled that he had not intervened in the meeting of the Trusteeship Council after hearing the statement by Dr. Calderone, a passage of which had been cited by the representative of Egypt. Indeed he had not considered that there was any implied criticism of the Administering Powers in that speech, for Dr. Calderone's purpose had clearly been to show that the statistical data supplied should be treated with caution, since definitions and standards varied from one territory to another. In the Cameroons under French Administration for example, the term "nurses" also covered assistant nurses. That was why the Territory might appear to have more than the normal number of nurses in proportion to the total population.

8. He did not think the representative of Egypt had intended to criticise any Administering Power; he had simply wished to show the danger inherent in making comparisons between figures that could not really be compared.

9. In connexion with the Cameroons under French Administration, Mr. Garreau pointed out that, although the number of nurses appeared to be relatively high for the reason he had given, the opposite had been the case in connexion with the midwives, since the authors of the report had forgotten to mention some four hundred assistant midwives who were usually counted among the midwives in the statistics for other Non-Self-Governing Territories.

10. International standards should therefore be established not only for the Non-Self-Governing Territories but also for all the States Members of the United Nations.

/11. Mr. FLETCHER-COOKE

11. Mr. FLETCHER-COOKE (United Kingdom) remarked that Mr. Farrag had used the terms "Cameroons under United Kingdom Administration" and "a rosy picture". He thanked the Egyptian representative for his explanation.

12. Mr. FARRAG (Egypt) reiterated that he had merely wished to show how far it was possible to go wrong in comparing figures based on different criteria. He felt certain that the figures given by Dr. Calderone (1 nurse per 3,000 inhabitants) were very favourable and did paint a rosy picture, but that they corresponded to the facts.

13. Mr. de ARAGON (Mexico) recalled the suggestion made by the Philippine representative that the knowledge of teachers should be put to use outside the classroom. The survey prepared by the Secretariat (A/AC.35/L.13) showed, moreover, that in Non-Self-Governing Territories it was the lower primary teachers who were most lacking in professional training. The experience acquired in Mexico in that respect might contribute to the solution of the problem.

14. In some parts of Mexico the people had begun to receive education only in recent years. In establishing the first rural schools in those areas it had been found necessary, as in many Non-Self-Governing Territories, to organize a staff of teachers who, though extremely willing, had not received adequate professional training. The Mexican Government was currently forming "cultural missions", consisting of specialists in various fields of education whose task it was to give refresher courses to teachers in the rural schools with a view to training staffs of teachers better adapted to the special characteristics of each region.

15. The teachers often received their early training in permanent centres in the towns. In such cases, the cultural missions had to train them to teach in rural areas. The missions had had a marked effect on cultural development and had done much to raise the standard of education and to improve conditions in rural communities. In some twenty-five years they had covered most of Mexico, studying the special needs of each area in relation to its economic and social characteristics, giving refresher courses to teachers in those areas and helping in the successful completion of various economic development projects such as the building of schools and open-air theatres, the improvement of health conditions, the distribution of selected seeds and so forth.

16. The experience acquired by the cultural missions had led to the conclusion that areas inhabited by indigenous peoples should be provided with teachers who understood the problems of their society, spoke the local dialect, and, above all, had a real and thorough understanding of and sympathy for the people they were attempting to educate.

17. It had become quite clear to the Mexican Government that teachers trained in urban centres were not suitably equipped to teach rural populations, and it had therefore established special rural teachers' training schools.

18. Mr. de Araoz had referred to the experience acquired in his country because he felt that the methods used in Mexico might be applied in the Non-Self-Governing Territories despite all economic and social differences.

19. Mr. EINAAR (Netherlands) observed that the members of the Committee had been unanimous in stating that the peoples of Non-Self-Governing Territories should be educated with a view to improving their economic, social and cultural life. It should nevertheless be borne in mind that that could only be achieved if good substitutes were provided to replace whatever elements of native culture might be destroyed by education.

20. Although education in the Netherlands had not become compulsory until 1901, compulsory education had been instituted in Surinam in 1876. The local government had met with the greatest difficulty in integrating into the economic, social and cultural life of the Territory the descendants of the fugitive slaves and the Indian aborigines who had been settled in the interior for some one hundred and fifty years. The hinterland could only be reached by boat and with considerable difficulty.

