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AGENDA ITEM 36

Information from Non-Self-Governing Territories transmitted under Article 73 e of the Charter: reports of the Secretary-General and of the Committee on Information from Non-Self-Governing Territories (A/4081 and Add.1-4, A/4082 and Add.1-5, A/4083 and Add.1-3, A/4084 and Add.1-4, A/4085 and Add.1-4, A/4086 and Add.1-10, A/4087 and Add.1-5, A/4088 and Add.1-14, A/4089 and Add.1-5, A/4111) (continued):

(a) Progress achieved by the Non-Self-Governing Territories in pursuance of Chapter XI of the Charter (A/4105-4109, A/4114, A/4124, A/4128 and Corr.1, A/4129, A/4131, A/4134, A/4136, A/4137, A/4142, A/4144, A/4152, A/4162 and Corr.1, A/4165-4167, A/4175, A/4178, A/4181, A/4192-4195);

(b) Information on educational conditions (A/4111, part one, section VI, and part two);

(c) Information on other conditions (A/4111, part one, sections VII and VIII);

(d) General questions relating to the transmission and examination of information (A/4096 and Add.1, A/4111, part one, section X, A/4115, A/4226, A/4227, A/C.4/405, A/C.4/406);

(e) Report of the Secretary-General on new developments connected with the association of Non-Self-Governing Territories with the European Economic Community (A/4197 and Corr.1);

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(f) Offers of study and training facilities under resolution 845 (IX) of 22 November 1954: report of the Secretary-General (A/4196 and Add.1)

1. Mr. MAKKAWI (Lebanon) said that his delegation agreed with the views expressed at the previous meeting by the representative of Morocco concerning Ifni and Mauritania, by the representative of Yemen concerning Aden and by the representative of Indonesia concerning West Irian (Netherlands New Guinea).

GENERAL DEBATE

2. Sir Andrew COHEN (United Kingdom) paid tribute to the Chairman and members of the Committee on Information from Non-Self-Governing Territories for their report (A/4111), and also to the Sub-Committee which had prepared the second part of the report dealing with educational conditions in Non-Self-Governing Territories. That report had been transmitted to the Government of the United Kingdom, which would take into account the observations contained in it. He also thanked the Secretariat and the representatives of the specialized agencies concerned, particularly UNESCO and UNICEF, for the assistance which they had rendered to the Sub-Committee in its work.

3. He thought that by submitting their observations on the Committee's report, in particular with regard to the question of education, the Powers administering Non-Self-Governing Territories would facilitate the Fourth Committee's work. Before submitting his own delegation's comments on that report, he wished to put forward four general considerations. In the first place, education was the foundation of all advancement; that was particularly true at the present time, when the world was changing so rapidly. As the Prime Minister of India had recently said, accession to independence implied the creation of new values; and that applied especially to Asia and Africa, where, contrary to what had happened in Europe and America, educational and economic advancement had not paved the way for political advancement. He thought that the establishment of modern institutions, the desire for knowledge and even the spread of knowledge itself would not achieve positive results or lead to progress unless men and women were trained for the assumption of leadership in the life of their country; that was the role of education in all countries, and particularly in the young ones which, when they had attained independence, could make effective use of aid from abroad, whether technical or financial, only in so far as they possessed a body of indigenous administrative officials having an adequate measure of education and competence.

4. In the second place, educational problems were common to the whole world and arose in all countries, whether dependent or independent. Only a relatively small proportion of the 250 million children who,

according to a UNESCO report, still received no education at all were to be found in the Non-Self-Governing Territories, so that not merely the administering Powers but the whole world should be concerned in providing those children with a satisfactory education.

