



UNITED NATIONS
GENERAL
ASSEMBLY



Distr.
GENERAL

A/AC.35/SR.136
29 June 1956
ENGLISH
ORIGINAL: FRENCH

COMMITTEE ON INFORMATION FROM NON-SELF-GOVERNING TERRITORIES

Seventh Session

SUMMARY RECORD OF THE HUNDRED AND THIRTY-SIXTH MEETING

Held at Headquarters, New York,
on Wednesday, 2 May 1956, at 2.40 p.m.

CONTENTS

Educational conditions in Non-Self-Governing Territories (A/AC.35/L.223)
(continued):

- (a) General developments in the light of the views expressed in the previous special reports on education prepared by the Committee (A/2465, A/1303/Rev.1; A/AC.35/L.220)
- (b) Eradication of illiteracy (A/AC.35/L.226)
- (c) Provision of reading material for new literates (A/AC.35/L.221)
- (d) Wastage and retardation in primary schools (A/AC.35/L.224)
- (e) Secondary education (A/AC.35/L.225)
- (f) Teacher training and the status of teachers (A/AC.35/L.228, A/AC.35/L.231)
- (g) Financing of higher education (A/AC.35/L.219)
- (h) Race relations in education (A/AC.35/L.232)
- (i) Other questions relating to educational conditions that may arise in the course of the discussions

PRESENT:

<u>Chairman:</u>	Mr. ARENALES CATALAN	(Guatemala)
<u>Rapporteur:</u>	Mr. VIXSEBOXSE	(Netherlands)
<u>Members:</u>	Mr. CUTTS)	Australia
	Mr. HAMILTON)	
	U MYA SEIN	Burma
	Mr. YANG	China
	Mr. de CAMARET)	France
	Mr. DEBAYLE)	
	Mr. KESTLER)	Guatemala
	Mr. LEMUS-DIMAS)	
	Mr. RAGHU RAMAIAH	India
	Mr. PACHACHI	Iraq
	Mr. GRADER	Netherlands
	Mr. THORP	New Zealand
	Mr. CALLE y CALLE	Peru
	Mr. GIDDEN)	United Kingdom of Great
	Mr. WARD)	Britain and Northern
		Ireland
	Miss ARMSTRONG)	United States of America
	Mr. HARRIS)	
	Mr. RIVAS	Venezuela
	<u>Representatives of specialized agencies:</u>	
	Mr. CAVIN	International Labour Organisation
	Miss MCNAUGHTON	Food and Agriculture Organization
	Mr. DESTOMBES	United Nations Educational, Scientific and Cultural Organization
<u>Secretariat:</u>	Mr. BENSON	Representative of the Secretary-General
	Mr. KUNST	Secretary of the Committee

EDUCATIONAL CONDITIONS IN NON-SELF-GOVERNING TERRITORIES (A/AC.35/L.223)
(continued):

- (a) GENERAL DEVELOPMENTS IN THE LIGHT OF THE VIEWS EXPRESSED IN THE PREVIOUS SPECIAL REPORTS ON EDUCATION PREPARED BY THE COMMITTEE (A/2465, A/1303/Rev.1; A/AC.35/L.220)
- (b) ERADICATION OF ILLITERACY (A/AC.35/L.226)
- (c) PROVISION OF READING MATERIAL FOR NEW LITERATES (A/AC.35/L.221)
- (d) WASTAGE AND RETARDATION IN PRIMARY SCHOOLS (A/AC.35/L.224)
- (e) SECONDARY EDUCATION (A/AC.35/L.225)
- (f) TEACHER TRAINING AND THE STATUS OF TEACHERS (A/AC.35/L.228, A/AC.35/L.231)
- (g) FINANCING OF HIGHER EDUCATION (A/AC.35/L.219)
- (h) RACE RELATIONS IN EDUCATION (A/AC.35/L.232)
- (i) OTHER QUESTIONS RELATING TO EDUCATIONAL CONDITIONS THAT MAY ARISE IN THE COURSE OF THE DISCUSSIONS

Mr. KESTIER (Guatemala) said that, owing to certain statements made by the French and United Kingdom delegations, he was obliged to reiterate his position of principle with regard to the Committee's competence. If the Committee wished to work in the spirit of Article 1, paragraphs 3 and 4 and Article 55 of the Charter, as the General Assembly had again recommended in resolution 933 (X), it should not lose sight of the objectives of Chapter XI of the Charter and the obligations which the Administering Members had accepted in signing the Charter.