21. Some thirty years previously, the Surinam Bauxite Company had built a factory in the interior and had started employing members of a tribe of descendants of fugitive slaves. Through their contact with urban workers, these jungle dwellers had started to absorb Western culture. They had become acquainted with the new way of life, they had started to dress like so-called civilized people, and the witch doctor of the tribe had lost influence since the aborigines preferred to be treated by the Surinam factory physician and to send their children to the school established near the factory. All those contacts had brought about an improvement in their economic, social and cultural life.

/22. However,

22. However, large parts of the population in the interior of the country had not yet had any contact with civilization. The Government had therefore decided to institute a large-scale campaign against illiteracy among such people. Experienced officials from the Netherlands were placed in charge of the campaign, which provided for the establishment of six educational centres in the hinterland and the special training of twelve teachers whose task it would be to give suitable education to the jungle dwellers. An indigenous anthropologist would participate in the execution of the programme. Moreover, the Government of Surinam, in co-operation with the Culture Centre for the Netherlands, Indonesia, the Netherlands West Indies and Surinam was studying the possibility of instituting bilingual education. For nearly a year two linguists, one from Belgium and the other from the Netherlands, had been engaged in research work aimed at supplementing Dutch by a second language in the educational programme. That was all the more necessary since, besides the aborigines, the population of Surinam included 60,000 Indians, 34,000 Javanese and 81,000 Creoles.

23. With reference to a previous remark made by the Chairman, Mr. Einar stated that, through the Caribbean Commission, the Governments of the United Kingdom, the United States of America, France and the Netherlands were co-operating with a view to improving economic and social conditions in the self-governing and Non-Self-Governing Territories in the Caribbean area.

24. Only through education could the peoples of Non-Self-Governing Territories and under-developed countries come to understand what was happening outside their isolated world. Education would give them a better life and would enable them to solve the problems of human relationships and to improve their social, economic and cultural situation.

(h) Training of social workers (A/AC.35/L.3, A/AC.35/L.3/Corr.1)

25. Mr. GERIG (United States of America) said that the United States delegation was fully aware of the importance of the training of social workers as well as of the difficulties which would inevitably arise in that respect in the under-developed countries, where cultural standards were low and the need for competent personnel in all fields was urgent. The problem of the training of social workers arose in some sovereign territories as well; in the United States, for instance, only one-third of all the social workers had received proper training.

26. Document A/AC.35/L.3, for which the Secretariat deserved congratulations, showed that several general conclusions could be drawn from the experience acquired by the Administering Powers in that field. The most important was undoubtedly that already mentioned during the debates on other items considered by the Committee, namely that due regard should be paid to the conditions peculiar to Non-Self-Governing Territories and to the needs of their inhabitants.

27. It was therefore important that the indigenous inhabitants themselves should participate to a considerable extent in the implementation of any programme for the training of social workers. It also seemed logical that the experts from the various Administering Powers at present engaged on such work should as soon as possible be replaced by indigenous personnel.

28. Special attention should consequently be given to the need to enable the indigenous inhabitants to receive advanced training in teaching establishments, most of which were located outside the Non-Self-Governing Territories. The United States believed that indigenous inhabitants should be trained to observe practical social work done in the countries of their stay, but it was obvious that such experience could in no case take the place of fundamental education. Lastly, the United States delegation wished to draw the members' attention to the growing importance attached to consultation with experts of the United Nations and the specialized agencies and to the assistance given by specialists from the Administering Powers.

29. Mr. WARD (United Kingdom) thought that the statements of the representatives of the United States and Mexico seemed to coincide; the suggestion regarding cultural missions advanced by the Mexican representative in connexion with education in the strict sense of the term might be applied to the training of social workers. For its part, the United Kingdom had already endeavoured to train teams of indigenous social workers in the rural areas of Uganda, and steps had recently been taken to train indigenous teaching personnel in Togoland.

30. Mr. Ward wished to make some observations regarding document A/AC.35/L.3 prepared by the Secretariat, the value of which he fully appreciated.

31. It was stated in paragraph 12 that "Government-administered social welfare...is inconsiderable or aims merely at supplementing the work of mission and voluntary organizations". Mr. Ward wished to explain that the United Kingdom

/Government



Government had always believed, and continued to believe that, to the extent that the work done by missions and voluntary organizations was satisfactory, the Government should encourage and assist them while leaving them a certain degree of independence and without encroaching upon their activities.

32. In connexion with paragraph 22, Mr. Ward regretted that reference was made to vacancies "reserved for the European candidates". The United Kingdom reserved no posts for candidates from the metropolitan country except possibly for a few posts such as those of masters in European schools which had just been opened. It should not be forgotten, however, that it was very difficult to find candidates from among the indigenous inhabitants, and that posts often had to be filled by Europeans in the absence of an indigenous candidate. That was probably the case in connexion with the vacant post of probation officer in Uganda mentioned in the paragraph.