5. In the third place, he assured the Committee that, in the Territories administered by the United Kingdom, the control of educational policy was local. The policy of the United Kingdom Government had been to establish in those Territories, at the earliest possible opportunity, legislative and executive organs which would constitute the nucleus of an autonomous government. Whereas, in the past, decisions concerning education had been taken in London and more recently, despite the political advancement achieved in many Territories, had sometimes been influenced by the United Kingdom Government, there had been a complete change of attitude in the last fifteen years: responsibility for preparing and implementing educational policy had been transferred so fully to the governments of the Territories that the indigenous populations had divested themselves of any idea that decisions on the subject were made in London. The responsibility for decisions had first been shared and then, to an increasing extent, assumed by the local population. That change in attitude had been accompanied by a change in the functions of the advisers and the advisory committees by whom, for more than a generation, the United Kingdom's experience in the field of education had been communicated to educators in the overseas territories: advisers and committees had become observers capable of making a synthesis of the various theories and practices applied in widely different territories, and of transmitting the results to all. Today, administrators and educators had to see, in each Territory, not merely that educational policy rested on a sound basis, but that it was in line with the wishes of the population.

6. Fourthly, he was gratified that the indigenous populations were demanding education ever more insistently. Admittedly, the facts revealed that the indigenous inhabitants had not always welcomed the establishment of an educational system; in certain regions they had resisted it, in the belief that it was a threat to their traditional way of life; but they had gradually come to accept education, first for boys and later for girls, and had finally realized the need for a complete modern system of education. The demand for it had now become extremely strong. So long as available resources had more than sufficed to meet it, the problem had not been very acute; but today, in most cases, the demand far exceeded the economic and financial resources to hand. Hence the educational system had often had to be confined to the primary stage. But, however important the extension of free primary education to all children of school age might be, secondary, technical and higher education should not, now, be sacrificed to it. The United Kingdom had accordingly tried and was still trying to provide the Non-Self-Governing Territories with appreciable assistance in the form of advice, personnel and funds.

7. He would demonstrate the progress which had been made by quoting and circulating figures. Although this progress had not always been as great as his Government would have liked, taken as a whole, it was extremely encouraging and often exceeded the most optimistic expectations of ten years previously.

8. Education had developed in the Territories in the same way as in the United Kingdom. It had at first been organized by churches and voluntary organizations, to which he wished to pay a tribute. It had become apparent at a fairly early stage, however, that over-all plans must be drawn up in order to ensure more ordered development: departments of education had been established, legislation adopted, grants made and systems of inspection set up. The composition of the advisory committees supervising education had been modified as and when it had become possible to appoint larger numbers of educated persons to them. In order to assist the governments of the Territories which it administered in Africa, the United Kingdom had in 1923 established an Advisory Committee to advise the Secretary of State for the Colonies on educational questions; the powers of that committee had been extended in 1929 to cover all the Territories administered by the United Kingdom. At present, education was organized according to the level of political development attained in each Territory: most of them had a Minister responsible to an elected government, while in others a Director of Education was responsible to the Governor. In every case, the local population took part in the organization of education through the governing boards of educational establishments, local education authorities and advisory committees. In the period after the Second World War a transformation in education had taken place. New plans for the development of education at all levels had been formulated. The colonial office had built up a large staff of experts. Under the Colonial Development and Welfare Acts, substantial financial assistance was provided for education in the Territories: from 1946 to 1958, £13 million had been appropriated under that Act for primary and secondary education, more than £5 million for technical and vocational education, and over £10 million for higher education. Thanks also to much larger sums obtained locally, it had been possible to make progress in all sectors of education. Subsequent to the visits of two expert commissions and to a conference of educational experts held at Cambridge, a new policy had been worked out in Africa, where each Territory had applied its own educational development plan. Thus in Kenya, between 1946 and 1958, the number of primary schools had risen from 2,000 to 3,600 and their enrolment from 200,000 to 504,000. The number of intermediate schools had increased from 56 to 615, and their enrolment from 7,000 to 68,000; the number of secondary schools had risen from four to thirty-one, and their enrolment from 400 to 4,500. Over the same period, the number of qualified teachers had increased from 1,980 to 10,500, and the Territory's education budget, which had been £148,935 in 1946, had risen to £2,500,198 in 1958.