He would first outline the facts of the problem. With regard to the Venezuelan representative's remark of the previous day regarding the use of the Spanish words "educación" (education) and "enseñanza" (instruction), he recalled Guatemala had recently raised the question in the Trusteeship Council. He stressed this point because he considered that it actually represented a wide difference in the conception of education and that the terminological differences might restrict the field which the Committee was studying. The expression "situación de la enseñanza" was perhaps used in order to render the equivalent words in the French text, namely "situation de l'enseignement", but another reason might be that the actual information supplied by France referred only to instruction. It would therefore appear to be desirable to widen the conception of the question in the Non-Self-Governing Territories administered by France and to pass from a simple policy of instruction to a policy of education.

The task before the Committee was one of broad scope and great complexity, because of the geographical differences, because of the fact that the various

(Mr. Kestler, Guatemala)

Administering Powers followed different policies and because it was necessary to give particular attention to specific aspects - illiteracy, vernacular languages, education of girls etc. - to appraise policies and to verify whether any action was being taken on the recommendations of the Committee and of the General Assembly. In carrying out its work the Committee was fortunate in having at its disposal the excellent documentation compiled by UNESCO and the Secretariat.

He went on to offer some general comments on educational conditions in the Non-Self-Governing Territories. Firstly, in order to examine conditions and to formulate recommendations, it was necessary to start by studying the policy followed by the Administering Members in the matter. Not one of the documents available to the Committee provided a detailed exposition of the guiding principles. It was to be hoped that that gap would be filled on another occasion.

Secondly, there were the methods of implementing an educational policy. It should be borne in mind that while instruction played a major role in education, it was only one aspect of the whole question. In addition to the problems of instruction properly speaking, there were also community problems. A programme of basic education, organized as part of a general programme of land tenure, economic development, cultural progress and public health, should be initiated for those inhabitants who were unable to benefit from regular instruction, as the Burmese representative had rightly suggested.

Thirdly, in considering the instruments of educational policy all the media of mass information should be mentioned. The Administering Members had already recognized the importance of the press, radio, television and the cinema in educational campaigns but he doubted whether they had made sufficient use of those media. Among other things, there was the possibility of making use of cultural missions, which had produced excellent results in other countries. They might be made up of a soldier, a medical student, a teacher and an agronomist. They were not large bodies but, being mobile, they could produce spectacular results.

Lastly, it was the duty of the Power administering a Non-Self-Governing Territory to take into account the wishes of the indigenous inhabitants and to introduce educational campaigns with all the promptness which the inhabitants desired. He supported the idea put forward by the Venezuelan representative that the indigenous inhabitants should participate in the organization of education by means of local bodies consisting of representatives of the Administration and of the indigenous élites, as was already the practice in the Territories administered by the United States.

Mr. LEMUS-DIMAS (Guatemala) proposed to comment on general educational developments in the Non-Self-Governing Territories, on the basis of the Secretariat report (A/AC.35/L.220). Beginning with the extension of primary education, which was the subject of chapter I, he wondered what was meant by the words "basic forms", in paragraph 5, and whether they were standards which should be followed or standards which actually were followed in teaching.

With regard to paragraphs 9 and 10 of the report, he concluded from the findings of the Working Party in Trinidad and the Education Department in Jamaica that the general educational policy was not always consistent with the requirements or wishes of the inhabitants, so that the relevant legislation was rarely satisfactory: it was only natural, therefore, that the law providing for compulsion had been found to be defective. In the West Indies, despite the interesting experiments carried out in Jamaica in constructing low-cost school buildings, the premises were still inadequate, which made compulsory education meaningless. As the Committee had stated in part two, paragraph 25, of its 1953 report, the immediate problem was not that of establishing an obligation for the children to attend school but of providing school facilities and of overcoming the difficulties which prevented children from taking advantage of those opportunities.

