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on Thursday, 18 October 1951, at 2.30 p.m.

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Present:

Chairman:

Mr. KERNKAMP

Members:

Australia	Mr. PEACHEY
Belgium	Mr. RYCKMANS
Brazil	Mr. ROCQUE da MOTTA
Denmark	Mr. LANNUNG
Egypt	Mr. PHARAONY
France	Mr. PIGNON
India	Mr. PANT
Mexico	Mr. CALDERÓN PUIG
Netherlands	Mr. SPITS
	Mr. van BAAL
New Zealand	Mr. SCOTT
Pakistan	Mr. ZIAUD-DIN
Philippines	Mr. INGLES
Union of Soviet Socialist Republics	Mr. SOLDATOV
United Kingdom of Great Britain and Northern Ireland	Mr. MATHIESON
United States of America	Mr. GERIG

Representatives of specialized agencies:

International Labour Organisation	Mr. GAVIN
United Nations Educational, Scientific and Cultural Organization	Mr. FERNIG Mr. DESTOMBES

Secretariat:

Mr. Benson	Representative of the Secretary-General
Mr. van Beusekom	Secretariat
Mr. Cottrell	Secretariat
Mr. Kunst	Secretary to the Special Committee

1. EDUCATION IN NON-SELF-GOVERNING TERRITORIES (item 6 of the agenda)  
(continue):

- (a) Secretary-General's analysis of information concerning education. (A/AC.35/L.43, A/AC.35/L.47)
- (b) Progress reports submitted by UNESCO on the use of indigenous or national languages as vehicles of instruction in schools and measures for suppressing illiteracy. (A/AC.35/L.62, A/AC.35/L.63, A/AC.35/L.64)
- (c) Other questions arising out of the special report on education approved by the General Assembly in 1950. (A/1303/Add.1)

The CHAIRMAN ruled that members of the Committee might, if they so desired, deal simultaneously with all the sub-items on education in Non-Self-Governing Territories.

Mr. PHARAONY (Egypt) recalled that at its first session the Special Committee had discussed very thoroughly the question of education in Non-Self-Governing Territories and suggested accordingly that during the current session, it need devote only a rather short time to that matter. The Committee's special report on education, however, contained a number of problems of the greatest importance. The General Assembly in taking note of that report in resolution 445 (V) had invited the Secretary-General to communicate the special report on education to Members of the United Nations responsible for the administration of Non-Self-Governing Territories, implying that they should take note of it when drawing up educational programmes in those territories. It was the responsibility of the Special Committee to learn what measures had been taken to implement the resolution, in order to know what progress had been achieved in the various problems enumerated. The mere fact that the Committee had expressed its views and made certain recommendations did not mean that it had ceased to take an interest in the question. It would be useful, for example, to know if the special report had indeed been communicated to the educational authorities in Non-Self-Governing Territories. So far, the only allusion to the special report had come from the United States Authority responsible for the Virgin Islands (A/AC.35/L.47, paragraph 50).

It might be useful to remind the Committee of certain of the most important points contained in the special report, for the advancement of education in Non-Self-Governing Territories was an essential condition to all economic, social and political progress there.

With regard to the eradication of illiteracy, the Special Committee had recorded its view that the problem was of the utmost urgency in the majority of Non-Self-Governing Territories; that, in order that the campaign against illiteracy might be pursued effectively, the United Nations Educational, Scientific and Cultural Organization (UNESCO) should seek to define the term "literacy" and suggest a uniform method for presenting statistics of percentages of illiteracy; that primary education should be developed as rapidly as possible so that all children of all races would receive sufficient schooling to endow them with a desire for further education and to equip them with the means of satisfying that desire; that the content and methods of education should be designed to achieve that end and be planned in the light of the cultural heritage, the economic and social circumstances and the progressive development of the free political institutions of the peoples concerned; that the greatest effort should be made to ensure that girls as well as boys received the full benefit of education and that existing inequalities in that respect should be rectified; that an adequate supply of suitable reading material for school children and newly literate adults should be provided as speedily as possible; and that the eradication of illiteracy should also be pursued through special schemes for the teaching of adults, and the fact recognised that the education of children would be hindered so long as the adult population was not converted to a belief in the need for and purposes of education.

The Committee had seen the interim report of UNESCO on measures for suppressing illiteracy (A/AC.35/L.63) and had heard the excellent summary of those measures made at the previous meeting by the UNESCO representative. The UNESCO programme was based on the two closely linked themes of fundamental education and compulsory education; but it seemed that no definition had yet been attempted of the term "literacy" and that no uniform method had been studied for presenting statistics of illiteracy.