9. Turning to the problems connected more particularly with primary education, he emphasized that the final objective in all the Territories was free and compulsory education for all; but, owing to financial and personnel problems, several Territories did not feel that that objective was immediately attainable. Primary education had for several years been compulsory in certain districts of the British West Indies Federation, and since 1957 in Lagos, Nigeria; plans to enable all school-age children to attend school were being put into effect; in the Western Region of Nigeria, in particular, one of the biggest British

Commonwealth projects in the field of education had, despite very great difficulties, been started.

10. The number of pupils attending primary schools varied greatly according to the size of the Territory, its financial position, its stage of political development, the density of its school-age population, and its climate, races, tribes and religions; but in general, primary school attendance had greatly increased between 1953 and 1958: it had risen by 114 per cent in Jamaica, 157 per cent in Northern Rhodesia, 179 per cent in Kenya and 242 per cent in the Western Region of Nigeria.

11. The primary education course likewise varied in length from Territory to Territory, but usually lasted between six and eight years; the six-year course was becoming increasingly popular, and had been adopted in many Territories. As a general rule, a child entered primary school at the age of six and left it at the age of twelve or thirteen; but in a certain number of Territories with limited educational facilities, it sometimes happened that children did not enter school until they were seven or eight or, for various reasons, could not complete their primary schooling before the age of sixteen or seventeen. However, on the whole, the age of admission to primary school was becoming lower.

12. The number of girls enrolled in primary schools was steadily increasing but was still smaller than that of boys. In Territories where general school attendance was high and education free or universal—as in the Caribbean Islands, the Asian Territories, Mauritius and the Fiji Islands—the difference between the number of boys and of girls attending primary school was not so great. In Africa the proportion was about one girl to every two or three boys in school. That disparity was mainly due to the inferior status which women had had and to the fact that people preferred to employ men, although things were changing. The attitude to girls' education had been changing in all the Territories, but no one could hurry the process of a child growing from six to sixteen years of age. And so it was only now that a reasonable number of adult educated women were emerging to take their places in society. Between 1953 and 1958, the number of girls attending primary school had increased considerably in all the Non-Self-Governing Territories under United Kingdom administration: it had risen by 113 per cent in Jamaica, 174 per cent in Northern Rhodesia, 220 per cent in Kenya, 295 per cent in the Eastern Region of Nigeria and 369 per cent in the Western Region.

13. In all Territories, girls could attend secondary schools, study for the Cambridge Overseas School Certificate and go on to institutions of higher education; there were sixty-five women students at the University of Nigeria and fifty-eight at University College at Makerere, West Africa; and the figures were much higher for the universities of the West Indies and Hong Kong. Moreover a larger number of women were entering the teaching profession and going abroad to continue their vocational education. He also welcomed the considerable increase in the number of women taking adult education courses; they were thus acquiring knowledge fitting them for fuller participation in the life of the community.

14. There were three types of primary schools: state schools, subsidized schools, and non-subsidized

private schools; in some Territories there were also community schools administered by local committees. The quality of instruction given by the non-subsidized private schools varied greatly, but in the majority of Territories all the schools, irrespective of type, were subject to registration and inspection. In many Territories there was a tendency to put all schools in a single area under the supervision of a local education authority which was independent of the central authorities and took certain measures on its own responsibility. Such local control was more effective than remote control by the Administration, and from the financial point of view made it possible to speed up the development of primary education, because the local education authorities were in a better position to encourage the inhabitants of their communities to put up funds for the schools. In Uganda, the local education authorities were assisted by representatives of the government of the Territory and by voluntary organizations. In most of the Territories under United Kingdom administration, the majority of primary schools were operated by missions or voluntary organizations, with ever-growing financial assistance from the public authorities.