In the Indian Ocean, although it was true, as stated in paragraph 19 of document A/AC.35/L.220, that large resources had been devoted since 1950 to providing facilities for school attendance, it seemed that in Mauritius the efforts were doomed to failure because of the colony's limited financial resources. In Africa, note should be taken of the very encouraging progress in Nigeria, where the Federal Government had adopted a policy in Lagos which would make universal, free and compulsory education a reality very soon. Throughout the Territory primary education still depended on local Government councils or Native authorities. In Asia, too, the results obtained in the Malay Federation and in Singapore, where progress had obviously been proportionate to the degree of self-government, were noteworthy.

Chapter III, on school organization, referred to pages 20 to 22 of the Special Study of 1954. He noted that racial discrimination still persisted in schools, in other words in the environment where the child acquired a training which might mark him for life. It was most regrettable that in many dependent Territories

(Mr. Lemus-Dimas, Guatemala)

it should be the school which sowed the seeds of hatred among men; rather than teaching the pupils about the purposes and principles of the United Nations, it might perhaps be better to begin by teaching them to live together as members of the human family.

He reserved the right to revert to paragraphs 74 to 77 of the report, which dealt with dropping out and wastage in school attendance. Chapter V showed that there had been a slight improvement in the education of girls, where progress was slow but steady. He would revert also to technical and vocational education, where the achievements seemed admirable but had the defect of being sporadic: an isolated technical school created more problems than it solved, as was shown by the case of the School of Building in the Federation of Malaya which had had to be closed owing to the lack of openings for the decreasing number of pupils. The approach adopted in the Fiji Islands was realistic and highly preferable: there the rural primary school took in both children who would eventually work on the land and also children who would continue their studies and become engineers or members of liberal professions. In the West Indies there were various well-organized technical institutes but there was no proof that they would give the desired results, because it was obviously impossible for engineers and technicians to practise if there were no skilled workers: the first step should therefore be to train workers.

So far as higher education was concerned, the foundation of universities and research institutes was excellent but it was to be feared that they might prove to be an excessive luxury for certain Territories. Again, it was disturbing to note that the curriculum of the recently established universities assigned such great importance to training for the classical professions, particularly law, in the metropolitan Territories. It was undoubtedly necessary to train lawyers but the social value of the university was virtually non-existent if half the students studied law while the other half were distributed among branches which were equally useful to the community, such as architecture, political economy, public administration, agronomy, forestry, veterinary science, teaching, dentistry and pharmacology. The experience of other economically and culturally under-developed countries showed the potential danger inherent in the existence of a large group of people with an exclusively university and theoretical education.

As far as the general school policy outlined by the Administering Members was concerned, it should be acknowledged that they were following the right lines and it was to be hoped that those guiding principles would be applied in the interest of the peoples concerned.

Mr. CUTTS (Australia) thanked the Chairman for the kind terms in which he referred at an earlier meeting to Mr. Locmes, his predecessor. He would not fail to convey the Chairman's message to Mr. Locmes.

Although it still maintained its previous reservations concerning the Committee's constitution and functions, his delegation would be glad to offer its sincere co-operation in the implementation of its task. It would make neither reservations nor "counter-reservations" concerning the status of Territories in respect of which information had been transmitted by Administering Powers.

He noted with interest, however, that one, or perhaps some, delegations were not prepared to examine information concerning certain Territories which had been transmitted prior to the time when those Territories or States had experienced certain important constitutional changes. His delegation was not in the least opposed to that attitude but wished to point out that it was a new development in the work of the Committee which might carry with it, in the future, some important implications.

When the situation with regard to Tunisia and Morocco, to which the Iraqi representative had referred at the previous meeting, was formally communicated to the Committee, the congratulations his delegation would wish to tender to the parties concerned would be given with unqualified goodwill.

It had been the practice in the Committee for delegations representing Governments claiming sovereignty over certain disputed Territories to express reservations concerning those Territories during the Committee's debates. It was not customary, however, for delegations representing Governments other than the principal parties to those disputes to associate themselves with the reservations or counter-reservations which had been made. He feared that if delegations which did not represent the principal parties to a dispute expressed reservations and supported delegations representing Governments which claimed sovereignty over certain Territories in that dispute, all other members of the Committee might feel obliged to state their position on the question, which would lead to the diffusion of the Committee's efforts into political by-paths. On the present occasion his delegation did not think it necessary to state its views on such disputes to the Committee, and it hoped that other delegations would adopt the same attitude.