With reference to the question of languages of instruction, the special report had stated, in part, that the first approach to the inculcation of literacy should, wherever possible, be through the mother tongue; that the peoples of the Non-Self-Governing Territories, whose languages differed from those of the Authorities responsible for their administration, should neither be deprived of their own cultural heritage nor denied access to world culture, and that in cases where an indigenous language was sufficiently developed to be a vehicle of world culture there was a strong presumption that, by the use of that language at all levels of instruction, the cultural heritage of the world needs of the people concerned might be satisfied. In resolution 329 (IV) the General Assembly had invited UNESCO to undertake a study of the question of the language of instruction in Non-Self-Governing Territories, and the difficulty and complexity of that task explained the great bulk of the interim report submitted by that Organization (A/AC.35/L.62).

The situation mentioned in the Special Committee's report, however, was very different in those territories where there existed a traditional cultural language which was both widespread and well developed. No problem arose in such cases, and the traditional language should obviously be the language of instruction. That was, for instance, the case in the North African territories under French administration where Arabic was the normal language of the indigenous population. Arabic indeed lent itself perfectly to modern teaching both in literature and philosophy and in technical and scientific studies; it should all the more be used as the language of instruction at all levels in those territories since there was an obligation to preserve the cultural heritage of the peoples. Such a policy would make the education of the indigenous population both easier and more rapid.

A third question dealt with in the special report was that of equal treatment. On that score, the Special Committee had stated that respect should be paid to the wishes of any group desiring to establish particular educational facilities for its members, providing that the general welfare of the community was not prejudiced; that the programmes of different types of classes should be designed to meet the needs of different groups of pupils; that, as a general principle, no school

should exclude pupils on grounds of race, religion or social status; and that where separate school systems existed each group in the community should be given a fair share of the public funds used for educational purposes. In resolution 328 (IV) the General Assembly had invited the Administering Members to take steps, where necessary, to establish equal treatment in matters of education in Non-Self-Governing Territories, and, indeed, the information so far available showed that efforts had been made in that direction. Nevertheless, it was obvious that much had yet to be done in order to carry that fundamental principle into effect. Work in that field might be performed more rapidly if the decision was taken once and for all to reject a number of tenacious prejudices and the firm intention maintained of dealing with the problem with an open mind and in the spirit of the United Nations Charter and of the Universal Declaration of Human Rights.

Finally, he would also call attention to the great importance of a number of other questions, including the development of higher education and vocational training, and the training of teaching staff and social workers.

Mr. LANNUNG (Denmark) stated that in recent years the population of Greenland had been showing an increased interest in attending study circles. Such circles were small groups of, for instance, some 20 persons, which met at regular intervals to study and discuss specific items. Each person took an active part in the discussion, usually after having prepared his intervention by reading books or other material concerning the item in question. Thus, during the winter of 1950 in Godthaab, one of the largest towns in Greenland, although it had a population of little more than 1,000 inhabitants, 10 study circles comprising a total of 110 young participants had been actively attended. They had studied the different sections of the Greenland Commission's report and on that basis had debated the future of Greenland and related problems.

While study circles of that kind were not by any means new in Denmark with its old democratic traditions, they were new in Greenland and had proved very successful and promising. It was, of course, particularly important that the interest in such study circles had shown a specially marked increase at a time when Greenlanders were more and more assuming the responsibility for their territory on an equal footing with other Danish nationals.

At the same time an exchange of letters had been organized between school-children in Greenland and Denmark, which had also been highly successful.

In Godthaab, again, a dwelling house and building exhibition had been held which would later be shown in other districts. In many places in Greenland, the inhabitants had also begun work on local museums, and the town of Godthaab hoped to be able to carry out comparatively ambitious plans for a national museum in the near future. In addition, UNESCO had placed at the disposal of the Greenland Department a collection of paintings which had been shipped to Greenland for exhibition. A pamphlet in Greenlandic had been prepared on the art of painting in order to help Greenlanders to understand and appreciate art.

He reminded members that information as to other cultural matters could be found in the information transmitted by the Danish Government, but he would specifically mention that membership in some twenty athletic societies in Greenland had increased very considerably in recent years and that those societies had been amalgamated to form a Greenland Athletic Federation, which had in turn been incorporated in the Federation of Danish Athletics at Copenhagen. The Federation of Danish Athletics considered it one of its aims to support Greenland athletic societies both financially and otherwise, for instance, by the provision of athletic equipment, instructional films and a sports handbook in Greenlandic.

Referring to the question of the language of instruction, he stated that for many years the Greenlanders themselves had insisted on the extension of instruction in Danish. To begin with the Danish Government had been rather hesitant, not least out of its desire to maintain the Greenlandic language. In that connexion he would emphasize the fact that it was due to Danish initiative that there existed a written Greenlandic language, and the Danish Government, together with Danish institutions, had always taken an active part in the furthering of the Greenlandic language and literature. It was, however, a very limited language and could only with great difficulty be applied to technical subjects and mathematics, partly on account of its poor numerical system. It was for those reasons that, in pursuance of the recommendations of the joint Danish and Greenlandic Committee referred to in the UNESCO report on the Use of Vernacular Languages in

Education (A/AC.35/L.62), the extension of instruction in Danish had been begun, although on an optional basis.

