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Chairman: Prince WAN WAITHAYAKON (Thailand).

**Information from Non-Self-Governing Territories
(continued)**

[Item 34]*

1. The CHAIRMAN invited the Committee to continue its discussion of the report of the Special Committee on Information transmitted under Article 73 e of the Charter (A/1303 and A/1303/Add.1).

2. Mr. DE MARCHENA (Dominican Republic) recalled that in 1950 the work of the Special Committee had been devoted chiefly to the question of education. That question was of particular interest to the Dominican delegation, which felt that education was one of the principal means of ensuring the social advancement of the peoples of the Non-Self-Governing Territories.

3. The Dominican delegation had played a part in the drafting of the Special Committee's work programmes and had always felt it should be borne in mind that many problems were not peculiar to the Non-Self-Governing Territories alone, but were to be found in sovereign States as well.

4. While the administering Powers assumed special obligations under the provisions of Chapter XI of the Charter, every Member State of the United Nations had a moral obligation to see that the measures taken with regard to the Non-Self-Governing Territories were calculated to ensure the development of those territories.

5. He thought that a tribute should be paid to the Egyptian delegation for its interpretation of the provisions of Article 73 e of the Charter (181st meeting) and to the United Kingdom delegation for its explanation of the reasons, which were not always apparent, for the tardy development of certain territories (182nd meeting).

6. The Dominican delegation thought that Chapter XI and Chapters XII and XIII of the Charter were closely interrelated; the objectives to be achieved in respect of Non-Self-Governing Territories should be the same as those for Trust Territories. Chapter XI should be more

than a mere formal declaration; the principles it set forth should become a reality. It should be recognized, of course, that the administering Powers had made certain sacrifices for the benefit of the territories under their administration. At the same time, no obstacle should be put in the way of progress, which in time would lead to the establishment of the necessary balance for a lasting peace. The very fact that the colonial Powers had subscribed to Chapter XI of the Charter showed that they had advanced in the right direction.

7. The efforts of the Special Committee were laudable and its work in the field of education was an argument for the renewal of its mandate. The Dominican Republic would support any proposal to that effect. It was a source of satisfaction that the administering Powers had decided to continue to transmit information on the Non-Self-Governing Territories despite the complaints and misgivings they had previously expressed, but, in any case, account should be taken of the reservation contained in Article 2, paragraph 7, of the Charter.

8. Referring to the invitation from the Administration of Greenland to two members of the Department of Trusteeship and Information from Non-Self-Governing Territories to visit that country, Mr. de Marchena expressed the hope that other administering Powers would see in that invitation an example to be followed.

9. As stated in paragraph 20 of part one of the report of the Special Committee (A/1303), the Dominican Republic had transmitted information on activities undertaken by the University of Santo Domingo for students of the whole region of the West Indies, in the hope that other countries might thereby benefit from a fruitful experience.

10. While conditions in the Non-Self-Governing Territories left much to be desired in certain fields and particularly in that of public health where there was a shortage of medicines, a certain number of encouraging improvements were to be noted, such as the measures taken by France in connexion with social insurance and agricultural policy.

* Indicates the item number on the General Assembly agenda.

11. He recalled that in 1948 and 1949 the Special Committee had examined the question of respect for human rights in the Non-Self-Governing Territories. He would like, however, to have the more specific question of the status of women, and particularly the problem of equal treatment for men and women, studied more thoroughly than it had been in the past; information transmitted on that subject should appear under the heading of social conditions. The Special Committee, it was to be hoped, would not fail to study those matters in relation to the economic questions it was to discuss at its following session.

12. Turning to the vital question of the territories to which the provisions of Chapter XI of the Charter should apply, he said it was essential to make sure that the Non-Self-Governing Territories did not lose their special position and eventually become incorporated into the metropolitan country. It would be well if the Special Committee were to provide the following session of the General Assembly with a clear and accurate statement of the situation in that respect.

13. In connexion with part two of the Special Committee's report (A/1303/Add.1), he recalled it was his delegation which had proposed the study of the question of illiteracy.¹ He reminded the Committee that the Dominican Republic and Mexico had conducted successful campaigns against illiteracy which might be taken as examples by other countries. UNESCO had approached the problem in the proper way and it was to be hoped that the UNESCO experts, who were to meet in 1951, would draw up useful programmes to combat illiteracy. He endorsed the Special Committee's opinions on that subject and its conclusions regarding equal treatment in education and on the training of teaching personnel. Similarly, his delegation supported the two draft resolutions contained in the report (A/1303, annex II), subject to several amendments which might lead to a useful improvement in the text.