(Mr. Cutts, Australia)

It had been suggested that by reverting every three years to the same question of educational conditions in Non-Self-Governing Territories, the Committee would be led into a "repetition of generalizations". That was certainly a danger, to which Mr. Ward, the United Kingdom expert, had drawn attention. During the last three years, advances in the theory and practice of education had been made in many countries. Voluminous documentation attesting to the experience of a large number of those States had been assembled by UNESCO. That documentation did not relate exclusively to Non-Self-Governing Territories but the educational problems in those Territories were not so different from those in independent States that the interests of one could not be advanced by reference to the experience of the other. That, moreover, was the basic principle of General Assembly resolution 745 (VIII), which stated that "the pooling and exchange of knowledge and experience thus achieved will enable it more efficaciously to assess the...problems of Non-Self-Governing Territories in the light of the solutions being found to those problems elsewhere in the world".

His delegation regretted that the title "Equal opportunity in matters relating to education" had been replaced by a description that might appear to imply that unequal treatment in the educational field was the consequence of racial discrimination alone. Moreover, to regard educational systems which, like that of Papua, provided for separate institutions for the education of different groups of people, as reflections of racial discrimination would show a complete lack of understanding of their nature and origin. Different cultural and home environments and the fact that pupils did not share the same mother tongue fully justified the maintenance of separate educational arrangements at lower levels, at least in Papua and in many other similar cases.

He felt that it would be useful to describe briefly the structure of the educational system in Papua. Schools and other educational establishments were maintained by the Administration, which provided them with the necessary funds, while the Christian Missions had for many years played a large part in education, particularly at the elementary level.

The Department of Education supervised education both in Papua and in the Trust Territory of New Guinea. Thus Papua enjoyed the advantages of a larger organization and the services of a large group of specialists in various fields. The Education Ordinance of 1952, which had entered into force in January 1955,

(Mr. Cutts, Australia)

laid down the educational standards to be maintained by the Administration and the degree of control it should exercise over the Mission schools. The Administration recognized the value of the work of the Missions and assisted them through grants-in-aid, the value of which had risen from £A28,013 in 1951/1952 to £A40,177 in 1954/1955. The Administration had a broad concept of the function of education, similar to that which the Committee on Information had approved in its 1953 report, which had later been adopted by the General Assembly. Education was not, however, the exclusive province of the Department of Education, for most departments of the Administration were recognized to have an educational function. The geography of the Territory, which made communications difficult and contributed to the dispersal of the population, generally found in groups in relatively small villages; the wide variety of native languages and the varying degree of European influence made it impossible to find comprehensive solutions for every educational problem. Despite those difficulties, however, the Administration had made significant progress in the field of education, as could be seen from the following figures.

Between 1952 and 1955 the number of indigenous pupils in Administration schools had increased to 2,030, and enrolments in indigenous schools conducted by the Missions had risen from 43,144 to 46,145. Expenditure by the Department of Education has risen from £A143,016 in 1951/1952 to £A221,112 in 1954/1955 and assistance to the Missions had increased from £A35,486 to £A40,177.

Instruction was still given first in the vernacular, which the Administration had to a certain extent managed to reduce to a written form, and later in English which the Administration hoped to develop as the lingua franca of the Territory. New literates were provided with suitable readers and primers in vernacular languages and English. Newspapers, such as the Papua and New Guinea Villager with a circulation of nearly 5,000, and the special Native Library Service provided pupils with reading material suitable to their level of knowledge. Between 1952 and 1955 enrolment in Administration indigenous post-primary schools had increased from 255 to 523. Thirty-nine Papuan students were receiving secondary education in Australia under a scheme introduced in 1954. Their progress had been satisfactory. In 1953 the teacher-training course at the Sogeri Education Centre had been extended by one year in order to raise the standards of teachers trained. At the end of 1954, seventeen students had graduated from the Centre, the educational standard being