33. In the same connexion, Mr. Ward drew the attention of members of the Committee to paragraph 29 of document A/AC.35/L.3, where it was stated that "the professional training of social workers and welfare officers is provided exclusively in the metropolitan country". He remarked that that paragraph should be compared with paragraph 106, where reference was made to the measures taken on the spot by the United Kingdom with a view to training indigenous social workers.

34. Lastly, he turned to paragraph 103 according to which the dual system of training restricted the senior posts to technically qualified Europeans, while only subordinate posts were open to indigenous inhabitants. The United Kingdom Government did not think that the dual system must necessarily lead to such a division of posts and he wished to repeat that the United Kingdom Government was most anxious to assign senior posts to indigenous inhabitants, provided that native candidates meeting the essential qualification required for a senior post, namely the completion of full training, were available.

35. The CHAIRMAN, speaking as the representative of India, wished to comment on document A/AC.35/L.3.

36. In his opinion, paragraph 3 of that document showed that the Administering Powers realized the need for formulating plans to solve the social problems arising in Non-Self-Governing Territories. They also were aware of the need for qualified personnel; in that connexion, he had been pleased to hear the statements made by the representative of the United Kingdom

/regarding

regarding the efforts made in the Territories administered by his country for the training of indigenous personnel. He referred to paragraphs 20, 22, 24 and 25 to show that the Administering Powers had accepted the principle that it was better to train indigenous social workers than to wait until European candidates could be found. He hoped that the representatives of France and Belgium would be in a position to present explanations in connexion with paragraph 33 which stated that "professional training of social workers and social welfare officers employed in Overseas France and in the Belgian Congo... is concerned chiefly with the preparation of the European social workers". In the Chairman's opinion there was no doubt that any social welfare programme could not be truly effective without the participation of properly trained indigenous personnel.

37. Paragraph 15 of document A/AC.35/L.3 listed various possible forms of social welfare: "public assistance, family and child welfare, youth welfare, juvenile delinquency services... rehabilitation of the handicapped, protection of women and girls, rural welfare and community work, social research, etc.". He wondered whether certain types of social welfare had not been omitted and stated that he would be gratified to see the Administering Powers give attention to the problem of migrant labour in Africa, with particular stress on the social aspects of that problem.

38. He also suggested that the Administering Powers should consider the possibility of employing war veterans as far as possible. The Government of India had noted that about two and one-half million Indian soldiers who had fought in various parts of the world during the Second World War had acquired experience and knowledge which sometimes made them more valuable in social work than university graduates. That experience might perhaps be used to advantage in the Non-Self-Governing Territories.

39. He wondered if the representative of the United Kingdom could explain why all the Non-Self-Governing Territories administered by the United Kingdom were not given the same amount of attention by that country's Government, as appeared from the table included in paragraph 94 of document A/AC.35/L.3. He particularly wondered why in the field of social science five students from Nigeria and only a single student from East Africa had been enrolled in United Kingdom educational institutions during the academic year of 1949-1950. He also requested additional information regarding the special courses for village headmen and tribal chiefs (paragraph 99).

40. Lastly, the Chairman drew the attention of the members to the general conclusions appearing in paragraph 102 of document A/AC.35/L.3, particularly the important decisions taken at the Singapore Social Welfare Conference of 1947 (paragraphs 108 and 109). He stressed the fact that while the Administering Powers recognized the need for an effective social welfare programme, the inadequate number of indigenous inhabitants who had received training enabling them to participate actively in the administration of that programme presented a definite obstacle. He hoped that the training of native personnel, an essential to success, would receive greater attention from the Administering Powers.

41. Mr. LOPEZ (Philippines) agreed with the Chairman that the information contained in document A/AC.35/L.3 showed how much importance the administering Powers attached to the training of social workers in the Non-Self-Governing Territories. They were to be commended for the work they had already accomplished in that field and for the measures they were intending to take in the future. He had nothing to add to the Chairman's remarks on the measures that might be taken to develop the social services and to increase existing training facilities. He wished, however, to draw the Committee's attention to the advantages that would ensue from reserving a certain number of the United Nations fellowships granted under the Technical Assistance Programme for persons from Non-Self-Governing Territories. The purpose of the fellowships was to enable young people who had completed their studies to supplement their training and to acquire wider experience in their special fields. Although the number of fellowships was inevitably inadequate, they would nevertheless make it possible to raise the general level of instruction and training of social workers in those territories. He would therefore like to know to what extent the administering Powers had made it possible for persons from Non-Self-Governing Territories to take advantage of the opportunities offered by the United Nations. It was to be hoped that those opportunities would be brought to the attention of the administrative and educational services in those territories, thus enabling qualified candidates to obtain the fellowships with a minimum of formalities. Obviously, the fellowships should not induce the administering Powers to lessen their efforts to train social workers either in the Non-Self-Governing Territories or in the metropolitan area.