14. In conclusion, Mr. de Marchena congratulated the Special Committee on the work it had done; the conciliatory attitude of the administering Powers gave every reason to believe that the application of Chapter XI of the Charter might give the peoples of the Non-Self-Governing Territories fresh hope.

15. Mr. DORSINVILLE (Haiti) said he had studied the Special Committee's report with great interest. The Haitian delegation was completely satisfied with the work the Committee had done. It wished, however, to make a few suggestions which might be helpful to the Fourth Committee.

16. Paragraph 17 of part two of the report (A/1303/Add.1), which dealt with the question of education in the Non-Self-Governing Territories, stated that in certain advanced countries it had been noted that children who had attended school regularly for many years were liable to relapse into illiteracy. That was especially true in the colonial or semi-colonial countries and even in independent countries with a mixed population where side by side with the indigenous language there was an official language, a knowledge of which was required in higher administrative circles.

¹ See *Official Records of the General Assembly, Fourth Session, Supplement No. 14, paragraph 91.*

17. The conclusions drawn by the Special Committee in paragraph 41 of its report on the question of the language of instruction were most judicious. The governments and the people themselves must be convinced of the importance of using the indigenous language as the language of primary instruction.

18. As regards the information to be transmitted by the administering Powers in connexion with education, the data relating to primary education should include detailed explanations of the length of school attendance and the percentage of pupils admitted to advanced classes. The mere indication of the total number of school children was not enough to give an accurate idea of educational conditions in the Non-Self-Governing Territories.

19. Despite the observations he had made, the Haitian delegation would vote for the approval of part two of the Special Committee's report.

20. As regards part one of the report (A/1303), the Haitian delegation had noted with satisfaction the statements by certain administering Powers that they were prepared to show a spirit of conciliation by collaborating loyally with the Special Committee. The administering Powers should realize that any criticisms which might be made when the information transmitted was being reviewed should be considered as evidence of a desire to promote the development of the Non-Self-Governing Territories.

21. The Haitian delegation had also considered the question of the revision of the Standard Form for the guidance of Members in the preparation of information to be transmitted under Article 73 e of the Charter. While it was desirable that the Standard Form should continue to be a guide for the administering Powers and that it should not be overloaded, it must nevertheless be amended in the light of experience. For that very reason the Haitian delegation approved the text of the Special Committee's draft resolution as set forth in paragraph 88 of the report. In that connexion, the Haitian delegation endorsed the Philippine representative's suggestion made in the Special Committee and mentioned in paragraph 90 of the report, to the effect that information on the observance of human rights should be treated as part of the information on social rather than political conditions. That was why the Haitian delegation had been pleased to associate itself with the authors of the joint draft resolution submitted by Mexico, the Philippines and Syria relating to the application of the principles of the Universal Declaration of Human Rights to Non-Self-Governing Territories (A/C.4/L.108).

22. As to the future work of the Special Committee, the Haitian delegation supported the conclusion contained in the report (A/1303, paragraph 114) that in 1951 the study of economic questions should be given an important place in the work of the Committee.

23. During the debate on the draft resolution concerning rural economic development of the Trust Territories, the Haitian delegation had said (154th meeting) it attached great importance to the question of land distribution in the Non-Self-Governing Territories. It was therefore especially gratified to see that subject included among those the Special Committee was to

study in 1951. The Haitian delegation hoped that more complete data would be forthcoming on that subject and particularly as regards the areas reserved for Europeans in East Africa.

24. In conclusion, the Haitian delegation would also vote in favour of part one of the Special Committee's report.

25. Mr. TAJIBAEV (Union of Soviet Socialist Republics) reminded the Committee that at the fourth session of the General Assembly² the USSR delegation had clearly demonstrated from the facts in the case, namely, the information transmitted by the Powers administering Non-Self-Governing Territories, that those Powers had not respected their obligations under Chapter XI of the Charter. Article 73 of the Charter stated that the administering Powers recognized the principle that the interests of the inhabitants of the Non-Self-Governing Territories were paramount and accepted as a sacred trust the obligation to promote to the utmost the well-being of those territories; to that end they pledged themselves, *inter alia*, to ensure the political, economic, social and educational advancement of the inhabitants of the Non-Self-Governing Territories, their just treatment and their protection against abuses.