(Mr. Cutts, Australia)

the highest of any students yet educated in the Territory's educational system. Refresher courses had been introduced for Mission teachers in 1953. In 1955 an intensive teacher-training course had been introduced at Popondetta, and at the end of 1955 thirty-five teachers who had taken the course had graduated. The salaries of indigenous teachers had been raised by 25 per cent in 1954/1955. The Technical Training Centre at Idubada, near Port Moresby, was still in operation and had increased the variety of courses it offered. In 1955 the Native Apprenticeship Scheme had come into full operation and it was expected that some hundreds of Papuans would shortly undergo apprenticeship training. The purpose of the scheme was to give apprentices periods of four or five years' training in a wide variety of trades. Private concerns and the Administration would undertake the training of apprentices. Papuans could also obtain vocational training in the Co-operate Schools, local medical training courses and the Central Medical School at Suva. The establishment of the Women's Club, the provision of special broadcasts, the establishment of two special girls' Central Schools and the development of the Maternal and Child Health Service were examples of the efforts the Administration was making to overcome traditional native apathy towards the education of women and girls. One Papuan girl had already obtained the Leaving Certificate in the State of Victoria and was the first indigenous secondary scholarship student to reach that standard. Five girls had received scholarships for secondary education in Australia in 1956. Twelve of the students trained in the special one-year teacher-training course held at Popondetta during 1955 had been Papuan girls. The fact that those girls had come from widely scattered parts of the Territory represented a significant advance in the attitude of parents, who had previously been opposed to girls leaving home for educational purposes.

Most of the schools and other educational establishments operated by the Administration at post-primary levels were residential and their students were maintained free of charge by the Administration, which also paid for their travel to and from home. All the expenses of scholarship students at Australian secondary schools were covered by the Administration.

Mr. WARD (United Kingdom), replying to a question put by the representative of Guatemala, said that Latin America's experience of cultural missions had been turned to good account in Africa where some countries - Uganda and the Gold Coast, for instance - made great use of cultural missions, or as they were usually called in British territories, development teams.

His Government fully agreed with the view put forward by the representatives of Venezuela and Guatemala that educational policy in the Non-Self-Governing Territories should as far as possible be formulated and directed by the peoples of the Territories. It was an important part of British policy to stimulate the peoples of the Territories thus to participate in forming and directing educational policy. In almost every Territory, there was a central board of education, and in many Territories there were local educational committees at different levels; while many secondary schools originally controlled by missionary societies or other voluntary agencies were being placed under the control of specially appointed governing bodies. On all those bodies the peoples of the Territory were effectively represented. Their powers and responsibilities varied, but the United Kingdom Government hoped that they would ultimately everywhere assume a status equivalent to the corresponding bodies in the United Kingdom. In some places that was already happening: for example, fourteen district educational committees in the Western Region of Nigeria had recently assumed those full powers. Further, as the Committee was aware, in many Territories, policy was entirely in the hands of a Minister of Education responsible to an elected legislature; and other Territories would no doubt reach that stage.

He wished to dispel the fear expressed by the representative of India that the education given them might leave the inhabitants of the Territories in ignorance of their own country, history and traditions. In that connexion he recalled the period when he had travelled from village to village throughout the Gold Coast, collecting traditions from chiefs and elders for the purposes of writing a local history as the basis for a Gold Coast history curriculum. History textbooks had been produced also in Nigeria, Mauritius, Northern Rhodesia, the Caribbean and elsewhere. Textbooks of local geography were used in many Territories. Biology and agriculture were studied with special reference to local conditions. There were flourishing departments of art both in West and in East Africa, in which African traditional styles were being encouraged. Similar efforts were being made to record and

(Mr. Ward, United Kingdom)

develop African music, both in West and in East Africa; and indigenous art and music traditions flourished elsewhere, at Hong Kong for example. Lastly, indigenous languages and social traditions were encouraged: he recalled his own experiences with senior students in translating some pages of Plato's Republic into the Twi language of the Gold Coast.

Yet he felt that culture should not be confined to strictly national limits and that one of the objects of education in the Non-Self-Governing Territories was to place the beauties of the world, of whatever kind, within reach of the inhabitants - to introduce them, if possible, to all cultures, Indian, Chinese, European and others. No people had a specifically local culture. Ancient Greek culture, for instance, had spread into England at a time when it was a non-self-governing territory and via England was now being passed on to the African Territories. No culture remained within its original boundaries and three of the great religions of the world, Buddhism, Mohammedanism and Christianity, had all spread far beyond the confines of the countries where they had originated. Every people should develop a culture which included local elements and elements from outside, and its education should be designed to help in that.