15. A fully integrated educational system contributed greatly to the development of a feeling of national unity, particularly in multiracial countries. The United Kingdom was accordingly endeavouring to promote the integration of educational systems in all the Non-Self-Governing Territories which it administered. Integration involved no difficulties in certain Territories such as Nigeria and Sierra Leone; the same was not, however, true of Territories where different ethnic groups lived side by side, as they did in Kenya, Singapore and Hong Kong. Difficulties arose mainly as a result of differences in language, culture and traditions. However desirable integrated education might be for political reasons, children should not be given an education too foreign to their normal environment. Progress could not therefore be rapid. Concrete progress had, however, been made or would soon be made as regards the integration of primary and secondary education in several Territories, including Kenya, Uganda and the Fiji Islands. Higher educational establishments were open in all Territories to all students without distinction as to race.

16. School curricula and textbooks were carefully adapted to the special needs of the different Territories. In Territories other than the British West Indies where the population spoke only English, the vernacular was generally used as the medium of instruction in the lowest classes in primary schools. In Moslem schools, Arabic was taught in addition to the vernacular and English. In most Territories, English was taught from the second or third year and became the medium of instruction in the higher classes. In the Far Eastern Territories, English and Chinese had an equal place in education.

17. In almost all the Territories the teaching staff were trained in local teacher-training colleges or in such colleges in neighbouring Territories. Differences in remuneration and conditions of work as between teachers in the various types of schools in a given Territory were gradually being eliminated.

18. During recent years, secondary education had been developed to a quite remarkable extent in all the Territories. Thus from 1953 to 1958 the number of students in the secondary schools had increased by

more than 200 per cent in British Guiana, Nyasaland and Uganda, by more than 300 per cent in Northern Rhodesia and by more than 700 per cent in the Western Region of Nigeria. The main restricting factors in that respect were the high cost of secondary education and the shortage of teachers. Secondary education was not designed solely to prepare for higher education; its main purpose was to give young people an education and to provide them with knowledge which would enable them to play an important part in the life of their community. The content of such education must therefore be adapted to the conditions peculiar to each Territory. With that end in view, the secondary school curricula in the various Territories were under constant review, particularly locally and regionally, with the assistance and advice of competent bodies in the United Kingdom. However, if secondary education was to fulfil its purpose, adequate numbers of qualified teachers must be available. None of the Non-Self-Governing Territories administered by the United Kingdom was yet in a position to turn out the teachers it required for its secondary schools. Such teachers had therefore to be recruited elsewhere, and the problems arising in that connexion were under constant review. Those problems had been studied at the Commonwealth Education Conference held at Oxford in July 1959. Each year the United Kingdom sent more than 2,500 teachers to its Territories, and the United Kingdom Government would endeavour to increase that number in the future.

19. He then outlined the main stages in the development of teacher-training facilities in the Non-Self-Governing Territories administered by the United Kingdom. After improvisation at the outset, teacher-training courses lasting one or two years had been organized in various secondary schools. That procedure had become inadequate as a result of the swift increase in the number of students; small teacher-training colleges had then been set up, usually attached to existing secondary schools. Apart from those facilities, future teaching staff could be trained at various institutions in the United Kingdom and in the other Commonwealth countries. After the Second World War teacher-training had developed swiftly; large teacher-training schools had been set up, with higher admission requirements; in addition, various steps had been taken to give additional training to teachers already exercising their profession. From 1953 to 1958 the number of students in teacher-training colleges had increased by some 200 per cent in the Western Region of Nigeria and in Jamaica, by nearly 300 per cent in the Eastern Region of Nigeria and by more than 400 per cent in Hong Kong. The demand for teaching staff in the Territories at the present time was unprecedented. As it could not be satisfied by recruiting teachers overseas, the majority of teaching staff had to be trained locally. After consideration of the question at the Commonwealth Education Conference, the United Kingdom and other countries of the Commonwealth had agreed to provide Non-Self-Governing Territories with substantial assistance for that purpose.

20. The result of the economic development of the Territories had been that their needs as regards technical and vocational training had increased constantly. In many Territories there were vocational schools providing three-year courses followed by two years of training on the job. The development

of technical training establishments and technical secondary schools was being actively pursued in all Territories. Higher technical education was given in colleges of arts, science and technology; the Nigeria College had at present 873 students and it was expected that the number would reach 1,250 in 1962. The United Kingdom had, over an eight-year period, provided £3 million to finance those colleges. For agricultural training there were several schools of agriculture, the largest of which was the Imperial College of Tropical Agriculture in Trinidad; vocational training was also carried out by many specialized departments.