Mr. van BAAL (Netherlands) congratulated the representative of UNESCO on his very valuable statement at the preceding meeting but wished at the same time to make one observation regarding the use of the vernacular language in New Guinea.

He recalled that, in its special report on education, the Special Committee had stated that "the first approach to the inculcation of literacy should wherever possible be through the mother tongue". He had raised the question of the use of the vernacular language at a council of educators convened in New Guinea, and at that time an expert of 25 years' educational experience in the Territory had stated that it was better to use either Malay or Dutch as a lingua franca in preference to the native language which was unsuitable for teaching purposes. For mathematics, for instance, the numerical system was almost useless, since it seldom went beyond the figure 2 or, where it did exceed that figure, it was generally impossible to apply it to a decimal system. For reading purposes the language could not be applied to modern culture. No words existed to express new concepts, and it was therefore felt best to use some new language. The first year of education was almost entirely devoted to that purpose. The use of a lingua franca had an additional advantage in that it tended to break down village or tribal groups.

Mr. ROCQUE da MOTTA (Brazil) wished to make certain observations on the UNESCO interim report on Measures for Suppressing Illiteracy (A/AC.35/L.63) and on the excellent and objective statement made by that Organization's representative at the preceding meeting.

He noted with pleasure the efforts made by UNESCO to eradicate illiteracy in the world, and in that connexion recalled the statement he had made at a previous meeting regarding the assistance which the specialized agencies could give to Non-Self-Governing Territories through their experience and practical help.



He noted in addition that an observer from UNESCO had taken part in the conference on public education in West Africa organized by France and the United Kingdom and that closer co-operation had resulted between the educators in that region and the UNESCO Secretariat. Again, UNESCO, together with the Government of Brazil and the Organization of American States, had organized a practical course for the suppression of illiteracy and the education of adults both in North and South America, which had taken place in Brazil in 1949 and had been attended by educators from Non-Self-Governing Territories. The problems of illiteracy, adult education and primary education had been studied at Montevideo, Mysore and Geneva. A project had been adopted at the Sixth General Conference of UNESCO for setting up a world-wide network of national fundamental education centres.

The direct action already undertaken by UNESCO in the field of public education clearly followed from those meetings and projects, and the various Administering Authorities could also draw on them in their attempts to solve the educational problems with which they were confronted.

He was glad also to be able to note that the application of the UNESCO programme to Non-Self-Governing Territories had increased considerably during the past year through the good offices of the metropolitan Powers and by direct contact between the UNESCO Secretariat and local educational services.

He was, however, somewhat surprised to see that no Administering Authority had expressly requested the assistance of UNESCO in the eradication of illiteracy in Non-Self-Governing Territories. Since there already existed a number of associated projects, it seemed that there could well be closer co-operation between Administering Authorities, local authorities and UNESCO. He felt that it was by such action that General Assembly resolution 330 (IV) could be carried out to the best advantage.

Mr. INGLES (Philippines) laid emphasis on the importance of education to the development of Non-Self-Governing Territories in all fields, and recalled that during the discussion on economic conditions, the United Kingdom representative had described education as the key which would release much dormant human

energy. Although the Committee had discussed the question of education very fully at its first session, it was bound to enquire into two questions, the one referring directly to Administering Authorities and the other to UNESCO.

In resolution 445 (V), the General Assembly had invited the Secretary-General to communicate the special report on education to Administering Authorities for their consideration. He agreed with the Egyptian representative that the Special Committee would be very much interested to learn what action Administering Authorities had taken on that report. It appeared that direct response had been given to the resolution only by the United States in respect of the Virgin Islands, but he noted that from the information regarding Kenya (A/AC.35/L.47, paragraphs 56-60) it would appear that the Special Committee's views had been taken into account there as well with regard to the question of equal treatment in education.

He hoped that representatives of Administering Authorities in the Committee would be able to indicate what steps had been taken to communicate the special report to the education authorities in their territories in order to publicize it and to integrate it into their own examination of educational problems.

The second question which the Committee had to ask was to what extent UNESCO had responded to the requests of the General Assembly and to what extent the special report had led UNESCO to intensify its work for Non-Self-Governing Territories.

UNESCO had submitted three reports to the Committee, one of which, the progress report on its work (A/AC.35/L.64), was of particular interest since it included the new constitutional provisions made for the admission of Associate Members to UNESCO. Provisions of that type already existed in the constitutions of the World Health Organization, the Economic Commission for Asia and the Far East and the Economic Commission for Latin America. The extension of similar provisions throughout the international organizations and to those Non-Self-Governing Territories which were obtaining an increasing measure of self-government would, he felt, be of considerable value in the political education of those territories as well as to their feeling that they had access to world culture.

