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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)

GENERAL DEBATE (continued)

1. Mr. CAMPOS (Brazil) said that the Committee should now decide on the method it was to adopt for the examination of the long, detailed and interesting report which the Secretariat had prepared^{1/} in pursuance of resolution 932 (X) of the General Assembly which wished to "ascertain the extent to which the peoples of the Non-Self-Governing Territories are advancing towards the attainment of the goals set in Chapter XI of the Charter" (resolution 932 (X)). At its thirteenth session the General Assembly, by resolution 1332 (XIII), had asked the Committee on Information from Non-Self-Governing Territories for its suggestions on that question. In its report (A/4111), the Committee had not been able to come to a final conclusion and had simply stated the views of its members. In that Committee his delegation had voted in favour of a thorough study of the report (*ibid.*, part one, para. 60). Its position had not changed: it considered that the General Assembly could not confine itself to taking note of the report, even if the report contained nothing new. Though it was undoubtedly valuable to have a report which contained a large number of facts covering the economic, social and cultural development of more than fifty Territories embracing altogether more than 115 million inhabitants, the General Assembly had not had in mind a purely academic study only. The report should be considered in the spirit of resolution 932 (X), i.e., in the light of the provisions of Chapter XI of the Charter, which established the principle that the interests of the inhabitants of Non-Self-Governing Territories were paramount and gave to the Administering Powers the sacred trust of promoting their well-being. His delegation was opposed to the setting up of a special committee and considered that the task should be entrusted to the Committee on Information from Non-Self-Governing Territories, whose experience and methods would ensure excellent work. It realized, however, that the Committee's terms of reference were limited and would probably not permit it to direct its work along the lines of resolution 932 (X). As it was not possible to widen the scope of the Committee on Information, his delegation appealed to the administering Powers to co-operate closely with the Committee should the need arise: such voluntary action could be of great assistance in the detailed analysis of the report for the purposes envisaged by the General Assembly.

2. His delegation endorsed the report of the Subcommittee on educational conditions in Non-Self-Governing Territories (A/4111, part two). It wished

^{1/} For the complete list of documents contained in the report, see document A/4192, annex.

Chairman: Mr. L. N. PALAR (Indonesia).

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- Information from Non-Self-Governing Territories transmitted under Article 73e 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);

to stress, however, how important it was for the administering Powers to increase their activity in the field of education, which was given special mention in the provisions of the Charter on Non-Self-Governing Territories. Furthermore, any serious study of educational conditions must be based on the most recent statistics. Some of the statistics transmitted to the Committee on Information at its last session referred to conditions before 1950. His delegation hoped that that state of affairs would be remedied in 1962, when the Committee resumed consideration of the question. Lastly, an aspect of the problem which was a source of constant concern to his delegation was that of racial segregation in the schools of various Non-Self-Governing Territories, particularly in Africa. His Government hoped that the administering Powers would try to encourage in every way the establishment of multiracial institutions, thus observing the principles of the United Nations Charter, which forbade any distinction as to race, sex, language or religion.

3. Turning to the question of the transmission of information from Non-Self-Governing Territories, he expressed his delegation's thanks to Australia, the Netherlands, New Zealand and the United States for the information they had given on the political and constitutional development of the Territories they administered and hoped that their good example would be followed by the other administering Powers.

4. The United States had announced that it would cease to transmit information concerning the territories of Alaska (A/4115) and Hawaii (A/4226), which had become States of the Union, and France had made the same announcement with regard to French West Africa, French Equatorial Africa, Madagascar, French Somaliland, and the Comoro Archipelago (A/4096 and Add.1), which now formed part of the French Community. The French Government's statement on that matter was in full accordance with the provisions of General Assembly resolution 1051 (XI) on the cessation of the transmission of information. Nevertheless, the French decision had a bearing on a problem with which the General Assembly had been concerned since 1957 and on which it had adopted two resolutions (1153 (XII) and 1330 (XIII)): namely, the effects of the association of Non-Self-Governing Territories with the European Economic Community. As a result of the constitutional development of the territories formerly administered by France, there were now only three Non-Self-Governing Territories—the Belgian Congo, Netherlands New Guinea and the New Hebrides—which formed part of the European Economic Community. That being so, his Government, while still attaching great importance to the question, thought that it should perhaps be formulated in wider terms which would go beyond the powers of the Fourth Committee but would embrace all the African countries associated with the European Economic Community whatever their status.