26. The question arose whether the administering Powers had respected their obligations since the preceding session of the General Assembly and whether they had taken the steps which they should have taken in the light of the comments that had been made.

27. The answer was clear from the summaries and analyses of the most recent information transmitted. In the first place, it was noticeable that the information became increasingly scanty each year. The administering Powers did not keep to the Standard Form and failed to transmit any information on the political situation, such as information on the participation of the indigenous inhabitants in legislative, judicial and administrative organs. They were equally silent on the question of human rights, labour conditions, unemployment, standards of living, utilization of natural resources, distribution of income, and a number of other equally important questions.

28. The mere fact that the administering Powers failed to furnish information on a number of fundamentally important questions was proof that they did not respect the obligations imposed on them by the Charter. That conclusion was borne out by a study of the very incomplete information which had been transmitted to the Secretary-General. It was obvious that the administering Powers were systematically exploiting the inhabitants and natural resources of the Non-Self-Governing Territories; the economy of those territories was designed to satisfy the interests of the administering countries only, with complete disregard for the interests of the indigenous inhabitants. There was no need to remind the Committee of the details of that monstrous colonial policy which was based on racial discrimination, the maintenance of the local population in a state of ignorance, and subjugation brought about by inadequate health and welfare facilities and by undernourishment.

29. In support of those comments, he quoted figures from the summaries of information transmitted by the

United States, the United Kingdom and France (A/1268, A/1269 and A/1270).

30. In the economic field, the yield of maize in Northern Rhodesia in 1949 had been about half that of the previous year, and the yield of wheat had been six times less (A/1269, p. 92); that was due to the fact that the United Kingdom was directing all its efforts to developing gold mining and the mining of non-ferrous metals in its own interests, and was neglecting agriculture, which was essential for the indigenous population. In the same way, in Morocco, France was increasing the production of phosphates, iron ore and manganese (A/1270, p. 70), while neglecting agricultural production, which had noticeably declined (A/1270, p. 68 and 69).

31. In Alaska, the economy was not balanced and could not become so, since it was based entirely on the fishing and mining industries. As a result, living conditions were deteriorating daily, a fact which was clearly shown by demographic statistics and the increase in crime. The cost of living index in Alaska, compared to the cost of living in the United States, was 135.05 at Juneau and 155.76 at Fairbanks (A/1268, p. 6). In Hawaii, the indigenous population was continually increasing (A/1268, p. 16) in a ratio out of all proportion to the expenditures for welfare and relief.

32. In Kenya the monthly wage for an agricultural worker was eight shillings whereas a yard of khaki drill cost as much as 4 shillings, 7 pence (A/1269, p. 63 and 64). The social welfare budget for the maintenance of destitute persons was only £5,000 (A/1269, p. 55). In Nigeria, the daily wage for an unskilled worker was ninepence, or less than the price of a pound of meat (A/1269, p. 81). There was no social security system. In the Comoro Archipelago the indigenous population lived in the utmost misery since the daily wage for a worker varied from thirty-three to forty-five francs whereas rice cost forty francs a kilogramme and fish forty-five francs (A/1270, p. 5 and 6).

33. The situation was just as bad in the social field. Unemployment and poverty had brought about an increase in crime as was evident from the statistics supplied. Under-nourishment and the lack of medical care had resulted in an impressively high rate of infant mortality among the indigenous population, the actual figures being 124 per thousand in the Gold Coast; 161 per thousand in Aden Colony; 212 per thousand among Moslems in Tunisia, as against 78 per thousand among the European population. Public health conditions throughout the Non-Self-Governing Territories were deplorable with the result that there was a large number of epidemics and major diseases. In the information they transmitted the administering Powers themselves admitted that the situation was bad.