The Committee would greatly welcome any information as to which territories were to be proposed as Associate Members of UNESCO, it being clearly understood, of course, that such membership should not be used as a device to repeat the voices of Administering Authorities in the specialized agencies, but rather to provide a free voice for those territories when education policies were firmly in the hands of the indigenous inhabitants.

The interim report on Measures for Suppressing Illiteracy (A/AC.35/L.63) was perhaps not as specific or conclusive as might have been desired. However, in view of the statement made at the previous meeting by the UNESCO representative, he was certain that the Committee would follow with the closest interest the efforts of that Organization to further the work of eradicating illiteracy.

The interim report on the Use of Vernacular Languages in Education (A/AC.35/L.62) was more detailed and was also very welcome. It stated that a meeting of experts would be held late in 1951 to consider the question of the use of vernacular languages in education and it would seem that that meeting would be primarily concerned with questions arising where there were a large number of local indigenous dialects. He hoped, however, that due attention would be paid to the considerable problem arising in countries where a language of wide culture existed alongside the language used by the Administering Authority.

In that connexion, he would recall that the special report on education stated that "The assistance of UNESCO would, in particular, be of value if, in the case of any developed language spoken widely throughout a region containing Non-Self-Governing Territories, information could be obtained from all education authorities with experience in the matter as to the existence of sufficient text books and the efficiency of the language in the various branches of scientific instruction." That aspect of the problem seemed to have escaped attention. He would note, for example, that in the regional studies contemplated, French Africa was treated as a single region. It would seem, however, that very different problems occurred in French North Africa and in French Equatorial Africa where there were a large number of local dialects with no possible currency. The representative of UNESCO had stated that a study on the use of Arabic was being

prepared, and it was hoped that that study might be the first step in a very thorough examination of the possible use of Arabic for education in modern science. He hoped that the UNESCO representative would be able to elaborate further on his Organization's plans in that connexion. The importance of the question was marked by the statements regarding Morocco and Tunisia to the effect that Arabic was taught there as a classical language and was not suitable for the teaching of science. It was imperative, that that question of wide political importance be approached from the point of view of teaching techniques and practical policy if it was not to remain a bitter subject of political controversy.

Mr. PEACHEY (Australia) wished to add to the information given at the Committee's first session by the Director of Education in Papua and New Guinea, Mr. Groves. Mr. Groves had referred to the establishment of Area Education Centres, where education officers with training in social anthropology and linguistics had been installed. It would be for the officer in charge of the Centre to find ways to work out the syllabus and to serve the educational and varied needs of the people of the area. Teaching the people to read and write would be only one aspect of the programme, which, it was hoped, would touch on practically every facet of their existence.

More information was available on the activities of the two Area Education Centres in Papua and he would circulate Mr. Groves's report to members.

He would, however, mention that interim progress reports were available, which indicated the considerable effectiveness of the work undertaken. The principles underlying that work were three-fold: first, the activities of the Centre should be directed to answer the needs and aspirations of the population; secondly, a clearly defined area should be chosen having a common culture and common language groups; thirdly, the people of the area should participate fully in the work of the Centre and assume a large measure of responsibility for it.

With reference to the question of full participation by the indigenous inhabitants in the formulation and administration of educational policy, he stated that under the Papua and New Guinea Administration Act, 1950, provision was made

for the establishment of Native Village Councils in selected areas. Some of those Councils had already been established to teach the indigenous inhabitants to manage certain aspects of local affairs. Broadly speaking, their relationship with the Department of Education was advisory, and they assumed some of the financial burden for education. In one particular case, for instance, the Council had assumed responsibility for re-building certain village higher schools, including the teachers' quarters, and for the payment of native teachers' salaries.

Each Council established under the Native Village Council's Ordinance was encouraged to vote part of its annual revenue for educational purposes in its area; the details of the appropriations so voted were worked out with the District Education Officer. The general aim was that Councils should assume as large a share of the financial responsibility for providing and maintaining village higher schools or area schools as their resources would permit. The assumption of complete or partial financial responsibility for schools, however, in no way interfered with the Department of Education's control over schools, so that general standards and a uniform administration were maintained. He pointed out that the Councils were not made responsible for the salaries or quarters of European education officers, those being found by the Administering Authority. Where the salaries of native teachers were the accepted responsibility of the Council, on the other hand, they were paid directly by the Council, and the emoluments so received included living allowances in lieu of rations, as was the case with Europeans.

Where the Department of Education decided to transfer or dismiss a teacher paid by the Council, the District Education Officer would inform the Council and the Council's views would be forwarded to the Department of Education.