5. Turning to the report prepared by the Secretariat on the association of Non-Self-Governing Territories with the European Economic Community (A/4197 and Corr.1), he noted that according to its authors the summary nature of the report was to be attributed to the lack of information on the new developments about which the Assembly had requested information in resolution 1330 (XIII). It was likely that such information would tend to become more scanty as a result

of the above-mentioned constitutional developments. It was encouraging, however, to see that the Secretariat's brief report was based in particular on the note from the Commission of the European Economic Community communicated by the representative of France and on the regulation of the Commission of the European Economic Community establishing the methods of operation of the Development Fund for Overseas Countries and Territories. If the States members of the European Economic Community supplemented that information in 1960, after the new provisions of the Treaty establishing that Community had gone into force, they would render a great service to the United Nations.

6. At the thirteenth session of the General Assembly, he had explained the reasons why his country was concerned about the future of peoples who did not enjoy full political independence (826th meeting). He had stressed, in general terms, the close connexion between the colonial problem and the problem of economic under-development. It so happened that the regions which did not enjoy full political independence were for the most part situated in tropical or subtropical zones which, from the geographical point of view, corresponded to large areas of Latin America. The populations of those regions, in three continents, lived mainly from the cultivation of primary products, which they endeavoured to exchange for the capital equipment which was essential for their economic development. The Treaty establishing the European Economic Community had recently given to a considerable number of Territories in the tropical zone of Africa the possibility of belonging to a new international economic organization, through which they would obtain access to larger and larger markets in a group of highly industrialized countries, while tariff barriers would gradually prevent other countries producing primary products from entering those markets. In short, the European Common Market implied an extension of the system of colonial preference. He had admitted, at the thirteenth session, that the Treaty would be bound, in the long run, to have a beneficial effect on the world economy. In the immediate future, however, it was likely to result in limiting the possibilities of outlet for primary products, and thus being prejudicial to the establishment of satisfactory prices in that sector. Similarly, during the interim period, a change in the direction of movements of capital might slow up the rhythm of capital formation—of cardinal importance for economic development—in the under-developed regions outside the preferential system. It was the duty of the United Nations to study that problem thoroughly in order to ensure that the imbalances in international relations caused by the establishment of economic associations did not become permanent and did not hinder the development efforts undertaken in the under-developed regions, for that would be contrary to the Preamble of the Charter, which laid upon all Member States the obligation to promote the economic and social advancement of all peoples.

7. The General Assembly, in its resolution 1330 (XIII), had expressed its misgivings about the possible effects of the Treaty establishing the European Economic Community not only by requesting the Secretariat to study the situation and inviting the administering Powers concerned to transmit information on the matter, but by adopting resolution 1329 (XIII) inviting the Administering Members to examine

the advisability of adopting in the Non-Self-Governing Territories an investment policy which would ensure balanced economic development and the progressive increase of the per caput income of the inhabitants of those Territories (resolution 1329 (XIII)). In that connexion, he thought it useful to recall briefly the efforts made in Latin America to promote integrated economic development as speedily as possible and on a sound basis. The core of those efforts was industrialization in its broadest sense, i.e., as a process making it possible to increase productivity in all sectors of the economy through the adoption of modern production methods. The countries of Latin America had realized that their economies were largely complementary; hence all their activities were directed towards the goal of economic integration; the economic union of the Central American countries and the recent agreement establishing a system of transfers of balance of payments settlements of a group of South American countries in order to liberalize regional trade were the first steps in that direction. That was the objective of the movement known as "Pan-American Operation", which envisaged the mobilization of all the resources of American countries in order to raise the per caput income of the peoples of the region rapidly to levels corresponding to the possibilities afforded by modern technology. Pan-American Operation was inspired by the same principles as resolution 1329 (XIII) relating to Non-Self-Governing Territories, which had been submitted by Brazil and adopted by the General Assembly in 1958.