34. In Nigeria, there was only one hospital bed per 2,600 inhabitants; in British Somaliland there was only one hospital bed per 9,600 inhabitants and only sixteen doctors for the whole territory, which had a population of 700,000. In Aden (Eastern Protectorate) there was only one doctor for a population of 300,000. In view of the fact that the doctors were established in the large population centres and devoted the major part of their time to the European inhabitants and the

² *Ibid.*, Fourth Committee, 115th, 116th and 119th meetings.

wealthier members of the indigenous population it was obvious that the bulk of the population had no medical services whatsoever.

35. In the educational field, it was clear from the information transmitted that the percentage of illiteracy among the population was as follows: 70 per cent in Uganda, 80 per cent in the Gold Coast, 99 per cent in British Somaliland. Such figures gave a very good idea of the situation in the other territories. In French West Africa, only 5 per cent of the children of school age had attended school in 1949, the corresponding figure for French Morocco being 20 per cent. New Guinea under Netherlands administration was one of the most backward areas in the world: its inhabitants were still living in the Stone Age. Generally speaking, educational credits were being reduced every year in most of the Non-Self-Governing Territories.

36. In all the territories, the administering Powers were practising barefaced discrimination in every field, including that of wages. In the mining industries in Northern Rhodesia, Europeans earned twenty-three times as much as the indigenous inhabitants and in Swaziland six times as much, for exactly the same work.

37. Innumerable facts and figures of that sort could be quoted to show that the administering Powers were not respecting their obligations under the Charter. They were keeping the peoples of the Non-Self-Governing Territories in deplorable conditions of life. The General Assembly should therefore call upon the administering Powers to respect their obligations and to take all the steps necessary to ensure the advancement of the Non-Self-Governing Territories in every field.

38. Mr. SALAZAR ROMERO (Peru) said his delegation was very glad to take part in the general debate on the question before the Committee. It was his desire to discuss more especially part two of the Special Committee's report, which dealt with education (A/1303/Add.1).

39. Quite apart from the political considerations raised in the description of certain aspects of the problem of education, the suggestions, comments and conclusions of the Special Committee were interesting and useful, especially those dealing with the eradication of illiteracy and with higher education. The fact remained, however, that the problem of education was essentially technical in nature.

40. He approved the first conclusion of the Special Committee with regard to languages of instruction, namely, that it was necessary to ensure that the populations of the territories should have access to world culture and civilization (paragraph 33). He considered that, as a whole, the inhabitants of the Non-Self-Governing territories could achieve maturity only if they had at their disposal a language which was a vehicle of civilization. On the other hand, he could not fully agree with the Special Committee with regard to its second conclusion (paragraph 33), for it should be made clear that by cultural heritage was meant culture transmitted by writings. The question of languages of instruction was far from being solved and it was not, in his opinion, sufficient to ask the experts to be convened

by UNESCO to give the results of their experiences, as was suggested in paragraph 38; experimental schools should be established so as to permit of a comparative study of the progress made by pupils who received their early education in the indigenous language and those who received preliminary education in a more widely used language.

41. He appreciated the value of the argument of the Egyptian representative (181st meeting), who considered that Arabic might be used as a language of instruction; but he thought that teaching in Arabic might be combined with teaching in another more universal language. In that field, he thought there was some contradiction between sub-paragraphs (b) and (c) of the conclusions of the Special Committee (paragraph 41). Sub-paragraph (b) appeared to recommend teaching in two languages, whereas sub-paragraph (c) visualized teaching in only one language, when there was a strong presumption that by the use of that language at all levels of instruction, the cultural heritage and the world needs of the people concerned might be satisfied. He thought the best solution would be to institute a bilingual system of education. In Peru, for example, there was teaching in English, along with the regular teaching in Spanish. The conclusion of the Special Committee in sub-paragraph (e) was perhaps somewhat exaggerated, since the views of the qualified leaders of the peoples with regard to the use of languages of instruction might be influenced by other than purely technical considerations.

42. He then turned to the question of the participation of the inhabitants of Non-Self-Governing Territories in the formulation of educational policy. He stated that the views of the Special Committee were acceptable on the whole, with the possible exception of the view expressed in paragraph 56, sub-paragraph (d), which he considered too categorical and even exaggerated; it might be dangerous, in that the social evolution of the inhabitants of Non-Self-Governing Territories did not seem sufficient to permit of reliance on local public opinion for the formulation of educational programmes. The measures to be taken in that field should be studied and formulated by specialists, for education was an obviously technical question.