In reply to the Philippines representative's enquiry as to the distribution of the special report on education, he would observe that copies of the special report had been made available to the Director of Education in Papua and New Guinea who had circulated them to the education officers in the Territory. The special report had also been brought to the attention of the Commonwealth Office

of Education, and copies had been given to the Australian School of Pacific Administration which trained officers for service in the Australian External Territories. The special report was considered to be a valuable document, important both in itself and because it contained in concise form the views of a number of experts and drew on the wide experience found in Non-Self-Governing Territories and other areas of the world. In addition to that, he pointed out that, as a member of the United Nations, Australia adhered to the principles of the Charter, and consequently to that of developing education in Papua as rapidly as possible.

That the rate of that development had increased in recent years was to be seen from the fact that while expenditure on education in Papua during 1947-1948 had amounted to some £71,000, it had increased to ca. £110,000 in 1948-49 and to £162,000 in 1949-50.

Australia being a member of UNESCO, his Government naturally co-operated with it, and the findings of its experts and the experience of its members were made available to the Office of Education in Papua and received wide distribution. He wished also to assure the UNESCO representative that the education officers in Papua would be very much interested in the documents which his Organization had circulated and particularly in those concerning the use of vernacular languages in education and on measures to suppress illiteracy. He himself would not comment on those documents but might wish to refer to them at the Committee's next session after they had been considered by the appropriate educational experts.

Mr. MATHIESON (United Kingdom) thanked the representative of UNESCO for his statement at the previous meeting which had clearly demonstrated the interest and competence of UNESCO in the important field of education. With regard to the documents submitted by that Organization, he would only comment on that concerning the use of vernacular languages in education (A/AC.35/L.62). The only criticism, conveyed to him by experts, referred to paragraph 89 of that document where a classification was made of the uses of vernacular languages in the Non-Self-Governing Territories. So far as territories under United Kingdom

administration were concerned, he pointed out that they might all be grouped within the first classification of vernacular languages used as a bridge to an official second language. Apart from that one minor criticism, he considered the document to be a very valuable review of the problem.

Replying to the questions put to the Administering Authorities by the Egyptian and Philippines representatives with regard to the action taken by them on the special report on education, he stated that that report had been laid before the Secretary of State's Advisory Committee on Education, which had considered it and found that it agreed in very large measure with its own policy towards Non-Self-Governing Territories. When policy directives were being framed for the guidance of Non-Self-Governing Territories, appropriate account was taken of the special report.

To the Brazilian representative who had expressed surprise that no Administering Authority had requested the assistance of UNESCO in the eradication of illiteracy, he would point out that in paragraph 4 of document A/AC.35/L.63, it was stated that eleven associated projects had been undertaken in Non-Self-Governing Territories.

The Philippines representative had raised the question of the associate membership of Non-Self-Governing Territories in UNESCO. That Organization well knew the desire of the United Kingdom Government to promote such membership. His Government was extremely anxious to collaborate with UNESCO, but he would leave it to the Organization to say how it felt such collaboration could be made more intimate.

Mr. CALDERON PUIG (Mexico), expressing appreciation of the brilliant exposé offered by the representative of UNESCO at the previous meeting, emphasized the importance attached by the Mexican Government to education. In view of the large Indian population in Mexico special efforts had been made to encourage the use of vernacular languages, preserve native culture and instill confidence into the indigenous population, so that later they could be taught what European culture could bring to them.

Cultural missions composed of teachers, doctors, nurses and veterinary surgeons had been sent to the various parts of Mexico not only to teach the inhabitants to read and write, but also to advise them on agricultural techniques and health questions. Those missions had proved a great success, and he felt that the same idea could be applied on an international scale, and that the experience acquired by Mexico could be used in Non-Self-Governing Territories.

He believed that the greatest contribution had been rendered to world education by Mexico through the services of the present Director of the United Nations Educational, Scientific and Cultural Organization, who, when Mexican Minister of Education, had helped to reduce illiteracy in his country. The Mexican delegation had heard with great pleasure the statements by representatives of the Administering Authorities that their countries would continue to co-operate with UNESCO in order to bring education to the inhabitants of the Non-Self-Governing Territories.

Mr. PIGNON (France) said that, as the Philippines representative had stated, a distinction must be made between those territories in which a large number of dialects were spoken and those where the languages could easily be used as instruments for spreading culture. He would not refer to the first-mentioned territories which, in the areas under French administration, included most of tropical Africa, as the problem was well-known and was being dealt with by UNESCO. Even in those territories, however, the policy of the French Government had been based on practical considerations. It had reached the conclusion that in most cases education in the vernacular would handicap the pupil in future life as it would prevent him from taking up higher studies; certain experiments made in that connexion in French Togoland had been unsuccessful.