8. Mr. ABIKUSNO (Indonesia) said that for reasons of courtesy he had not wanted to interrupt the representative of Brazil when he had mentioned West Irian (Netherlands New Guinea) among the territories associated with the European Economic Community. West Irian was an integral part of Indonesia.

9. Mr. QUAISON-SACKEY (Ghana) said that he would restrict his comments to several points which should be made clear to the Fourth Committee.

10. His delegation considered that the principal objective of education in the Non-Self-Governing Territories should be to establish conditions conducive to a fuller life and, above all, to rapid advancement towards the attainment of self-government and independence, objectives laid down in Article 73 of the Charter. The administering Powers' educational policy should therefore be designed to train leaders, to raise the level of living of the people and to lay the foundation for stability and progress which would be maintained even after independence had been attained. For that, what was needed, even more than a firm purpose, was that the countries which were preparing to enter the international community should possess competent administrators.

11. During the discussions on educational conditions in the Non-Self-Governing Territories, his delegation had felt great concern about the discrimination that was practised in educational matters in some Territories. That situation had been a cause of concern to the Committee, too; in 1950 it had emphasized the primary importance of equality of access to instruction and again, in 1953 and 1957, it had stated that the principle of non-discrimination was an essential element of education. He quoted an article which had appeared in the American publication, Current History, according to which the funds allocated to the

education of European children in Northern Rhodesia and Nyasaland were approximately equal to those allocated to the education of African children, although there were about 300 African inhabitants to every European in the region.

12. His delegation was glad to note the continued expansion of primary schooling. In a number of Territories, the proportion of children from six to fourteen years of age attending primary school was 61 per cent. Unfortunately in many Territories that proportion was still very low: 6 per cent in Gambia, 8 per cent in Sierra Leone, 24 per cent in Bechuanaland and 26 per cent in Madagascar. Yet it was obvious that the future of education in the Non-Self-Governing Territories depended on the scope and value of primary education, which depended in turn on the training of qualified teachers. Moreover, apart from formal education, mass education programmes should be organized in the rural regions. Programmes of that type had given excellent results in Ghana, making it possible to improve housing, community development and basic professional aptitudes. Ghana would be glad to give any administering Power that was interested the benefit of its experience in that field. With regard to secondary education, his delegation was glad to note the diversification to which the UNESCO report referred, in particular the establishment of technical and vocational schools—the importance of which had been stressed in the FAO study—and the substantial increase in the number of pupils. Nevertheless, it was essential that in certain territories the curricula should be adapted to local conditions and needs. The vernacular language should be studied on equal terms with that of the metropolitan country, and history and local traditions in such matters as domestic economy, manual labour and agriculture should be included in the programmes. Furthermore, a greater number of primary school pupils should proceed to secondary schools. The average proportion was still only 4 per cent in most of the Territories, although 25 per cent would be a reasonable goal.

13. Considerable, though still inadequate, progress had been made in higher education: between 1954 and 1957 seven university colleges had been established in Non-Self-Governing Territories and there were plans to open two more in East Africa. Most of the students held scholarships or were subsidized by the Government, and owing to the low income of the indigenous population that would be the case for some time to come.

14. Education in public health was also of great importance but there again a great number of specialized personnel were needed to deal with the problem. The report submitted to the Committee on Information from Non-Self-Governing Territories in that connexion was discouraging: at the present rate and without taking into account natural population growth, it would be fifty years before the Non-Self-Governing Territories would have one doctor for every 10,000 inhabitants. He appealed to the Administering Powers to speed up the training of nurses, mid-wives and medical personnel in order to meet at least the essential needs of the Territories they administered.

