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VERBATIM RECORD OF THE FIVE HUNDRED AND TENTH MEETING

Held at Headquarters, New York,
on Monday, 8 March 1954, at 2 p.m.

President:

Mr. MUNRO

(New Zealand)

Note: The Official Record of this meeting, i.e., the summary record, will appear in provisional mimeographed form under the symbol T/SR.510 and will be subject to representatives' corrections. It will appear in final form in a printed volume.

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EXAMINATION OF CONDITIONS IN THE TRUST TERRITORY OF TANGANYIKA (T/1091, T/L.419)

- (a) ANNUAL REPORT (T/1083) [Agenda item 3a]
(b) PETITIONS (T/PET.2/L.2, 3) [Agenda item 4]

At the invitation of the President, Mr. Grattan-Bellew, special representative for the Trust Territory of Tanganyika, took a seat at the Council table.

Social advancement (continued)

STATEMENT BY THE SPECIAL REPRESENTATIVE

Mr. GRATTAN-BELLEW (Special representative): The representative of the Soviet Union asked for the sub-headings which appear under the item in one of the appendices to the annual report under the heading of Loans from Territorial Funds. The sub-headings are: 1. Mining loans; 2. Loans to European education authority; 3. Loans to Indian education authority; 4. Loans to Trustees of Tanganyikan national parks; 5. Loans to Southern Highlands and non-native Tobacco Board; 6. Loans to Dar es Salaam municipality; 7. Loan for a building for the Women's Service League.

The other item that the representative asked about was the area occupied by certain businesses exploiting timber in the Territory. It is not possible to give the area occupied at any one time as it varies in accordance with instructions of the Forestry Department; but it would give some idea of these operations if I gave the cubic tons of goods extracted during 1952: Grewals Sawmills Ltd., 6,200 cubic tons; Kagera Sawmills Ltd., 5,000 cubic tons; Steel Brothers Ltd., 3,600 cubic tons; and Tanganyika Timbers Ltd., 3,400 cubic tons.

Mr. SINGH (India) Paragraph 99 of the Working Paper states that the Administering Authority's policy was "to combat racial prejudice and to assure equal opportunities for all." Could the special representative tell us what the Administering Authority has done in pursuance of this policy?

Mr. GRATTAN-BELLEW (Special representative): The whole policy of the Administering Authority is directed towards getting all the races in the Territory to combine and work together in partnership towards the social, economic and industrial development of the Territory. It is not possible to lay one's finger on any one particular item because the whole work of the Government and of the Administration is directed, among other things, towards this end.

Mr. SINGH (India): Perhaps it would be too difficult to enumerate all the steps, but could the special representative give us some typical examples of actual things done by the Administering Authority?

Mr. GRATTAN-BELLEW (Special representative): It is now the general policy, for example, on boards which deal with general matters that members of all races, if qualified and suitable, should be members of those boards.

Mr. SINGH (India): Paragraph 100 of the Working Paper states:

"At its eleventh session, the Council endorsed the (Visiting) Mission's recommendation that the Administering Authority should undertake more detailed studies of the cost and standard of living ..."

Could the special representative tell us whether the Administering Authority has undertaken any such detailed study? If they have undertaken such a study, when can we expect their report?

Mr. GRATTAN-BELLEW (Special representative): The question of the standard of living is always kept well in mind and apart from the ordinary, one might call it, routine measures which might be taken by any government; in particular a survey was made of the conditions of Dar es Salaam where the cost of living has risen higher perhaps than elsewhere in the country. That survey had been received some time in 1953, according to my recollection, and it is being considered.

Mr. SINGH (India): With reference to paragraph 105 of the Working Paper the representative of Syria asked the question as to why there were

11,800 less Africans employed for wages during the year 1952. Could the special representative elaborate a little bit on his answer? We quite understand that unemployment is not the same in Tanganyika as perhaps in more industrialized countries where people can go back to the land. However, the fact remains that during this year 11,800 people who were employed for wages are not employed any more and are either unemployed or have gone back to their land. Could the special representative tell us why there were 11,800 less employed for wages during this year?

Mr. GRATTAN-BELLEW (Special representative): It is exceedingly difficult, in a territory such as Tanganyika where, as I stated before, there are probably about 1,700,000 adult Africans who could be employed in paid labour but who prefer to work their own land, to give any explanation as to why there is this comparatively small decrease in the employment figures given for the year 1952. I do not think that I can implement the answer I gave on 5 March.

Mr. SINGH (India): We wonder whether the Administering Authority is considering making a request to the International Labour Organisation to make a survey of labour conditions in Tanganyika, perhaps in time for a report to the fifteenth session of the Trusteeship Council. If such a survey could not be accomplished, either because of the time or the expense involved, by field investigation, perhaps a preliminary survey could be made from the statistics already available or which could be adduced, or, possibly, by a sample survey investigation. We feel that if such a survey were made, we should have before us adequate facts and figures to enable us to go into the situation of employment and unemployment.

Mr. GRATTAN-BELLEW (Special representative): I am not aware that consideration is being given to such a request, but the suggestion put forward by the representative of India will be borne in mind and considered.

Mr. SINGH (India): According to the same paragraph, there are 160,704 adult males employed in agriculture. Could the special representative tell us how many months in the year they were employed and how many months they were unemployed and, during their periods of unemployment, what subsidiary occupations they were pursuing?

Mr. GRATTAN-BELLEW (Special representative): I think that, as far as I am concerned, it is impossible to give any detailed information as regards the periods during which the agricultural workers are unemployed. I can give a general answer, namely, that a certain number are, of course, the stable force

and are employed throughout the year. Others are purely seasonal workers who assist when the heavy crops have to be harvested. In other industries, such as the sisal industry, the African is only prepared to leave his own land and to work for the sisal estates when, possibly, for some reason, he desires to earn a little more money in order to purchase some particular article. I am afraid that it is not possible to give any other details in this connexion.

Mr. SINGH (India): We hope that the Visiting Mission will be able to go into the details.

May I ask whether the agricultural labourers have any right to the land they cultivate?

Mr. GRATTAN-BELLEW (Special representative): Normally, the African occupies the land he cultivates, in accordance with the law and custom of his tribe; and the law and custom of his tribe varies considerably throughout the Territory.

Mr. SINGH (India): With regard to the 18,964 adult males employed in manufacturing, what proportion is skilled, and do the industries concerned make any attempt to provide further training in order to encourage skilled labour?

Mr. GRATTAN-BELLEW (Special representative): A great deal of the labour employed in these factories can, I think, be said to be semi-skilled and a considerable number are skilled. The Department has started and is maintaining a policy of encouraging all industry to undertake schemes that, I think, are called "training in the industry" schemes, so as to increase the skill of the labourers.