21. Higher education in the Territories was designed to train an élite capable of assuming the responsibilities of self-government. The assistance furnished by the United Kingdom Government and universities had led to considerable progress being made in that respect. In 1946 there had been only one university in all the British Territories, in Hong Kong. Today, in addition, there were five university colleges, and the establishment of two full universities was being considered. The number of students at the Makerere University College, to cite only one example, had increased from 237 in 1950 to 823 in 1958. The main consideration in establishing the university colleges had been to ensure a high academic standard. As that was a costly operation, it limited the number of university colleges which could be set up in the Territories; but that policy had been amply justified by the prestige which the university colleges enjoyed throughout the world. The United Kingdom Government had so far provided some £12 million for those educational facilities in the Territories and it had promised a further £5 million for the period from 1959 to 1964. In order to ensure the maintenance of a high academic level in the university colleges in the Territories, the students had to meet the standards set by the University of London and, in the case of medical students, the standards set by the General Medical Council of the United Kingdom.

22. In order to ensure that the teaching staff in the university colleges in the Territories was of high quality, vacancies were filled on a competitive basis and all candidatures were examined by committees of independent experts. To enable indigenous inhabitants to qualify for such appointments, a scheme under which highly gifted indigenous students would be able to obtain the necessary education in universities in the United Kingdom and the United States had been prepared and approved. The courses offered in the university colleges of the Territories took local conditions into account and covered a steadily increasing number of subjects. Where necessary, the requirements for admission to the colleges were based on the level of secondary studies in the Territories concerned. The universities and colleges in the Territories were regarded as part of the family of Commonwealth universities, and their representatives took part in all Commonwealth university conferences.

23. Emphasizing the importance of adult education in all Territories in process of development, he said that the United Kingdom, like the United Nations, attached particular importance in that connexion to community development which, by drawing on individual initiative and mutual assistance, helped greatly to broaden the horizons of the community and to enrich the lives of its members. Since his delegation

had furnished information on that subject at the thirteenth session, he proposed to refer more particularly to the opportunities offered to adults to assist them in bridging the gap between their traditional environment and the modern world, in an age of rapid development. Anti-illiteracy campaigns were widely used for that purpose. However, such campaigns were a temporary form of activity which would disappear when primary education became universal, and the Governments of the Territories were therefore also endeavouring to develop other aspects of fundamental education. Thus, especially in the urban areas, there was an increasing number of evening classes on the most diverse subjects, and also practical and technical courses. The Kampala Technical Institute in Uganda had organized over eighty courses for adults, while the courses offered by the Evening Institute at Hong Kong in recent years had included sixty-two English courses, twenty-two general education courses and thirty-three practical courses. The movement was also spreading in the villages, where women's clubs were particularly active.

24. The scope of the adult education programmes was indicated not only by the range of subjects taught and the increasing number of persons attending courses, but also by the diversity of the methods used. The central government education department was generally responsible for adult education. However, the agricultural department could also take the initiative in the matter, for example, by organizing agricultural extension services. The universities also played a part and several of them had set up extra-mural departments, which was an indication of the increasing importance they attached to adult education. They also organized summer and week-end schools, lectures, broadcast talks, etc. Makerere University College had offered 78 regular courses for adults in 1957-1958 and the University College of Ibadan 108. Over 6,000 persons attended the lectures organized by Makerere College. Such extra-mural activities, which were largely experimental and broke new ground, were not intended to enable part-time students to acquire diplomas or degrees, but to give thousands of persons an opportunity to increase their knowledge. The universities also benefited from such contacts, which often gave them a better understanding of the area in which they were situated.