43. With regard to the chapter on teacher training, he felt that the majority of the Special Committee's recommendations merely repeated well-known generalities which shed no new light on the solution of the problem. In connexion with the recommendation in paragraph 78, sub-paragraph (e), he thought it was difficult to alter the economic position of the teaching staff, but that on the other hand training methods might be improved. UNESCO should be consulted on that subject, since the question obviously came within the competence of that organization.

44. He considered that, on the whole, the report of the Special Committee was acceptable, apart from the political considerations set forth in connexion with certain problems, but felt that it might usefully be amended in places.

45. Mr. LIU (China) said he had read the Special Committee's report with keen interest. He had also listened attentively to the statements by the Chairman and by the Rapporteur of the Special Committee (180th

meeting) and he was glad to be able to congratulate them on their useful work.

46. He appreciated the value of the assistance given to the Special Committee by the Secretariat in preparing the documentation, and by the various specialized agencies that had collaborated with the Special Committee.

47. He noted with satisfaction that representatives of the administering Powers had taken an active part in the discussions of the Committee; without the collaboration of those Powers, the report of the Special Committee could not bear fruit.

48. His delegation felt that the results achieved showed the usefulness of the Special Committee and proved that, contrary to some opinions which had been expressed, the Special Committee was necessary and should be retained. It had in fact an important part to play in the United Nations and would contribute effectively to the implementation of the principle, proclaimed in Article 73 of the Charter, that the interests of the inhabitants of Non-Self-Governing Territories were paramount.

49. He wished to draw the Committee's attention to two specific points. He shared the opinion expressed by the representative of Egypt on the Special Committee (A/AC.35/SR.12), that the Committee's duty was only to examine information relating to Non-Self-Governing Territories and that it was not called on to consider information relating to sovereign States. General Assembly resolution 143 (II) invited the Secretary-General to include in his summaries all relevant and comparable official statistical information, but similar information on a sovereign State should be used by the Secretary-General only with the consent of the Member States concerned. While it was true that General Assembly resolution 218 (III) authorized the Secretary-General to use all comparable official information which Member States might transmit to him, the provisions of that resolution did not appear to absolve the Secretary-General from asking Member States for authorization to use such information. At all events, that point should be elucidated.

50. He congratulated the administering Powers that had transmitted information on political conditions in their Non-Self-Governing Territories. Such information was essential for an exact assessment of the situation in those territories. It was to be hoped that that practice would be extended and that all administering Powers would supply the information in question.

51. Chapter XIII of part one of the report (A/1303), which dealt with the future work of the Special Committee, contained an excellent programme of work and it was to be hoped that the Special Committee's session in 1951 would be most productive.

52. Part two of the Special Committee's report (A/1303/Add.1), which dealt with the question of education in Non-Self-Governing Territories, set out in paragraph 12, sub-paragraphs (b), (c) and (d) very pertinent considerations which fully confirmed the views expressed by his delegation during the general debate on the Trusteeship Council's report. The Special Committee's conclusions on the direction and scope of education were equally applicable to Trust Territories and to Non-Self-Governing Territories.

53. The question of languages of instruction in the Non-Self-Governing Territories was very important. His delegation noted with interest (paragraph 32) that a conference of experts was to be convened by UNESCO in 1951 to study the use of indigenous or national languages and of a secondary language for teaching purposes.

54. No effort should be spared to protect the traditional cultural language of Non-Self-Governing Territories. For that reason, the Special Committee was right in considering that the mother tongue should be used at the beginning of primary education wherever that was possible and that, in cases where an indigenous language was already 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 and the world needs of the people concerned might be satisfied (paragraph 41). He was convinced that, in the formulation of educational policy, the views of the qualified leaders of the peoples should remain of predominating importance.

55. He stressed the importance of the principle of equal treatment, which was the subject of chapter V of part two of the Special Committee's report (A/1303/Add.1); he was particularly glad to note that the Special Committee considered that in the field of education no principle was more important than that of equality of opportunity for all racial, religious and cultural groups of the population (paragraph 50 (a)).

56. In conclusion, he said his delegation would support the two draft resolutions submitted by the Special Committee (A/1303, annex II).

The meeting rose at 1.45 p.m.