Mr. SINGH (India): Could the special representative tell us whether the Africans have access to labour boards or other government bodies to seek and obtain work?

Mr. GRATTAN-BELLEW (Special representative): There are labour exchanges established by the government throughout the country and Africans do go to those labour exchanges and register in order to obtain work.

Mr. SINGH (India): In paragraph 108 the figures are given for the wages earned by the workers per so many tasks. Could the special representative tell us what those tasks mean? Do they mean one day's work?

Mr. GRATTAN-BELLEW (Special representative): I do not think it is possible to give a general answer but, normally, I believe the task would be worked out as being equal to one normal day's work.

Mr. SINGH (India): Could the special representative tell us whether we should take those figures given as the average wages earned by the workers per month, or do the workers work less than thirty days in the month, which would mean that their average monthly wage would be something less than those figures which are given?

Mr. GRATTAN-BELLEW (Special representative): It would be unusual, I think, for the African worker to work thirty days in the month. I think that, as a general rule, he would work less. But, when working on task work, it would not necessarily mean that his earnings would be less than the figures given in this paragraph. In fact, if he cares to do what would, in other territories, be considered a normal day's work and worked about twenty days in the month, his earnings probably would be considerably more than the figures given here.

Mr. SINGH (India): But if the worker works only twenty tasks, surely his wages would be less than if he worked thirty tasks. Could the special representative elaborate a little on his answer?

Mr. GRATTAN-BELLEW (Special representative): Although I said that, normally, the task would be worked out on the basis of a day's work, that does not

mean that a man cannot do more than one task in one day. If he works at the same rate as people work in other territories, he will probably complete more than one task in a day.

Mr. SINGH (India): Could the special representative tell us the average number of dependents to one worker in Tanganyika?

Mr. GRATTAN-BELLEW (Special representative): I am afraid I cannot give that figure; it varies in different tribes. Some tribes are prolific and have large families; other tribes are sometimes, unfortunately, not prolific for some reason which has not yet been ascertained, and have, therefore, small families. I am afraid that I cannot give the figures, although I might be able to find them.

Mr. SINGH (India): We shall be grateful if the special representative will find it possible to let us have those figures, perhaps tomorrow. We would not press for the information if he has not got it with him in New York.

In paragraph 109 it is said that, during the year, sixty-six employers were convicted of offences against the labour laws. Could the special representative give us an analysis or some particulars of the offences involved? What we are trying to find out is, were the employers fined or imprisoned for brutality towards the labourers?

Mr. GRATTAN-BELLEW (Special representative): As a result of a question asked last week, I did try and ascertain what these offences were. As far as I can see, none of them in any way concerned brutality or ill-treatment of workers.

Mr. SINGH (India): Could the special representative also give us a little analysis of the convictions of the employees?

Mr. GRATTAN-BELLEW (Special representative): They are as follows: Procuring breach of a contract by servants; failure to pay wages; prohibition on recruiting without a valid licence; restriction on employment of children under twelve years; employment of women and young persons in industrial undertakings; failure to keep proper registers; failure to provide a suitable latrine; failure to provide proper and sufficient medicines; failure to register an existing factory; failure to fence transmission machinery; failure to fence dangerous parts of machinery. I think that gives the general categories.

Mr. SINGH (India): Are these the offences of the employees? I have the impression that they are concerned with the employers. I wanted an analysis of the convictions of the employees, the people working for wages.

Mr. GRATTAN-BELLEW (Special representative): I apologize. I thought I had been asked about the offences of the employers. The employees offences are as follows: employees unlawfully leaving employer's service; failure to perform thirty days' work during each completed period of forty-two days.

Mr. SINGH (India): In appendix XIX of the annual report, it is stated that the disease statistics are not yet available. I wonder if the special representative could give us a rough ratio of infantile mortality in Tanganyika.

Mr. GRATTAN-BELLEW (Special representative): I cannot give that information out of my head, although I think I can find the information and provide it at a later date, if that is convenient.

Mr. SINGH (India): Would the special representative also tell us when we would be able to have vital statistics about births, deaths and general health in Tanganyika.

Mr. GRATTAN-BELLEW (Special representative): Figures about general health are to be found in the annual report which is before the Trusteeship Council. The figures as to births and deaths is a much more difficult matter, because in some areas births and deaths, as regards Africans, are not yet subject to compulsory registration.

Mr. SINGH (India): In paragraph 114 of the working paper prepared by the Secretariat, document T/L.419, the number of registered medical practitioners and dentists is mentioned. Could the special representative give us the percentage which may be estimated, out of these practitioners and dentists, who are serving African inhabitants mainly?

Mr. GRATTAN-BELLEW (Special representative): May I put the answer around the other way and say that, on recollection, I cannot think of any registered medical practitioner or dentist who does not in some way or other serve the African. Many, of course, are exclusively employed in areas where only Africans reside, or predominantly African areas.

Mr. SINGH (India): That is what we wanted to find out. We wanted to have the number of practitioners and dentists who are mainly serving Africans. We do realize that we cannot have any doctor who is not serving everybody, but we wanted to have the figures regarding those doctors who are mostly working for the Africans. If the special representative cannot give us the figures at the present time, we would be happy to have the information later.

Mr. GRATTAN-BELLEW (Special representative): I apologize for not being able to submit these figures now. I hope it is realized that these details concerning departmental administration are matters which one cannot have in mind and may not well find in the documents I have with me. It may be a question

of having to refer the matter to Tanganyika for the details. It is a question of finding out exactly where every medical practitioner is stationed in the Territory and to see what his occupation and duties are there. The medical department is not run along racial lines of that kind.

Mr. SINGH (India): On page 334 of the annual report the following footnote appears:

"European beds are available for Asian patients, and a number of African beds are also available for Asian patients when necessary." We also find that all these governmental hospitals are in different categories of Europeans, Asians and Africans.

I suppose that the special representative could give us some figures later with regard to doctors who are working in those different hospitals, but in connexion with this note, could the special representative kindly tell us whether European beds are also available for Africans and African beds for Europeans also, if necessary in cases of emergency, and so on?