In Madagascar and the North African territories the vernacular had always been used at all stages of education, and in Indo-China, at the time when the French Government was responsible for that Territory, pupils had been allowed to offer their mother tongue as one of the languages required in examinations.



In Tunisia and Morocco, Arabic and French were taught in the Franco-Arab schools and in the Moslem schools instruction at all levels was given entirely in Arabic. Pupils from Franco-Arab schools had successfully competed in examinations passed entirely in Arabic and they generally obtained better results than pupils from Moslem schools.

Mr. GERIG (United States of America) thanked the Philippines representative for his kind reference to the use which the United States Government had made in the Virgin Islands of the Committee's special report on education. A survey of education in those islands, based on the work done by the Committee at its previous session, had been made available to the Secretariat and to members of the Committee. He felt that perhaps other countries and particularly the Administering Authorities might find it worthwhile to see to what extent the principles adumbrated in that report could be applied in similar circumstances in the territories under their administration. He was glad to hear from the United Kingdom representative that educational advisors in the Colonial Office had also made good use of the report.

Referring to medical education, he described briefly the agreement which had been entered into by his Government with the United Kingdom Government in connexion with the Central Medical School at Suva, Fiji. There had formerly been a navy medical centre in Guam, but when the United States Department of the Interior had taken over from the Navy Department, the facilities of the navy medical centre had been transferred to the Government of Guam. Subsequently, under the agreement with the British authorities, the medical and dental students who had been studying at the Guam medical centre had been transferred to Fiji to continue their medical education. Such co-operation made it possible to have training and equipment available in a regional centre, and his Government greatly appreciated the way in which that experiment was succeeding.

Referring to the Mexican representative's statement, he wished to express his Government's and delegation's appreciation of the work being done in Mexico in the field of education. The methods used and experience gained by the Mexican Government in educating the indigenous inhabitants were described on pages 5 and 6 of a

document entitled "Review of Mexican Experience in using the Mother Tongue as a Medium of Education" (T/835). Similar experiments had been made in certain territories under French administration, but the results had not been as positive as in the case of Mexico.

While the conclusions to be drawn from the various experiments made in teaching the indigenous inhabitants of various territories were not yet such that all educational experts would be able to agree with them, they nevertheless formed part of a pool of documentary material and practical experience which should be available to all who had responsibilities in that field and to other countries faced with the same world-wide problems.

Mr. RYCKMANS (Belgium) said that the fact the Belgian Government had not asked UNESCO to send experts to the territories under its administration to help to solve educational problems, did not mean it took no interest in the Organization's work. On the contrary, educational experts in the Belgian Ministry of Colonies and the administrative services of the Belgian Congo and Ruanda Urundi followed UNESCO's work very closely.

Referring to the United States representative's remarks regarding the educational experiment carried out by the Mexican Government he said that educationists all over the world had studied the results of that experiment and that Belgian experts were always ready to profit from the experience gained by other countries.

As for the special report on education mentioned by certain members, he felt sure that the conclusions reached in it were shared by all those interested in the problems of education and emphasized that the policy adopted by the Belgian Government was very similar to that advocated therein.

Mr. PANT (India) said that he had read with great interest the various documents prepared by the Secretariat and the papers distributed to the Committee by UNESCO, and associated himself with previous speakers who had paid a tribute to the excellent speech made by the UNESCO representative at the previous meeting.

He was glad to note from the various documents submitted that greater educational facilities were being provided in the Non-self-Governing Territories but

wished to point out the disparity existing between the number of pupils attending primary schools and those attending secondary schools and schools of higher learning. That disparity could only be due to one of two things; either no provision existed for higher education or the type of higher education offered did not attract the indigenous inhabitants. Quoting figures given on page 32 and subsequent pages of document A/AC.35/L.47, which showed the small numbers of pupils attending schools of higher education in Madagascar, Tunisia and the Gold Coast, he felt that the Committee should pay serious attention to the problem of low school enrolment, and he urged the Administering Authorities to give urgent consideration to the provision of such education since he feared that some pupils might relapse into illiteracy.

The representative of the Philippines had drawn attention to the admirable programme initiated by the United States Authority in the Virgin Islands, referred to on page 15 of document A/AC.35/L.47, and he wished to congratulate the Administering Authority on the magnificent work it had done. He thought that members of the Committee should feel proud that their efforts and time were not being wasted, and that all their work and that of UNESCO was receiving attention from the Administering Authorities.

He then referred to the great educational work done by missionaries who had not spared themselves in their efforts to instruct the indigenous inhabitants. All the Non-Self-Governing Territories owed a great debt to them and also to the various voluntary societies which were now starting work in many parts of those territories. Those societies were setting up schools, because the education provided by the Administering Authorities and the missionaries was proving inadequate.