On the other hand, it was sometimes the case that indigenous peoples in the Non-Self-Governing Territories were so eager to reach out for new culture from overseas that they were inclined to despise and neglect their own. Opposition was sometimes expressed to the study of indigenous culture on the grounds that students were fully occupied in the effort to absorb that of Europe, and that the Administering Power should give them a curriculum identical with that of the metropolitan country. When the representative of the Gold Coast, attired in his splendid African robes, had made his first speech before the UNESCO General Conference at Montevideo, he (Mr. Ward) had recalled occasions thirty years earlier when he and his colleagues had urged Gold Coast students to wear African dress on ceremonial occasions, and had found them reluctant to do so because they regarded it as a relic of barbarism and preferred European dress as a badge of civilization.

Mr. DEBAYLE (France), Inspector-General of Education, recalled that in its 1953 report (page 14, paragraph 9), the Committee on Information from Non-Self-Governing Territories had stated that "while the proportion of Government

(Mr. Debayle, France)

revenue spent on education is from 15 to 20 per cent or more of territorial revenue in a number of Territories, it falls far below 10 per cent in many others". He explained that, so far as France was concerned, on 31 December 1954, the operational budgets for education were 15 to 20 per cent and above in 58 per cent of its Territories and less than 10 per cent in only 10 per cent of those Territories.

Furthermore, a comparison between the education budgets of the Territories on 1 January 1951, 1 January 1953 and 1 January 1955 showed that during 1954 they had risen by 18 per cent and that in the two preceding years they had risen by 18.6 per cent. In its World Survey of Education, UNESCO had noted that, although in exceptional cases education budgets had risen by 70, 66 or 42 per cent by comparison with the previous year, the average increase had been 16 per cent. The increase in the countries administered by France was thus above the world average.

Among the exceptional cases could be quoted French Somaliland (an increase of 143 per cent), French West Africa (an increase of 78 per cent in the general budget) and French Guinea (an increase of 50 per cent).

He then gave an example of expenditure on yearly, five-yearly and ten-yearly supplies at a total annual cost of about 85,000 francs CFA for a primary school of three classes in the Niger Territory. The cost of furniture for the same school had been 670,000 francs CFA - in addition, of course, to the cost of building the school and the cost of accommodating the three teachers.

He mentioned some of the practical ways in which African teachers had ingeniously made up for the lack of sufficient school equipment while maintaining the educational value of their teaching.

He described how a group of teachers in French West Africa had worked out and then put into practice a system of part-time classes and classes in "two shifts". The "two shift" class arrangement overcame the difficulty of limited classroom space for large numbers of children. The system allowed the children to have the same effective time-table, although it was differently arranged to give them longer rest and recreation periods and to reduce to a minimum the strain of working in the afternoon. Open-air activities helped to provide what was very often lacking in abstract instruction - activity, spontaneity, contact between teachers and pupils, liveliness and confidence.

(Mr. Debeyle, France)

Such specific facts seemed to him to be undeniable proof of France's intention to continue and increase the education of the people in the Non-Self-Governing Territories by every possible means - with money, where sufficient money was available for education, with ingenuity, where money was insufficient or lacking, and with new teaching methods, so that without impairing the quality of the education given the same school buildings could be used for twice the number of children.

Mr. PACHACHI (Iran) associated himself with the reservations made the previous day by the representatives of India and Burma on the status of West Irian.

Mr. DESTOMBES (United Nations Educational, Scientific and Cultural Organization) submitted UNESCO's annual report on the eradication of illiteracy prepared in pursuance of General Assembly resolution 330 (IV).

Bearing in mind the reservations expressed at the previous meeting on the value of statistics as well as those contained in paragraph 3 of UNESCO's report with respect to all the information on illiteracy, the Committee should not be too skeptical about the value of the data as a whole. On the contrary, it should base its work on those figures, for they were essential if the Committee wished to understand the scope of the problems, evaluate the progress made or attempt to make the statistics more accurate and detailed.