Mr. GRATTAN-BELLEW (Special representative): Although in the report it is set out in the form of European beds, Asian beds and African beds -- and quite correctly so -- I do not think it is correct to say that the doctors who are in charge are in charge only of European beds or Asian beds or African beds. Naturally, where we have group hospitals, it may be that the junior doctor in medical charge may only deal with European or Asian patients. But the senior doctors and specialists deal, of course, with all races, and when they are required. As regards the question of having the beds for different races, that was a point which the Visiting Mission went into in 1951 and the Administering Authority made its comments upon it. The Administering Authority said the following:

"The system of describing hospitals or wards as 'European', or 'Asian' or 'African' is somewhat misleading. The so-called European hospital at Der-es-Salaam, for example, admits patients of all races. The difficulty however, is that as a general rule patients wish to follow their own ways of life while in hospital, and in this connexion the question of feeding is a particular problem.

For various reasons, sometimes religious, patients not only wish to bring their own food but also to have it prepared and cooked on the spot by their own friends or relations. In some cases patients want to have members of their family with them continuously while they are in hospital and not only during normal visiting hours. The complications which thus arise and the practical impossibility in such circumstances of having mixed wards need no elaboration. The fact is that while there is a demand for the now accepted system of general or group hospitals there is no demand for mixed wards. It is, however, appreciated that differences in culture and customs exist within racial groups and not only between them and to meet this further difficulty a system of special wards for paying patients is to be introduced." (Trusteeship Council, Official Records, Eleventh session, Supplement No. 3, page 59).

I hope that answers the question which has been addressed to me.

Mr. SINGH (India): Can the special representative tell us that there are no hospitals in Tanganyika which are meant for only one race or people?

Mr. GRATTAN-BELLEW (Special representative): I cannot definitely say that there are no hospitals, because, apart from other things, there are certain industrial hospitals and other hospitals which were built and arranged for Africans rather than for Asians or Europeans. But as stated in the paragraph which I just read out, even the so-called European hospital, whose name has now been changed, is not exclusively a European hospital. When it is necessary that a case be treated, a person of any race is treated in that hospital.

Mr. SINGH (India): In regard to venereal disease, paragraph 813 of the annual report states that a control campaign was launched during 1952. Could the special representative tell us the results of that control campaign?

Mr. GRATTAN-BELLEW (Special representative): The control campaign refers to the matter which has already been mentioned about the Bahaya women in Bukoba, and is a part of the general campaign there to deal with the situation. The immediate object of the campaign was to conduct a medical survey of the situation in order to ascertain what further action could or should be introduced.

Mr. SINGH (India): In regard to leprosy, paragraph 816 of the annual report states, "Future plans envisage the building of new leprosaria ...". Could the special representative tell us whether the plans have been executed and whether the buildings have been completed?

Mr. GRATTAN-BELLEW (Special representative): My recollection is that two of the proposed new leprosaria were in the course of building in 1953. I am speaking now from rather hazy recollection, but I believe one of them has been completed. I am unable to say whether it is actually in use.

Mr. SINGH (India): In regard to plague, paragraph 823 of the annual report states that during 1951, a total of 263 cases and 40 deaths were reported, and during 1952 up to the end of October, 552 cases were reported, of which 95 were fatal. Could the special representative kindly tell us why this increase took place and whether adequate measures were taken to keep plague under control?

Mr. GRATTAN-BELLEW (Special representative): Personally, I am not aware of the cause of the increase. I think it is quite possible that it is just one of the things that happen and medical specialists have been unable to ascertain the exact cause. However, as the general figures of the last few years show, this plague has been kept under control. Its incidence is comparatively small compared with what it used to be not only in Tanganyika but also in other parts of Africa some years ago.

Mr. SINGH (India): Paragraph 645 of the annual report gives figures of the number of Europeans and members of other races, mainly Asian, who immigrated into Tanganyika. Could the special representative tell us the number of people whose applications were rejected?

Mr. GRATTAN-BELLEW (Special representative): I do not know whether I can obtain the breakdown of the figure 2,412 members of other races, mainly Asian. I shall try to do so, and give the figure at a later stage.

Mr. SINGH (India): I want to make it quite clear that I want the figures of the people whose applications were refused, and not the number of people who were allowed to immigrate into Tanganyika.

Mr. GRATTAN-BELLEW (Special representative): That is my difficulty; it is quite easy to give the figures of those who were admitted.

Mr. SINGH (India): In that connexion, does the special representative have figures of the people who immigrated into Tanganyika during the last year, or, if possible, during the last five years, from the Union of South Africa?

Mr. GRATTAN-BELLEW (Special representative): The total number of persons during 1952 who were admitted as new immigrants from the Union of South Africa is 124.

Mr. SINGH (India): Could the special representative tell us whether the system of poll tax or any other system of personal taxation has the effect of demarcating people by race?

Mr. GRATTAN-BELLEW (Special representative): That is so. It does, in effect, demarcate people by races, but not in any notable way.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): Chapter 2 of the annual report deals with human rights and fundamental freedoms. Paragraph 614 states: "Full freedom of thought and conscience and the free exercise of ... and instruction are enjoyed by all inhabitants." Then it states: "varying shades of political thought and opinion" are followed and practised in full liberty according to the dictates of personal, tribal, national or racial thought or conscience.

Paragraph 618 states: "No restrictions were imposed during the year under review on the enjoyment by the inhabitants of the Territory of fundamental human rights and freedoms."

Paragraph 619 states: "There is no special law or legal instrument governing the freedom of the press ... There is no censorship, and ... Government does not exercise, or attempt to exercise, any control over the subject matter of what is published in the Press."

These are the assertions which create the impression that full freedom for all publications prevails in the Territory, but it is mentioned in paragraph 618 that two publications have nevertheless been proscribed -- specifically, a publication entitled Africa: Britain's Third Empire and the monthly magazine Filindia. At the Council's last meeting the special representative explained that Filindia had been proscribed in Tanganyika on account of the hostile attitude of Moslem communities, but it is well known that Moslem communities do not cover the whole Territory of Tanganyika. They cover only certain sections, whereas Filindia has been proscribed throughout the Territory.

As for Africa: Britain's Third Empire, it seems to us that its proscription can hardly be reconciled with statements in the report relating to the alleged freedom of the press, and so on.

Could the special representative kindly explain how these instances of proscription can be reconciled with statements concerning full freedom of conscience, the press, etc.?