According to his view the object of education was to create good citizens who realized their duties and who were capable of fulfilling them. It should make men and women good citizens not only of a group, village and country, but of the world as well. Education could make or unmake a nation, and, in that connexion, he related a short story from India's classical epic, the Mahabharata, to illustrate that the wrong approach to education could lead to warfare and terrible catastrophes.

The education of the indigenous inhabitants of the Non-Self-Governing Territories should not be regarded as a sort of by-product of the economic and commercial development of the under-developed countries. He referred in that connexion to the educational programmes instituted by the British East India Company which had needed clerks and had trained an untold number of men to become clerks and to have a clerk's mentality.

Referring to the statement by the Netherlands representative that education and culture were strongly related, he pointed out that one of the purposes of education was not just to teach people to read and write, but to help them to become members of a new society. A system of education should be created which would long remain an inspiration to the people of the Non-Self-Governing Territories, and all the folklore, mythology, philosophy and art of those peoples must be taken into account. The peoples of the Non-Self-Governing Territories must not acquire cheap imitations of western culture. He was glad that many of the Administering Authorities had taken up the problem of education and culture.

UNESCO could carry out very important work in the field of education for world citizenship by imparting to the peoples of Non-Self-Governing Territories a knowledge of their responsibilities and duties towards the world at large. He hoped the Administering Authorities would take the greatest possible advantage of scholarships offered by UNESCO and so enable peoples of the Non-Self-Governing Territories to see the world.

He then briefly described the scholarship system instituted by India which enabled an interchange of students to take place and a bond to be established between friendly peoples.

Seclusion in any form was not good for the development of the personality of peoples who had to learn to shoulder the burden of world citizenship, and he deplored the existence of sectionalism in schools, in particular in secondary schools in Non-Self-Governing Territories set aside for peoples of certain races, creeds or colour. He was glad that in some of the territories under French administration an effort was being made to do away with that type of educational system.

Referring to the cost of education, which was constantly increasing, he described an experiment in "basic education", that was to say, education through crafts, which was being undertaken by the Indian Government and which might be adopted in the Non-Self-Governing Territories. That experiment was saving his Government millions of rupees annually, and he would be glad to provide documentary material giving more details of the experiment if any Administering Authority wished to receive it. People from the Non-Self-Governing Territories and representatives of the Administering Authorities might also wish to go to India and see for themselves how the experiment worked.

With regard to teaching in the vernacular language, he felt that a certain distinction should be drawn between areas where the vernacular was a developed and highly civilized language and those where no vernacular existed. Just as music, folklore and art were part of the soul of a people so was their language; great care should be taken not to kill that language, for, if that happened, the people might be killed as well. He stressed that efforts should be made to develop the undeveloped languages and called attention to the various views expressed by anthropologists and psychologists on the question.

Emphasizing the need for people to know more than one language, he was glad that the question of education in the Non-Self-Governing Territories was receiving the attention it deserved from the Administering Authorities.

Mr. ROCQUE da MOTTA (Brazil), referring to his previous statement and to the remarks of the United Kingdom representative, pointed out that he had based his comments on the conclusions reached on page 7 of document A/AC.35/L.63. He had wished merely to make an objective comment and not to raise any controversy on a matter which was receiving the Committee's attention.

Mr. MATHIESON (United Kingdom) hoped that his observations had not been taken as indicating that he wished to embark on a controversy. He had felt that the Brazilian representative had perhaps suggested that steps should be taken in a field where nothing had as yet been done. He emphasized that the United Kingdom Government was following up the suggestions made by UNESCO.

Referring to higher education in Non-Self-Governing Territories, he suggested that the Secretary-General's representative might be able to confirm that the figures given related to higher education undertaken in the Territories themselves by the people of that area, and did not include a large number of scholarships awarded for study outside those territories. Many students, for instance from the Gold Coast, went to the United Kingdom and other places to receive higher education which was at present available only on a limited scale in their own countries. Higher educational facilities were, however, being rapidly developed in the Non-Self-Governing Territories.

Mr. BENSON (Representative of the Secretary-General), said that the figures supplied by the Secretariat were those for students receiving higher education within the Gold Coast. At the time the Secretariat's report was prepared figures relating to students studying outside the Non-Self-Governing Territories were not available. In 1950, however, there had been 507 such students studying in the United Kingdom.

Mr. FERNIG (United Nations Educational, Scientific and Cultural Organization), speaking at the invitation of the Chairman, asked leave to reply to various observations offered by representatives.

Two obvious shortcomings in the short paper submitted by UNESCO on measures for suppressing illiteracy (A/AC.35/L.63) had been pointed out. The Egyptian representative had referred to the lack of statistics. Actually certain statistics had been prepared, but it had then been decided that they were not sufficiently definite. The experts' conference which was to be held in Paris in November 1951, and to which he had referred at the preceding meeting would endeavour to give a definition of literacy and devise methods of computing statistics.