25. Many business organizations, like the mining companies in Northern Rhodesia and the oil companies in Brunei, also took steps to promote adult education. The British Council, a public body financed by the United Kingdom Government, had branches in many Territories and sought to develop adult education by various means, sometimes independently, sometimes with the aid of the local authorities. Reference should also be made to the influence of the libraries, especially rural libraries, and the impetus given to knowledge of the arts by means of exhibitions, concerts and theatrical performances.

26. All those activities were essentially within the competence of the territorial authorities, but the United Kingdom Government was always ready to give them advice and guidance, in particular through education experts serving under the Secretary of State for the Colonies. Moreover, for the past eleven years it had organized summer courses on adult education in the United Kingdom for students from Overseas Territories. The courses, given with the

collaboration of various universities and of the Workers' Educational Association, were financed under the Colonial Development and Welfare Acts.

27. Although the Territorial Governments were doing their best to develop their own educational facilities, it was obvious that even the largest Territories could not hope to offer as wide a range of opportunities as the metropolitan countries. In some cases that difficulty had been overcome by the establishment of regional institutions. Nevertheless, a great many students from the Non-Self-Governing Territories had to apply each year to universities and other higher educational establishments in the United Kingdom, where in 1958-1959 there had been 11,200 students from overseas, including 2,100 holders of scholarships financed by the Territorial Governments, the Colonial Development and Welfare Acts, the British Council or voluntary organizations. Special measures were taken, in particular by the British Council, to ensure the welfare of students.

28. The Commonwealth countries had given invaluable aid, which would be further increased as a result of the decisions taken at the Commonwealth Education Conference recently held at Oxford. At the conference, the Commonwealth countries had approved a scheme for the award of 1,000 scholarships to Commonwealth students, and the Non-Self-Governing Territories would receive a generous share of these. The United States also played a part in the mutual assistance scheme: 5,270 young people from Territories administered by the United Kingdom were at present studying in the United States and Canada. The United Kingdom and the Governments of the Territories concerned were extremely grateful for that aid.

29. He had endeavoured to give a complete picture of the United Kingdom's efforts to promote education in the Territories under its administration. Education was a universal problem which was not automatically solved by independence, but which was particularly pressing in the Non-Self-Governing Territories, where the introduction of a sound educational system was one of the most certain foundations of future prosperity. The United Kingdom did not claim that it had done more than help the people in its Territories to achieve appreciable progress. It knew that much remained to be done. Some delegations might be tempted to quote figures to show that high illiteracy rates remained but the Non-Self-Governing Territories were no worse than many independent countries. Illiteracy could not be eradicated overnight; it would take many years—in some cases a whole generation—to reduce its rate significantly. One might admire the achievements of the USSR in Central Asia or of the United States of which they could be justly proud; but they had vast resources, whereas the United Kingdom was working in Territories whose means were still very limited, despite the strenuous efforts made to further their economic development. The educational drive of the last fifteen years in the Territories for which the United Kingdom was responsible would be considered a great achievement in the eyes of history.

30. He paid a tribute to all those responsible for those achievements—the staff of the universities, officials of the home and overseas educational services, missionaries, professional teachers' associations, and above all, the teachers, who did their work

with devotion and enthusiasm, often under very difficult conditions.

31. Mr. ZABLOCKI (United States of America) said that his delegation had studied carefully the reports of the Secretary-General (A/4192) and of the Committee on Information from Non-Self-Governing Territories (A/4111). They revealed not only the advances made in the economic, social and educational fields, but also the magnitude of the effort still required to provide a satisfactory basis for the political institutions rapidly being developed in most of the Territories.

32. Since the Secretary-General's report did not contain any essentially new material, his delegation still felt that there was no need for an exhaustive study of it. The Committee on Information could perfectly well examine it as part of its ordinary work at its next regular session—as indeed it had itself proposed.