Mr. GRATTAN-BELIEU (Special representative): "As is stated in these paragraphs, there is full freedom of the press in Tanganyika. The provisions with regard to libel and sedition are normal provisions which are found in the law of any civilized country today, and there is nothing in them which can be said in any way to detract from human rights. As to these publications which have, in fact, been proscribed it is true that the Moslem and the Hindu populations in Tanganyika do not cover the whole of that vast area, but Filindia was not the kind of paper which would attract any interest from or be read by anyone except an Indian or Asian who was either a Hindu or a Mohammedan. Careful consideration was given to it before it was proscribed. It is interesting that it was brought to the notice of the Government by the local populations. Some of their local associations and their representatives came to the Government and asked that the importation of this publication should be stopped. The Government considered the matter, and my recollection is that the first answer was that, although it was apparently an undesirable publication, the Government did not think it was necessary, perhaps, to proscribe it. The matter then rested for

a short time and then much stronger protests were made to the Government so that it became clear that unless action was taken the paper might be the cause of breaches of the peace and trouble in the country. It was only then that it was proscribed.

As I said on Friday, I was not concerned with the other publication mentioned in paragraph 618, and I do not feel that I am really competent to deal with it or to explain why it was proscribed, except to say that it must have been within the terms of the law and after very careful consideration, and for very good reasons and for the benefit of the Territory.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): In what sense for the benefit of the Territory? In the interest of the Administering Authority or in those of the population?

Mr. GRATTAN-BELLEW (Special representative): In accordance with the law it must be in the public interest, which means in the interest of the inhabitants of the Territory: and that must have been the reason.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): As was indicated in the Administering Authority's report for 1951, there were nine African physicians registered in Tanganyika in 1950. In the report for 1952, which is being examined now, there is no reference to Africans registered as physicians in the Territory. What has happened? Have these African registered physicians vanished, or is it simply as the result of an oversight that none is mentioned in the report for 1952?

Mr. GRATTAN-BELLEW (Special representative): I naturally accept the statement that they are not mentioned in the report for 1952, although I regret that I did not observe that omission. It must be an oversight because there are a considerable number of African doctors, qualified at Makerere College, who are in the service, and I am speaking from my own knowledge since I know some of them and am quite friendly with them.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): In the relevant section of the report it is indicated that residential construction and town and country planning have been hindered by difficulties in recruiting suitable professional personnel. In this connexion it might be desirable to ascertain whether there are any academic institutions in the Territory for the training of technicians and engineers from among the population for construction of that nature.

Mr. GRATTAN-BELLEV (Special representative): I think that the paragraph in the report -- unless I am thinking of some passage other than that to which the representative of the Soviet Union is referring -- relates not to engineers or constructional personnel but to the town planning experts. There are institutions in the United Kingdom for the training of such persons, but as far as I know there is no plan at the moment for the training of African personnel for this particular purpose, particularly, I think, because there are more important matters than town planning for which African personnel is required. If I may revert to a previous question, I should like to state that it has been pointed out to me that the report does in fact state the number of African medical assistants, and that the figure is given on page 249 as 10.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): My question related to registered physicians, who are in a somewhat different category from that just mentioned by the special representative. There is, in fact, nothing in the present annual report about African registered physicians, whereas the report for 1951 did give us some information in that respect. I had noticed that the present annual report referred to ten African assistant medical officers.

Mr. GRATTAN-BELLEW (Special representative): As I explained on Friday, the former position was that persons who qualified at Makerere College could not be registered as physicians. I think that, in 1951, there must have been ten or more African doctors who were licensed under the Ordinance, but not registered. I am glad to say that the present position is different. Now, persons who qualify at Makerere College will be registered as doctors. The ten Africans mentioned in the present annual report will be able, if they so choose, to obtain registration by taking a very formal examination or doing a post-graduate course in Tanganyika.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): Is the level of training of those ten African physicians identical or similar to that received by registered physicians?

Mr. GRATTAN-BELLEW (Special representative): It cannot be said that their training is identical, because I think it is quite likely that the training received by a doctor in the Union of Soviet Socialist Republics, a doctor in the United States and a doctor in the United Kingdom would not be identical. It is correct to say that the training is of a sufficient standard to enable the African doctors to be registered in the same way as European-trained or American-trained doctors would be registered.

Educational advancement

Mr. HURE (France) (interpretation from French): The other day, the special representative referred to a campaign in connexion with adult education. I believe this reference was contained in the special representative's introductory statement. In addition, paragraph 142 of the working paper (T/L.419) refers to such a campaign. Could the special representative give us some details in this respect?

Mr. GRATTAN-BELLEW (Special representative): The first adult literacy campaign was started in the Pare Mountains some time in 1950 or 1951. That campaign has been a pleasant success. The demand there has spread from the middle mountains to the North and South Pare Mountains. An enormous number of Africans are taking part and are learning to read and write Swahili. It is important, experience in Tanganyika has shown us, that these adult literacy campaigns should, so far as possible, be kept under control, because a campaign in itself will only be half successful if it is not followed up, to prevent those who are less energetic or interested from slipping back into illiteracy.

The campaign in the Pare Mountains was the first, and it spread rather like a bush fire. I am afraid it has got a little out of control. That does not matter a great deal, but, of course, it does mean a certain amount of wasted labour, because the follow-up campaign has not been organized quite to meet this sudden spread.

Campaigns have taken place in other regions. In Dodoma there are two schemes, and, there, it is interesting to note that under one scheme something like 75 per cent of the participants were women learning how to read and write Swahili. The campaign in Morogoro, again, has stirred quite a keen interest. There are two large schemes in Dar es Salaam.

Of course, the Administration does not always meet with success. Although the schemes in Dar es Salaam have been successful and are flourishing, the scheme in the next district -- Kisarawe -- is, regrettably, meeting with very little success. The people there do not at present tend to show much interest

in literacy, but the campaign is not being abandoned and will not be. Efforts to stir them to take an interest in these matters will continue.

At the same time, as an extension of broadcasting, lessons are being given in Swahili two or three times a week. The reverse is also true: lessons in English are given by means of radio, for people who wish to learn that language.

The emphasis, however, must be laid on the importance of the follow-up campaign by means of newspapers in Swahili, pamphlets, translations and mobile cinema units.

Mr. HURE (France) (interpretation from French): In paragraph 992 of the annual report, reference is made to a history course. Does the Administering Authority intend to teach, and is it teaching, the rudiments of African history to the pupils? Exactly what kind of history course is it? I ask this question because, in Togoland and the Cameroons, we give courses not in the rudiments of African history but in African history as a whole; the courses are quite serious. I should like to know if there are any manuals or textbooks of African history for the use of young African pupils or other pupils in the Trust Territory.

Mr. GRATTAN-BELLEW (Special representative): Of course, the reference in paragraph 992 is to primary schools. There, particular emphasis is laid on African history -- centering, naturally, on Tanganyika, because that is one way of interesting the people in their Territory, giving them a common background and welding them together.

I must admit that I have never seen any textbook in Swahili dealing with history, but, no doubt, there are textbooks from which this curriculum is taught. As I have said, I have not, I am afraid, seen them myself.