He explained, in correcting a slight factual error in paragraph 14, that seven of the Territories mentioned in table 1 had illiteracy rates of over 77 per cent and that four Territories had illiteracy rates ranging between 63 and 70 per cent.

Table 4 confirmed the inverse ratio between school attendance and illiteracy among adults. From those figures it could be said that the expansion of school training was certainly one of the most effective ways of reducing and eradicating illiteracy.

Chapter III summarized Dr. Lorge's findings with regard to assessing the level of literacy and tests to measure literacy.

Chapter IV, which dealt with methods of teaching adults to read and write, was a summary of Professor W.S. Gray's final report. Professor Gray's study

(Mr. Destombes, UNESCO)

had just been published in English and several copies were available for the members of the Committee. The Spanish and French translations were to be published in the course of the year. The study had been compiled in response to resolution 330 (IV) which requested UNESCO to communicate to the Administering Members full information on methods for suppressing illiteracy which could be applied with satisfactory results in Non-Self-Governing Territories. The limited scope of the report was described frankly in the preface. On the basis of Professor Gray's findings, UNESCO had submitted a preliminary report on reading material for new literates during the current year and it intended henceforth to discuss the problem in its annual report on illiteracy. The thirteen conclusions presented in paragraph 75 were a concise statement of the views of the UNESCO secretariat. To those conclusions should be added the suggestion in paragraph 77 that an attempt should be made to work out sound techniques for evaluating the permanency of the effects of literacy campaigns.

He then discussed UNESCO's assistance to the Non-Self-Governing Territories. As the Committee was aware, UNESCO had been authorized since the last General Conference in December 1954 to lend direct assistance in a certain number of fields to Member States requesting its help. In 1955 and 1956, UNESCO, as part of its normal programme, had provided the Member States administering Non-Self-Governing Territories with the following services: six fellowships in fundamental education to applicants from the Federation of Malaya, French West Africa and Nigeria; five fellowships in primary education, which were granted to nationals of the Federation of Malaya, the Gold Coast, Nigeria, Sierra Leone and Madagascar; nine fellowships on the education of workers to nationals from the Gold Coast, Sierra Leone, Gambia, Nigeria and French West Africa; one fellowship granted to a national of Uganda for the study of the social effects of industrialization; and two fellowships allocated to Nigeria and the Gold Coast for the study of library techniques.

As part of the programme outlined to the members of UNESCO in January 1955, an expert had been appointed to direct the centres at Jamaica for the production of reading material and other teaching materials for primary schools, and a fellowship had been granted to Jamaica for studies in the same field. Another fellowship had been granted to Jamaica for the study of methods of teaching

(Mr. Destombes, UNESCO)

reading and writing by broadcasting to schools. A sociologist had been appointed to co-operate with the Jamaican Government in its campaign for the reclamation of eroded land in the centre of the island. An expert was to study the re-organization of primary school curricula in British Honduras, and another expert was to go to Trinidad to study the teacher-training schools. A fellowship had been awarded to a national of Zanzibar for studies in connexion with the training of rural teachers.

In 1955 and 1956, under the United Nations Expanded Programme of Technical Assistance, UNESCO had, at the request of the Administering members, extended the following assistance to the Non-Self-Governing Territories. In the Gold Coast, an administrative director and an expert in the training of editors had been attached to the Vernacular Literature Bureau and an expert had been appointed to advise the Government on teaching techniques and was soon to be assigned to the Kunasi College of Technology. Two other experts were to assist the Government of Sierra Leone in 1956 in the re-organization of the teaching of science and to modernize the curricula of the secondary schools. Three fellowships in fundamental education had been awarded to that country in 1955.

In Uganda, two fellowships had been granted to nationals of the Territory, the first for the study of audio-visual teaching aids and the second for sociological research.

An expert in teaching was now in Malaya to assist the Federal Government in selecting candidates for the secondary schools.

UNESCO had sent an expert to Trinidad and Tobago to take over the administration of the San Fernando Technical Institute and to organize technical education in the Territory. The expert was now engaged in organizing other technical institutes in the Territory, particularly at Port of Spain.

Lastly, a fellowship for research in fundamental education had been awarded to a national of British Guiana.

The meeting rose at 6 p.m.