15. The Sub-Committee's report (A/4111, part two) stressed the importance of participation by the indigenous inhabitants in the formulation and implement-

ation of education policy. Without that participation, the administering Powers' plan in the field of education would lack the necessary impetus for their achievement. Nevertheless, since 1953 the extent to which the indigenous inhabitants participated in the management of their own affairs, and consequently their effective participation in the formulation of education policy, had increased considerably: in the Territories which formulated their own policy, education had expanded rapidly and had been successfully adapted to local conditions, as was clear from paragraph 27 of the Sub-Committee's report.

16. Commenting on social and economic conditions in the Non-Self-Governing Territories, he requested the administering Powers to redouble their efforts in the campaign against juvenile delinquency and to continue their activities in the field of community development. In that connexion, he was pleased to note the action taken by Administering Powers in French Equatorial Africa, Madagascar, the Territories in the Pacific, and Uganda. He also stressed the need for providing appropriate low-cost housing for the indigenous population in order to meet the rapid expansion of urban centres.

17. The accelerated development in the economic and social fields and in education in nearly all the Non-Self-Governing Territories depended on the formation of an enlightened and enthusiastic public opinion, which alone could produce the demand, the incentive and the confidence which were essential to general and wide-spread progress. Such public opinion could only exist if the population participated actively and positively in all phases of development: planning, management and implementation. That idea, incidentally, was expressed in the report on the progress achieved by the Non-Self-Governing Territories in pursuance of the provisions of Chapter XI of the Charter (A/4192, para. 103). His delegation also felt that the link between the participation of the inhabitants in the management of public affairs and economic, social and educational advancement was primarily political. That link, which it had formerly been difficult to discuss without becoming embroiled in controversies over competence and procedure, was now being considered more often and more freely. Such a concession to reality had been inevitable, as it largely reflected the changes that had taken place in the Territories themselves, where governmental powers were, to a varying extent, being transferred to the indigenous peoples, a process which had a profound effect on the planning and implementation of programmes of economic, social and educational development. As a result, the peoples had an increasing sense of participating in the building of their country. The objective should be, as Sir Andrew Cohen, the United Kingdom representative, had said at the previous session, to help the Territories and their people "to advance smoothly towards nationhood". His own country was an illustration of the fact that it was only when all the inhabitants of a Territory felt that they were working to build their country that legislative and administrative measures could be taken to accelerate economic, social and educational development. In Ghana, the first real progress had begun on the day when the people knew that independence was a certainty. Events seemed to be following the same course in several Non-Self-Governing Territories that were to attain independence in the near future, as, for example, the Federation of Nigeria, the

British West Indies and, no doubt, Uganda. The situation would probably be very similar in the French Territories which now enjoyed a large measure of self-government. On the other hand, where the people had no sense of building their own country, economic and social advancement was slow and difficult. Evidence of that was provided by Nyasaland, for instance, which had an essentially agricultural economy and whose population of 3 million persons, most of whom were Africans, was sufficiently large for independent existence. The information on Nyasaland transmitted by the United Kingdom under Article 73 e of the Charter certainly indicated progress, but a basic element seemed to be lacking in the life of the people who appeared to be untouched by the wave of economic, social and educational progress that was sweeping the African Territories which were certain of their future. The purely technical information on Nyasaland painted a cheerless picture of a Territory in which conditions were, if not actually stationary, showing no sign of active improvement, and it could hardly be considered one of the Territories that were "advancing smoothly towards nationhood". He hoped that the information for 1958 and 1959, which had not yet been transmitted, would be more encouraging, despite the serious disturbances that had recently taken place. He did not propose to discuss those incidents in detail, but was concerned at their possible effect on the situation in the Territory and on economic, social and educational development. It was to be feared, moreover, that the suppression of the political movement that had had the support of the bulk of the population, the imprisonment of its leaders and the prolonged state of emergency might set back or even seriously disrupt the economic and social advancement that was already under way. It seemed possible that the imprisoned Africans might include not only persons whom the population regarded as its leaders and guides, but also teachers, farmers, officials and others on whom the economic and social services of the Territory largely depended. What action could and would be taken to restore the people's confidence, to set a goal for the country's future development which the population would understand and support, in other words, to help the Territory advance smoothly towards nationhood?