Mr. ASHA (Syria): In the report of the Visiting Mission it is stated that even when the ten-year plan is completed, only 36 per cent of the children will receive four years of school education. If this assumption is correct, can the special representative tell us what will be the fate of the remaining 64 per cent of children of school age, especially in view of the observations made by the Visiting Mission in paragraph 323 of that report, when it is stated that "the aspirations of Africans of all conditions in life for better educational facilities are genuine and urgent"?

Mr. GRATTAN-BELLEW (Special representative): This ten-year plan, which was in some ways revised to make it conform to the suggestions for improvement made by the Visiting Mission, is quite an ambitious plan. Although the percentage of children in the primary schools in 1956 has been set at 36 per cent, as I stated in my opening statement, it is hoped, from the rate at which we are now proceeding, that that percentage will be higher. There is a general desire among the people for education, but there are still parts of the Territory where, unfortunately, this desire does not exist. There have been quite a number of cases of absenteeism amongst the schoolchildren. They have been enrolled and have taken up their education for a short time, but then, for one reason or another, their parents will not continue to see that they attend school. The education plan must be limited by and balanced with the other developments in the Territory. It must be limited, first of all, by the economic resources of the Territory, and it is to be noted that the United Nations Educational, Scientific and Cultural Organization, in its review of the education policy which was made in January of this year, considered that the proportion of the finances of the Territory spent on education in 1952, namely, 12.1 per cent, was quite a satisfactory proportion. In fact, in 1953, from the estimates which I have seen, the proportion spent on education will be nearly 15 per cent of the revenue of the Territory.

Mr. ASHA (Syria): I am quite aware of the observations made by UNESCO; in fact, I have a number of questions to put which are connected with its report. However, although UNESCO stated that the proportion of the revenue spent on education is adequate, yet it questioned whether the four-year plan for village schooling can bring about permanent literacy. The proportion of the revenue spent on education, 12 per cent, may be adequate, if it is compared with the total expenditure spent in other fields, but my concern now is whether there will be educational facilities for all children of school age in 1956, or, if not, what will be the percentage of children who will be able to go to school at that time.

Mr. GRATAN-BELLEW (Special representative): The expansion of education must inevitably be limited, apart from the facts I have already mentioned, by the availability of trained Africans for teaching. A large number of Africans are in training at the moment. My recollection is that the number is well over 1,500. Year by year, the speed of the progress in educational development will increase as more trained teachers become available to teach in the schools. As to the percentage of children who will be attending primary schools in 1956, naturally I cannot say more than that it will be, unless something unforeseen happens, greater than the 36 per cent which was the target laid down in the ten-year revised education plan. It is quite impossible, of course, to say how much more it will be.

Mr. ASHA (Syria): May I request the special representative to include in future reports the latest estimates under the revised plan of the number of children who will be able to attend primary schools in 1956? I do not press for it now, but I should like it to be included in future reports, say, in next year's report. In its observations in its last report, the Visiting Mission made some remarks about the inadequacy of libraries in the Territory and about the inadequacy of books and publications. Has there been any noticeable improvement in that direction since the visit of the Mission?

Mr. GRATTAN-BELLEW (Special representative): I am not quite sure in what connexion this criticism was made of the absence of libraries, but, of course, there is a sufficient and adequate supply of books for the purposes of teaching and in connexion with the schools. As regards the public libraries, they are not sufficient and a scheme for a public library, which was to be assisted by one of the specialized agencies, UNESCO, has unfortunately fallen through because the funds from the specialized agency apparently were not available because of the budget being arranged in a somewhat different way.

Mr. ASHA (Syria): I apologize to the special representative. My question should have been confined to the rural areas, since I did not mean to refer to the towns and cities.

Mr. GRATTAN-BELLEW (Special representative): The Government is well aware that in rural areas insufficient use is made of books and reading material by the Africans who are now literate. That is a problem which is not easy to solve, since very often the way the people live according to tribal custom rather prevents a man or woman sitting down in the evening, as they might in other Territories, to read. The Administering Authority has that well in mind, and provision is now being made to circulate books, possibly by means of delivery, so that books may be obtained from a centre and returned when read.

Because of the difficulties of communication, I think that is probably the best way of dealing with the problem.

Mr. ASHA (Syria): I should like to ask the special representative whether it is the intention of the Administering Authority to make primary education compulsory in the Territory. If so, when?

Mr. GRATTAN-BELLEW (Special representative): Speaking from the legal point of view for one moment, if I may, I do not think that primary education can be made compulsory until there are sufficient establishments at which the children can attend, and so located -- and this will sometimes make it exceedingly expensive -- that, with reasonable ease, the children can attend at those schools. When that may come about, I regret that I cannot say.

Mr. ASHA (Syria): Would the special representative be able to tell us whether in the foreseeable future -- say, within ten years or fifteen years -- such a possibility exists? Could he give the Council an idea as to when such a measure can be enacted? I am asking this question with the full realization that there are shortages of teachers and that perhaps enough funds are not available for the construction of schools all over the Territory. But what I should like to know is whether such an idea could be implemented at a foreseeable date.

Mr. GRATTAN-BELLEW (Special representative): It is exceedingly difficult for me to try to make what can really be nothing more than a rather vague estimate as to how long it may take to provide primary schools -- and that is what the representative of Syria is referring to. If one allowed the educational development to become unbalanced, if one proceeded faster with primary schools and neglected secondary schools and higher education, then it could possibly be done in a comparatively short time. But I feel sure that the educational advisers in Tanganyika would resist any such proposal most strongly as being unsound and not in the interests of the Territory.

I can say this: that the question of compulsory education in certain areas where there are now considered to be sufficient primary schools has been mooted and is under consideration.

Mr. ASHA (Syria): In connexion with this question, I should like to ask the special representative to tell us whether free education can become a possibility in the whole of the Territory.

Mr. GRATTAN-BELIEW (Special representative): If one were to have free education now, without any discrimination, it would put a very severe strain on the revenue of the Territory. This is so because Europeans pay very substantial sums toward European education; Indians pay substantial sums but, I think -- I am speaking from memory -- not quite so substantial as the Europeans; and the Africans pay a very small amount. In practice, I am informed -- and this is stated in the 1952 report -- no African child has ever been refused education merely on the ground that his parents were unable to pay the very small school fee in the case of primary education -- ten shillings a year -- or the slightly higher, but still exceedingly small, boarding fee in the case of secondary education.