33. The Committee on Information was to be congratulated on the way in which it had carried out its task at its tenth session, and both the Members administering Territories and the elected members of the Committee deserved praise for their contribution to the harmony which had prevailed. Much of the credit for the good work accomplished was due to the Chairman and the Rapporteur, the Chairman of the Sub-Committee, the experts advising the delegations of several of the administering Members, and the representatives of the specialized agencies, to say nothing of the tireless devotion of the Secretariat. The United States was well satisfied with the report of the Committee on Information, as being an objective and comprehensive statement of the views expressed at the tenth session. It also endorsed the report on educational conditions in Non-Self-Governing Territories drafted by the Sub-Committee, and would vote in favour of the draft resolution contained in annex II to part one of the report.

34. As the Sub-Committee's report (A/4111, part two) pointed out, educational advancement of the inhabitants was increasingly regarded as of great importance in the Non-Self-Governing Territories, and there had been an appreciable expansion of educational facilities in many of them. The United States delegation considered the facts set out in the report to be of considerable consequence and commended the Administering Members for their demonstrated concern for the welfare of the peoples they governed. However, it agreed with the conclusions of the Sub-Committee regarding the need to accelerate the pace of educational advancement, since the demand for education far outstripped the means of satisfying it, and both social improvement and economic development were dependent upon a rise in the general level of education.

35. If the problem was regarded quite objectively, it must of course be recognized that it did not arise solely in the Non-Self-Governing Territories. Once that was taken into account, analysis and criticism of educational conditions in the Non-Self-Governing Territories was more likely to be constructive. At the same time, it should not be used by the Administering Powers as an excuse for not applying themselves vigorously to the development of the best possible educational facilities in the areas they governed.

36. His delegation had been pleased to note the steady progress made in all directions. The rate of progress might vary widely from Territory to Territory, since after all the cultural, historical, economic and geographical backgrounds also differed greatly.

37. In view of the frequency with which reference was made to the passionate craving for knowledge among the indigenous peoples of Non-Self-Governing Territories, it was interesting to note the statements made by the representatives of the United Kingdom and Australia at the tenth session of the Committee on Information to the effect that the craving did not exist everywhere and was not always of the same intensity. In some situations, the Administration apparently had had to urge the need for education on the inhabitants. Care must be taken to ensure that the facilities for education were not confined to a mere minority, and it was the responsibility of the administering Powers to see to it that a proper balance was maintained.

38. The United States had welcomed the opportunity of participating in the work of the Committee on Information from Non-Self-Governing Territories, and benefiting from the encouragement and criticism expressed in the Committee. It also welcomed the opportunity of taking part in co-operative regional efforts in education, as was evident from the fact that the United States Commissioner of Education had attended the recent session of the South Pacific Commission in Australia.

39. At the tenth session of the Committee on Information, the United Kingdom representative had referred to the importance of the educational role which could be played by organizations of teachers. The experience of the United States had been similar. In the Territories it administered, such organizations had at first concerned themselves mainly with matters relating to pay and working conditions, but had tended more and more to work industriously for the development of a sound educational system.

40. The United States delegation welcomed the importance given by the administering Powers in their programmes to adult education as an essential factor in the eradication of illiteracy. In times of rapid change in the way of life of people, such as the present, it was more urgent than ever to give adults an opportunity through extension work, community schools, evening classes and mass communication media to maintain in some degree their position of leadership and their status as respected elders in the community.

41. In closing, he wished to make a few remarks on the conduct of the Fourth Committee's work. His delegation deplored the tendency to exaggerate the importance of the divisions inevitably to be found in a group of such size and complexity of membership as the Committee. The lot of the peoples of the Non-Self-Governing Territories was more likely to improve if the administering Powers were encouraged to work closely with the Committee on Information rather than discouraged by over-zealous criticism, however well-meaning.

42. Mr. ESPINOSA Y PRIETO (Mexico) recalled that at one time the administering Powers had been unwilling to open the debate on the situation in the Non-

Self-Governing Territories; but now that Sir Andrew Cohen was a member of the Committee, it could always count on hearing, at the start of the general discussion, an informative statement likely to be helpful to the other members in their work. His dele-

gation thanked the United Kingdom representative for his interesting report. It hoped to take part in the debate at the next meeting.

The meeting rose at 5.5 p.m.