/42. Mr. WARD

42. Mr. WARD (United Kingdom) said, in reply to the Chairman's remarks regarding the small number of students of social science from East African territories as compared with the number of students from Nigeria (A/AC.35/L.3, paragraph 94), that the reason was partly that Nigeria accounted for more than one-third of the total population of the Non-Self-Governing Territories administered by the United Kingdom and partly that in the East African territories, in particular Uganda, social work was performed by a large number of demobilized soldiers who were trained on the spot.

43. With regard to the Philippine representative's remark that a certain number of fellowships granted by the United Nations under the Technical Assistance Programme should be reserved for candidates from Non-Self-Governing Territories, he said that the United Kingdom attached great importance to the question and was ready to take the fullest possible advantage of the opportunities offered by the United Nations. In fact, the United Kingdom Government and UNESCO were agreed that the granting of fellowships would provide the best type of technical assistance for the Non-Self-Governing Territories administered by the United Kingdom.

44. Mr. GARREAU (France), in reply to the Chairman's request for supplementary information, said that -- as was the case in other fields -- the Secretariat document did not give an accurate picture of social services in the Territories under French administration. In the French territories social services were often closely linked or even completely merged with sanitation services. Moreover, the Secretariat document took into account only strictly governmental services; but it should be noted that the latter were supplemented by a great number of semi-official and private services. Among such semi-official and private social service organizations, the Pasteur Institute, the Red Cross and the Aide à l'enfance (Children's Aid) deserved particular mention. The Institute had seven branches in Africa, and it was extremely active not only in the field of scientific research but also as <sup>a</sup> training centre for social workers. Similarly, the Red Cross, which had a school in Tunis, was doing important work in the African territories. The same applied to the Aide à l'Enfance. It should further be noted that there was a large number of women in those territories who devoted a great part of their time to social work. Consequently, in order to have an idea of the social work performed by France in the Non-Self-Governing Territories, account should be taken not only of the data given in document A/AC.35/L.3 but of those to be found in the document dealing with public health and hygiene.

/Finally.

Finally, Volume II of summaries and analyses of information transmitted to the Secretary-General during 1949 contained supplementary information on Morocco, Tunisia, Madagascar and other territories.

45. He then stressed the fact that the French Government was greatly interested in the condition of migrant workers in Africa. France had taken part in the Inter-African Technical Conference held at Elizabethville in the Belgian Congo for the purpose of studying all the problems affecting African workers and in particular migrant workers. He further pointed out that students who received diplomas from the sixty-six schools of social work in France -- schools mentioned in paragraph 34 of document A/AC.35/L.3 -- completed their training by taking courses which prepared them for social work in overseas territories. Moreover, he noted once again that the figure given in paragraph 17 of that document applied only to Government activities.

46. In conclusion, he requested the Secretariat to give a more comprehensive picture in its future reports of the work of France in the social field.

47. Mr. GERIG (United States of America) drew the Committee's attention to the Economic and Social Council resolution of 13 August 1950, reprinted in document A/AC.35/L.19, and said that it might be of help to the Sub-Committee when it prepared its report. Paragraph 2 of the operative part of that resolution dealt with the very question of technical assistance to Non-Self-Governing Territories which had been raised by the Philippine representative.

48. Mr. BENSON (Secretary of the Committee) had listened with great interest to the comments of various representatives on the scope of the documents prepared by the Secretariat. The Secretariat recognized that, where social services, for example, were concerned, it had confined itself to a single aspect of the problem: the training of one type of <sup>social</sup> worker. It had not taken into account the different conceptions prevailing in various metropolitan territories. For that reason, the policy of France, which was to merge the social and sanitation services, and the policy of the United Kingdom, which was to encourage private social work organizations, had not been recorded in the document.

49. With regard to fellowships to be granted to Non-Self-Governing Territories under the Technical Assistance Programme, the Committee would be able to consider that question in a larger context when it dealt with item 10 of the agenda.