Mr. ASHA (Syria): I was really interested in the indigenous inhabitants of the Territory more than in the Europeans. However, I am satisfied to hear the special representative say, if I understood him correctly, that no school children have been refused education because of non-payment of fees.

My next question has to do with information on the United Nations. The Visiting Mission had some criticism as to the material on that subject that was available to the people of the Territory. I refer particularly to the last Visiting Mission's report, and specifically to paragraphs 377 to 381. In that connexion, may I ask the special representative whether the Administering Authority has approached the competent department in the Secretariat and asked it to help provide adequate material for the Territory?

Mr. GRATTAN-BELIEW (Special representative): The paragraph of the Visiting Mission's report to which reference has been made is, if I may say so, not a criticism of the Administering Authority or the Government of Tanganyika but merely a criticism of the machinery here in the Secretariat -- if I may put it that way -- for the distribution of material. I think that correspondence took

place on this question at the time that the Mission was in the Territory, and the amount of material made available has now been greatly increased. The records of the Trusteeship Council and of the United Nations which are sent to Tanganyika are now sent in sufficient quantities to be distributed through all the provinces, at provincial headquarters, and at district level. Whenever publications are sent which are suitable for translation into Swahili -- I would emphasize, of course, that some of the publications deal with very complicated matters and are not, by their very nature, suitable for translation -- they are translated into Swahili and distributed. Posters, which are, of course, a very useful means of spreading information in the schools, have been sent in quite considerable numbers, I think, and are invariably distributed to the schools and put up on the walls in places where they are readily and easily seen.

Mr. ASHA (Syria): If the President will permit me, I should like to ask the Secretariat to tell us -- if the answer cannot be given now, it can be supplied at a later date -- whether it has provided the Territory with the material requested, such as the material mentioned in paragraphs 380 and 381 of the Visiting Mission's report: for example, translations into Swahili of such documents as the Charter and the Trusteeship Agreement. As I have said, if no answer is available today, I should like to have it at some other time.

I now go on to my next question, which relates to the report of UNESCO, document T/1091. It is stated that UNESCO has noted the rise in enrolment in the secondary schools -- they give the figures of 1,766 in 1948 and 2,810 in 1952 -- but that UNESCO views with concern the irregular progress in vocational education, and there they give some comparative figures: in 1948, there were 526 students; in 1949, there were 882; in 1950, there were 786; in 1951, there were 1,091; in 1952, there were 942. Would the special representative care to comment as to the reasons for such fluctuation in the number of students in vocational education?

The PRESIDENT: Before I call on the special representative, I should like to say to the representative of Syria that an answer to the question he addressed to the Secretariat will be available tomorrow.

I now call on the special representative.

Mr. GRATTAN-BELLEW (Special representative): As I am sure the representative of Syria realizes, there must always be some fluctuation in technical or vocational training because it is not merely a question of teaching boys and girls up to standard X and then having them automatically carry on with vocational training. Vocational training establishments have to compete with the other possibilities that a young man may see opening before him. Unfortunately, all too frequently the possibility of an immediate wage outweighs the greater advantages which would be obtained by pursuing vocational training.

Secondly, speaking from my recollection, one of the technical training schools of a voluntary agency unfortunately closed down fairly recently. That may have caused a temporary setback in the sense that there were not the same number of places available. As regards the government training centre at Ifunda, the public works and the High Commission training centres as to railways, the telegraph and communications, there has been no decrease in their efforts or in their enrolments. In fact, Ifunda for the first time is now full and has approximately 500 persons under training, the first 270 having already been graduated.

Mr. ASHA (Syria): I have one more question in connexion with technical assistance provided by the specialized agencies and the United Nations Technical Assistance Administration in the matter of scholarships. I realize that the number of scholarships has increased in the Territory. However, has the Administering Authority seen fit to obtain scholarships for qualified Africans who might be trained in public administration or other similar fields?

Mr. GRATTAN-BELLEW (Special representative): The Administering Authority will always try to obtain scholarships for Africans in order to train them for administration and to hold high posts in the Administration whenever they reach that standard of education which is required by universities, whether it be in the United Kingdom, other parts of Europe, the United States of America or elsewhere. There are a certain number of Africans who are pursuing higher education at the moment outside Africa on scholarships.

Mr. ASHA (Syria): What I meant was that some of these present African officials might be aided through scholarships offered by technical assistance programmes. I wanted to know whether the Administering Authority has seen fit to recommend candidates for such scholarships. Since the programme is called an expanded and large programme, it covers all the work.

Mr. GRATTAN-BELLEW (Special representative): I apologize. I am afraid it was my fault. I misunderstood the purport of the question.

The Administering Authority has considered that. I have in mind one particular case of an African who was in government service. He has now completed a university course and obtained a degree outside Africa. He has returned to take up a higher post in the service though at the moment I cannot say to which particular branch he is actually going. There is a certain amount of consideration to be given as to where he might be best employed.

Mr. ASHA (Syria): I take it that the Administering Authority, whenever the opportunity arises, will seek technical assistance in the form of scholarships from the United Nations and its specialized agencies particularly for prominent and promising candidates of the indigenous inhabitants.

Mr. GRATTAN-BELLEW (Special representative): Most certainly so. We would welcome all the assistance we could obtain as to scholarships for promising applicants, whether they be the young men who have just left school or men who are already in service and can pass the necessary examinations to qualify for a higher education and secure admission to a university.

Mr. DORSINVILLE (Haiti) (interpretation from French): I should like to learn from the special representative the number of the school age population and, having in mind the ten-year plan, the number that the Administration believes it will reach per category of schools: primary, secondary and higher schools.

Mr. GRATTAN-BELLEW (Special representative): I am not sure that I heard the question correctly. If it is a request for the number of children who were what one might call of primary school age at the present time or in 1952, I will

have to look to see if I can obtain it and give it to you at a later date. I think that I can find it but it would take a few minutes to do so.

Mr. DORSINVILLE (Haiti) (interpretation from French): In looking up those figures, I should like to ask the special representative to take into account the last part of my question with respect to how many children the Administration believes it will reach per category in the ten-year plan which the Administration has under way.

The report speaks of bush schools. Could the special representative tell us what these schools are like? It would appear that they are schools for indigenous inhabitants who live in the bush country. Are these schools organized in a rather primitive fashion? Is the Administration interested in these schools and in what manner? What measures are being taken and what plans are being contemplated with regard to these schools?

Mr. GRATTAN-BELLEW (Special representative): These schools, to which the slang term bush schools has been applied are schools which, in all cases, were started by missionary societies -- I think I am right in saying -- for the purpose of getting to know the people and teaching them to read and write Swahili. These schools are fairly primitive and the teaching is probably limited to literacy in Swahili. The Administering Authority and the Government are both exceedingly interested in these schools, in particular in developing them so that they will be brought up to a standard where they can be registered as proper schools. Then, of course, they will qualify for various government grants.