The contradiction contained in the report was possibly due to the fact that the conclusions set out on page 7 (A/AC.35/L.63) had been written before the preceding text. It was incorrect to state that no specific request for assistance in campaigns against illiteracy in Non-Self-Governing Territories had

been received by UNESCO from any Administering Authority. In point of fact, two specific requests had been received and action had already been taken upon one. A consultant from UNESCO was already in Jamaica, helping in the literacy campaign.

As for the question of the vernacular languages, the Egyptian and Philippines representatives had both expressed the fear that the meeting which would be held in November 1951 would concentrate on minor vernacular languages and dialects, and also that it might tend to be superficial. The meeting was intended to get to the roots of the matter, and he regretted that he had been unable to submit to the Committee a detailed agenda together with the studies which would be discussed. There were three important papers to which he would like to refer. One dealt with the project in Egypt and gave all the data on teaching in Arabic. Another paper on the renaissance of the Arabic language and its use in higher education had been written by a distinguished authority in Egypt, Zaki Bey, and a third on the use of Arabic in science and agriculture had been prepared by the Syrian Ambassador to Egypt.

The third and more general point which had been touched upon in the course of discussion was that of the extent to which UNESCO fulfilled its obligations and the nature and closeness of its links with the Non-Self-Governing Territories. The little handbooks to which he had referred at the preceding meeting gave information on the circumstances existing at a particular moment. There was no doubt that the influence of UNESCO's programme was steadily increasing. Progress depended partly on the Non-Self-Governing Territories themselves, partly on the Administering Authorities, and last but not least, on the effectiveness of UNESCO's programme.

UNESCO's usefulness as a clearing house was certainly considerable. One quarter of its information went to the Non-Self-Governing Territories, and that despite the fact that the population in those territories was smaller than in other parts of the world. The report on the experiment in Mexico to which the Mexican representative had referred had been published in three languages, and it was interesting to note that it had been asked for in five different parts of the world. The United Kingdom Government wished to distribute it in Africa, the

French Government in the French Overseas Territories; requests had also come from the Philippines, where it would be used by teachers, and from Burma. The Teachers' Union of Mexico had also welcomed the report and intended to reprint it. That was a very good example of the interchange of ideas on education. Interest centred too on the basic education programme in India which was one of the most important developments of the present time.

The associated projects on a limited basis served to form the strongest link between UNESCO and the Non-Self-Governing Territories. It was through them that educators could best use UNESCO's services.

There was not very much to report on the subject of conferences, seminars and fellowships. Four UNESCO scholarships had been granted to Non-Self-Governing Territories and work on those lines was being developed.

Although the principle of associate membership had been approved by UNESCO, it was as yet too early to comment on the matter.

In conclusion, he thanked the Committee for its appreciation of UNESCO's work and of the leadership of the Director-General. UNESCO constantly tried to get the job done and was always at the Committee's disposal.

The CHAIRMAN ruled the discussion on item 6 closed.

2. INFORMATION ON TECHNICAL ASSISTANCE ACCORDED TO NON-SELF-GOVERNING TERRITORIES BY THE UNITED NATIONS AND SPECIALIZED AGENCIES (item 7 of the agenda)  
(A/AC.35/L.59)

The CHAIRMAN asked the representative of the Secretary-General to introduce the item on technical assistance to Non-Self-Governing Territories.

Mr. BENSON (Representative of the Secretary-General) said that although the report on technical assistance in Non-Self-Governing Territories (A/AC.35/L.59) was brief, the Secretariat regarded it as important in the light of the discussions held by the Committee both on economic conditions and on education.

Since 1948 the Committee and the General Assembly had drawn attention to the value of technical assistance in Non-Self-Governing Territories, the importance of



which had been recognized in a resolution adopted by the Economic and Social Council, and at its last session by the General Assembly in resolution 444(V).

The report dealt first with the question of fellowships and scholarships, and as was stated in paragraph 4. the Secretary-General had in October 1950 informed the Administering Authorities that he would welcome applications from students in the Non-Self-Governing Territories. The fellowships programme had already been begun, although on a small scale. Apart from the four scholarships granted by UNESCO, eighteen scholarships had been awarded during the past year and the number would, it was hoped, soon be substantially increased.

Less advance had been made in other aspects of technical assistance, but he would draw the Committee's attention to the agreement negotiated between the United Nations and the United Kingdom Government for the provision of technical assistance to Trust and Non-Self-Governing Territories (Annex I to A/AC.35/L.59) as well as to the note addressed to the Secretary-General on 12 June 1951 by the United States delegation and advising him that the United States Government had recently granted over 38,000 dollars for the vocational school in Puerto Rico for the purpose of furthering the vocational training of inhabitants of the British, French and Netherlands territories in the Caribbean area. (Annex III to A/AC.35/L.59).

The meeting rose at 5.10 p.m.