18. His delegation was aware that the right of petition had not been granted to the inhabitants of Non-Self-Governing Territories, but it wished to know whether any communications had been sent by indigenous inhabitants of Nyasaland, or of other Non-Self-Governing Territories, regarding the situation in their Territory, either to the Secretary-General or to the Organization itself, and if so, whether the Secretariat could provide the Committee with a list indicating the nature and origin of the communications. In conclusion, he expressed his concern at the refusal of Portugal to transmit information on its African colonies and said that his delegation would make a separate statement on that matter. He nevertheless urged the Portuguese representative to recommend his Government to review its policy in Angola in order to enable that Territory to attain independence.

19. Miss BROOKS (Liberia), Mr. TOURE (Guinea) and Mr. ALWAN (Iraq) supported the proposal made by the Ghanaian representative and requested that the Secretariat should make available to the Committee all the information communicated to it by inhabitants

or groups of inhabitants of Non-Self-Governing Territories, as that information might be of such a nature as to influence the course of the general debate.

20. Mr. KUNST (Secretary of the Committee) said that, if the Committee so desired, the Secretariat would be prepared to provide a list of the communications it had received, together with an indication of their contents.

21. Mr. KELLY (Australia) said that the request just made raised a fundamental legal issue on which the Secretary of the Committee would doubtless seek the advice of the United Nations Legal Counsel. The Charter clearly granted the right of petition to inhabitants of Trust Territories but not to those of metropolitan or Non-Self-Governing Territories, over which Member States were sovereign. The issue was therefore very important, for, if the letter of the Charter ceased to be strictly respected, a precedent would be created which would have a bearing on the capacity of the inhabitants of Member States to address petitions to the United Nations with respect to matters essentially within the domestic jurisdiction of Member States. The request raised important political and constitutional questions that affected all Member States, which were all equal and had equal responsibilities and rights. Acceptance of the request made by some delegations might have the effect of undermining the rights of Member States, and the Committee should consider carefully any proposal amounting to a departure from the Charter.

22. Sir Andrew COHEN (United Kingdom) supported the views of the Australian representative and requested the Committee to postpone a decision for a few days.

It was so decided.

23. Mr. VENKATARAMAN (India) said that, if the examination of information transmitted under Article 73 e of the Charter was to be fruitful, it must be undertaken in the light not only of the provisions of Article 73 e, but also of all the objectives laid down in Chapter XI of the Charter. Article 73 proclaimed the principle that the interests of the inhabitants of the territories which had not yet attained a full measure of self-government were paramount and also that a sacred trust devolved upon the administering Powers. Under Article 73 b, the administering Powers had an obligation to develop self-government, to take due account of the political aspirations of the peoples, and to assist them in the progressive development of their free political institutions. Consequently, while it was true that the information referred to in Article 73 e related only to economic, social and educational conditions, it did not follow that in examining that information no attention should be paid to the political advancement of the people. As social, cultural, economic and political affairs were clearly interrelated, it was now no longer sufficient to refer to isolated economical or social advances or to the establishment of a few educational institutions. In an editorial in The New York Times of 25 November, Sir Ronald L. Prain, Chairman of the Rhodesia Selection Trust, perhaps the most powerful copper combine in Africa, was quoted as saying in his annual report: "That economic development alone will prevent the emergence of political problems has been amply demonstrated in other African Territories to be a fallacy." In recent months, serious disturbances