Mr. DORSINVILLE (Haiti) (interpretation from French): In the report of the Administering Authority it is stated that no exact figures are available as to the extent of illiteracy in the Territory. I do think, however, that it would be advisable for us to have figures of that kind to be able, first, to make comparisons with other territories. Does the Administration contemplate making special studies of that kind?

Mr. GRATTAN-BELLEW (Special representative): The question of literacy is of course of great importance and is always borne in mind. As far as I know, at the moment there is no plan for a survey of the whole Territory to ascertain the exact extent of illiteracy, but I think that possibly in the report for 1953, which is under preparation, it may be possible to show the reverse position by showing the extent to which literacy has spread with progress made in education planned and in adult education schemes.

Mr. DORSINVILLE (Haiti) (interpretation from French): There are no higher educational institutions in the Territory. Could the special representative tell us the reason why no attempt has been made or envisaged to establish an institution of higher education in the Territory?

Mr. GRATTAN-BELLEW (Special representative): Institutions of higher education such as universities are exceedingly expensive institutions to establish and maintain and, unless they are serving a fairly large number of potential candidates, as a rule the standard of education may not be high. Therefore, at the present stage of development in Tanganyika it is probably more in the interests of the country to utilize Makerere College for higher education rather than try to set up at the moment an institution of higher education of that kind. The Visiting Mission mentioned this matter in its report and made some recommendations. The Administering Authority commented on it as follows:

"Although it would be quite unjustifiable to embark upon such a costly project as the establishment of a university college in Tanganyika while the facilities available at Makerere are adequate to meet the Territory's needs, the Administering Authority fully agrees that the establishment of such an institution will in due course become necessary. The question is indeed already receiving active consideration. The provision of higher educational facilities in the Territory will doubtless have to be by progressive stages; and it is suggested that the initial stage should be to provide for the first two years courses now given at Makerere and gradually to build up beyond that stage to the full facilities of a university college." (T/1032, pages 62-63)

Mr. DORSINVILLE (Haiti) (interpretation from French): Could the special representative tell me the average number of students from Tanganyika who go to Makerere College?

Mr. GRATTAN-BELLEW (Special representative): I cannot give an average, but I am glad to say that the number is increasing year by year and, in accordance with the educational plan, should go on increasing year by year. At the present moment, I think that I am correct in stating that there are eighty-eight students; I said this in my opening statement and it can be checked. At Makerere College there are seven African medical students, and one African woman student. I hope that in 1954, the next year, the figure will be higher and that each year it will go higher and higher.

Mr. LOOMES (Australia): The special representative was good enough in reply to a question by the representative of France to give us an outline of the pilot community development scheme in the Pare Mountains. I observe that UNESCO in its report, T/1091, indicates on page 17:

"UNESCO would welcome any steps the Administering Authorities could take in evaluating the work done so far and in publishing the results. A careful assessment of methods used and results achieved in Tanganyika would be helpful to many Member States ..."

Could the special representative indicate whether it is intended that the results of this very interesting community development scheme will be evaluated and published?

Mr. GRATTAN-BELLEW (Special representative): I have no doubt at all that, as a result of what has been stated by UNESCO, the Tanganyika Government will be only too pleased to give the information required and any other information that may assist any territory of any Member.

Mr. LOOMES (Australia): I quite agree that it would be very useful for the general information of UNESCO and also, of course, for other Administering Authorities in this Council to have some evaluation of this work.

My next question relates to the local education committees referred to in paragraph 951 of the annual report. I observe that these local education committees have African membership. Could the special representative give us further information concerning the functions of the education committees, their composition and their relationship with the Advisory Committee on African Education, which is also referred to in paragraph 951?

Mr. GRATTAN-BELLEW (Special representative): The Advisory Committee on African Education, which is at the highest level of these committees, consists of the Director of Education as Chairman; I think that his Assistant Deputy serves as Secretary; five Africans, including one African woman; also I think ten other persons who are mostly representatives of the voluntary agencies, which of course are much concerned with this question of African education; and two unofficial European members.

Mr. LOOMES (Australia): Could the special representative give us some information concerning the local education committees which are apparently organized on a district basis? This is also referred to in paragraph 951.

Mr. GRATTAN-BELLEW (Special representative): The committees on the district basis are dealing more with the actual running and administration of the schools in their areas whereas the Advisory Committee deals at a higher level more with overall policy and questions of that nature which one would expect at that level. There are more Africans represented on the committees at the district level, and some of the Africans are either concerned with native authorities who are running some of their schools or school supervisors who are directly connected with it and are responsible for what is going on in the schools.

Mr. LOOMES (Australia): Reference is made in paragraph 964 of the report to a Natural Resources School, and it is stated in the report that it was hoped that the school would be opened early in 1953. I observe that this school is intended to be established but not included in the Ten-Year Plan.

I wonder whether the special representative could give us information as to whether the school has been opened and, if so, whether he could indicate in a little more detail the operation of the school; in particular, the standard of education which is made available there.

Mr. GRATTAN-BELLEW (Special representative): This school is situated at Tunduru in the northern Province, near Arusha -- I mention Tunduru because I have referred to it already under that name -- and it was opened in 1953 and is now functioning. The main purpose of it, of course, is to deal with soil preservation and conservation of the natural resources of the Territory. It is also to teach a certain number of African farmers, and particularly the veteran agricultural officers in the lower grades of the service, and other Government officers, who will have an opportunity, if properly taught, to do a great deal of good in teaching the African better methods of farming in the ordinary run of his work. The school is considered to be a success. Since it has been operating for something less than a year only, it is rather soon to say definitely that it is going to be a success in every way, but thus far, it is considered a success.

Mr. SCOTT (New Zealand): I should like to ask the special representative what measures are being taken by the Administering Authority in the follow-up literature that is provided to African students who have left primary school. I note from paragraph 989 of the report that it is the policy of the Government to ensure that the literacy of children who have left school shall be permanent, by the provision of adequate supplies of follow-up literature.

Mr. GRATTAN-BELLEW (Special representative): This is a difficult problem and, of course, the solution will not be the same, I think, in every area of the Territory. But in some areas, to date, those who are actually dealing with the problem on the ground seem to think that the district newspaper run by a Native Authority, with or without help from the central government, containing matters of local interest, is possibly the best follow-up literature of the campaign. That, of course, will be effective only for a time, after which more advanced forms of reading will be necessary. The Department of Social

Development has organized a library system whereby books are sent out to be distributed and, later, returned to the centre where they are kept.