had broken out in the Belgian Congo, Nyasaland and other Territories. The Parliamentary Commission of Inquiry sent to the Congo by the Belgian Government had earlier this year attributed the disturbances, *inter alia*, to the low level of human relations, to the disparity of remuneration between Europeans and indigenous persons, to the arbitrary and discriminatory labour legislation and to the slow pace of political reform. Hence it was obvious that the oft-proclaimed social, economic and cultural development of the Territory had not been adequate to meet the demands of the population. The outbreak of disturbances also showed that, throughout vast areas of Africa, the provisions of Articles 1 and 55 of the Charter were still being ignored.

24. His delegation regretted that some administering Powers persisted in their refusal to transmit to the General Assembly information on political and constitutional matters, which would enable the Committee on Information to consider the other information in its true perspective. It urged them to renounce that position, and said that it would submit a resolution on the matter at a later stage. It also deplored the fact that the Belgian Government had heretofore refused to participate in the work of the Committee on Information and expressed the hope that Belgium would be represented at the eleventh session of that Committee.

25. Turning to educational conditions in the Non-Self-Governing Territories, he said that, if those Territories were to make satisfactory progress towards independence and self-government, a large-scale expansion of educational activities was urgently needed. India was in a good position to understand the difficulties encountered by those responsible for formulating and administering educational policies in the Non-Self-Governing Territories and appreciated the efforts which the administering Powers were making in that field. On the whole, however, educational progress had not been sufficient to meet the needs and aspirations of the peoples. True, in some Territories, particularly those administered by the United States, spectacular progress had been made in all forms and at all levels of education: primary education was free and compulsory; secondary education and vocational and technical training were also free and the number of schools was adequate; and higher education was making rapid strides. Great progress had also been achieved in the Australian Territory of Papua, which was perhaps the only Territory where education was entirely free, not only in public schools but in mission schools as well. In the Non-Self-Governing Territories under its administration, New Zealand had discharged its responsibility in the matter to the complete satisfaction of the populations. The United Kingdom was making sincere and persistent efforts to extend educational facilities, and particularly primary education, in the Territories it administered. Those efforts were yielding results in Nigeria, where the responsibility for the formulation and administration of educational policies was largely in the hands of the indigenous authorities, but on the whole plans and programmes for making education generally available were still at a rudimentary stage and it was too soon to appraise their significance and their results. At the 968th meeting Sir Andrew Cohen had outlined a programme which did credit to the Government of the United Kingdom but, generally

speaking, educational progress in the Territories administered by the United Kingdom was not particularly noteworthy. In opposition to the principles set out in article 26 of the Universal Declaration of Human Rights, there was hardly a single Territory administered by the United Kingdom in which education was free and compulsory. Considerable progress had been made in the education of girls, particularly at the primary level. However, although the percentage of girls enrolled in schools was sometimes high, the absolute figures were less satisfactory in view of the low general school enrolment rate.

26. An expansion of secondary education facilities was needed in almost all the Territories. The necessary facilities for educating agricultural and industrial workers, including facilities for training union representatives and members in the techniques of union organization, should also be established. The Administering Powers might profitably request assistance from the International Labour Organisation in that connexion.

27. Where higher education was concerned, systematic policies of "Africanization" should be carried into effect. It was regrettable that the University of Dakar was the only university in the whole African continent. The United Kingdom representative had said that approximately 3,000 young people from the Territories administered by the United Kingdom were receiving a higher education in that country. Apart from the fact that two-thirds of those students did so at their own expense, experience showed that very few of them returned to place their knowledge at the service of their respective Territories, since the education they received abroad was not adapted to the needs of the Territories. Two or three small universities should therefore be established in the largest of the African Territories. However, for many years to come the inhabitants of the Territories would have to study in the developed countries; that was particularly true of scientific and technical subjects. Hence scholarship programmes for study abroad represented a useful transitional measure. All the States Members of the United Nations should pool their resources in order to provide the maximum number of scholarships for the inhabitants of Non-Self-Governing Territories. For the academic year 1959-1960, India had offered the inhabitants of various Territories fifty-six scholarships, forty-nine of which had been taken up.

28. As his delegation intended to make a separate statement on economic and social conditions in the Non-Self-Governing Territories, it would confine itself to a few comments at the present stage. He was sorry to note that, because of the procedure it followed, the Committee on Information could only examine one of the three subjects mentioned in Article 73 e of the Charter each year. His delegation accordingly wished to repeat the suggestion it had made in the Committee on Information that, each year, the specialized agencies should jointly prepare for the Committee's benefit two or three short studies on the two fields not under consideration. His delegation also thought that the administering Powers should report to the Committee each year on the specific measures they had taken to comply with the suggestions and recommendations made in the Committee's reports for the preceding years.

29. Although progress had been made in eliminating racial discrimination in the economic, social and educational fields, the position was still far from satisfactory. As education was organized on a racial basis, vocational and technical education had come to be regarded as an inferior type of education restricted to the indigenous inhabitants. That prejudice was strengthened by the fact that some institutions providing higher education, such as the Egerton Agricultural College in Kenya, were restricted to Europeans and that similarly qualified Europeans and Africans were designated by different professional titles. There was no justification for racial discrimination in the educational field; it often resulted in discrimination on the political level, which could only lead to conflict. Yet education was still organized on a racial basis in many Territories, including the Congo, the Central African Federation, Kenya and Uganda.

30. His delegation had said many times that the administering Powers should seek to draw up comprehensive development plans covering all aspects of the Territories' development and specifying the successive stages and the time-limits for their attainment. While there were five-year or ten-year educational development plans in some Territories, in most cases the steps which had been taken in that sphere were not part of any plan. Hence his delegation urged all the administering Powers to establish time-limits for the various stages leading to the institution of free and compulsory primary education, for both boys and girls, in all the Territories.

31. As to participation of the inhabitants in the development of the Territories, he stressed the close relationship between social, economic and cultural progress and the need to assign political responsibilities to the people. Hence, responsibility for social, economic and cultural development should be entrusted to elected ministers at an early date. His delegation wished to draw the attention of the administering Powers to section III of the report on educational conditions submitted by the Sub-Committee.

32. It was one of the greatest tragedies of the time that two of the largest African Territories, Angola and Mozambique, and a certain number of smaller Territories, were not considered Non-Self-Governing Territories by the colonial Power administering them. In spite of the argument that those Territories formed part of metropolitan Portugal, there could be no question that they were actually colonies. As no information had been transmitted concerning those Territories, his delegation could only express the sympathy it felt for their people, which in the second half of the twentieth century were still suffering under the yoke of colonialism. However, his delegation would in due course join several other delegations in submitting proposals which would enable the General Assembly to put an end to that abnormal situation. The principles set forth in Chapter XI of the Charter, including the principle of the sacred trust, applied just as much to those Territories as to all the others. The United Nations could not therefore remain indifferent to the fate of their people who, although prevented from making their voice heard, yet had the same right to freedom and equality as the other peoples of the world. If the United Nations did nothing to end that manifestation of tyranny, all the ideals for which the last two world wars had been fought might again be in danger. Accordingly, he

expressed the hope that his delegation would be joined by all those which had not heretofore shared its views on that question so that those Territories might ultimately enjoy the benefit of the sympathetic interest of the United Nations.

33. Mr. NOGUEIRA (Portugal) repudiated the Indian representative's allegations. Even a fertile imagina-

tion could not see a tragedy where none existed. There were certainly tragedies in some countries, including India. In any case, the Indian representative's comments bore no relation to the item under discussion. He would reply in detail later to the unjustifiable accusations made by the representative of India.

The meeting rose at 5.55 p.m.