Another small matter, but a significant one, was mentioned in my opening statement, namely, the increase in the number of letters handled by the Post Office. It is a very considerable increase over the last few years; it has risen from 13 million in 1948 to twenty three and a half million today. The importance of that is that it shows not only that more Africans are writing letters, but also that they have something to write about and they want to write.

Mr. SCOTT (New Zealand): Are these measures being carried out at the present time on a Territory-wide basis?

Mr. GRATTAN-BELLEW (Special representative): I do not think it would be correct to say "on a Territory-wide basis" because the concentration is, naturally, in those areas where there has been an adult literary campaign.

Mr. SCOTT (New Zealand): On page 205, paragraph 1036, there is a reference to the projected completion of a new 20 kilowatt transmitter which would be powerful enough to cover the whole of the Territory with its broadcasts. I should like to ask the special representative whether this new transmitter is now in operation.

Mr. GRATTAN-BELLEW (Special representative): Frankly, I am not quite sure whether it is actually in operation. I say that because I know there is difficulty at the moment in covering the whole Territory in reaching every area from Der es Salaam; but that may be a climatic difficulty having nothing to do with the installation. However, there has been an enormous extension in the broadcasting services, not only in the power of the transmitters, but also in the frequency with which the transmissions are made. I use the word "frequency" in its ordinary sense, not in the technical sense of the word.

Mr. SCOTT (New Zealand): In connexion with Appendix XXII I should like to ask the special representative if he could explain whether there is any significance in the fact that the ratio of girls to boys attending primary schools is very much higher in schools run by voluntary agencies as compared with schools run by Government and Native Authorities. Is there any obvious explanation of this fact?

Mr. GRATTAN-BELLEW (Special representative): I am afraid that I had not observed that fact, but I think the possible explanation is that in the voluntary agency schools it is easier for those running those schools to break down the conservatism of some of the African tribes among whom there is opposition to education for women. It is one of the problems which we have to face again and again. It is not only a question of breaking down their objection to women being educated, but the difficulty arises when there is an African woman teacher, since it is contrary to their ideas that she should live in a house by herself. I have given that as an example of some of the difficulties one encounters in expanding female education.

Mr. SCOTT (New Zealand): On page 357 there is a summary of expenditure by the Department of Education in 1952. Possibly the special representative may not be able to answer my question immediately, but I should be interested to have some indication of the proportion of the global figure of £2,247,000 spent on education. What proportion of that figure represents the salaries of teachers?

Mr. GRATTAN-BELLEW (Special representative): Perhaps it would be better if I could give that information after the recess.

The meeting was suspended at 4 p.m. and was resumed at 4.30 p.m.

Mr. SCOTT (New Zealand): I wonder if the figure of 267,000, given in paragraph 968 as the enrolment in the "bush schools", includes any pupils who are also enrolled in the primary schools of the Territory. In another Territory with which I am familiar I know that most of the pupils who are enrolled in pastors' schools are also enrolled in the government schools, and I wonder whether the same situation exists in Tanganyika.

Mr. GRATTAN-BELLEW (Special representative): I cannot say that there is no such case of a pupil being enrolled both in a "bush school" and in a primary school, but I think it is most unlikely because the "bush schools" are probably situated in areas where there is neither a government primary school, a voluntary agency school nor a Native Authority school.

May I say at this point, in connexion with the earlier question by the representative of New Zealand relating to the amounts spent on personal emoluments in 1952, that, although I cannot be sure of this figure, it is, as I work it out, £388,610 spent directly. But then, of course, there is in addition a grant-in-aid to voluntary agency schools which is also spent on emoluments in those schools, and I am afraid that I cannot break down that figure. A part of the grants-in-aid is undoubtedly spent on emoluments in voluntary agency schools.

Mr. SCOTT (New Zealand): In reply to an earlier question, the special representative said that the Administration was interested in developing these "bush schools". Has the Administration at the present time any formal plan or arrangement with the voluntary agencies for further training or refresher courses for the teachers of the "bush schools"?

Mr. GRATTAN-BELLEW (Special representative): The voluntary agencies, of course, have their own teacher-training centres in addition to the government teacher-training centres. I cannot say whether there is any plan worked out for the development of these schools, but it is not so much a question of developing them as "bush schools". What the government desires is that they

should cease to be "bush schools" and that the standard should be altered in each case so that they may become proper primary schools.

Mr. SINGH (India): I have looked through the curricula given in the annual report but have not been able to ascertain at what age the Africans begin learning English. Could the special representative give me that information?

Mr. GRATTAN-BELIEW (Special representative): I am afraid that I cannot give the exact age because it is really a question not of age but of standards. However, the principle on which the Education Department proceeds is that, if full advantage is to be taken of the teaching facilities, in the first stages of education instruction should be in the vernacular language, and that it is only after a certain amount of teaching has taken place in the vernacular that it is possible to proceed to teaching in English.

Mr. SINGH (India): Are there any Asians or Africans in Tanganyika who speak English at home from the beginning -- that is to say, even before they go to the primary schools?

Mr. GRATTAN-BELIEW (Special representative): A large number of the Indian and Asian populations are now bilingual, and an ever-increasing number of Africans are becoming bilingual, but my purely personal opinion is that in their own homes they probably speak the language of their race. Therefore, I think that it is still desirable, probably, that the first stages of education of the children should be carried out in their mother tongue.

Mr. SINGH (India): I find that according to paragraph 99 of the working paper (T/L.419) the Administering Authority has stated that, for the present, language difficulties make inter-racial education impracticable. On the other hand, however, I find the special representative saying that it is the policy of the Administering Authority that the people should learn their own vernacular language first. How is it possible to reconcile these two statements?

Mr. GRATTAN-BELLEW (Special representative): I do not think that the two statements require reconciliation. There is no inconsistency in them. Although a certain number of these people may be bilingual it may still be desirable that in the first stages of their education they should receive their instruction in their mother tongue. If the representative of India is thinking of Indians, I would say that, of course, in some schools run by the Indian associations and by the Indian Education Authority it may well be that the children are taught in English from the beginning. As to that, I do not know, but in this matter of bilingualism and language I had chiefly in mind the African community.

Mr. SINGH (India): I was merely trying to ascertain whether it was the policy to have racial schools separately or to prevent having inter-racial education at the beginning on language grounds, but from what the special representative has said I am not quite clear which is the case. Would it not be reasonable to presume that if the Asians or the Africans wanted to send their children to a common school along with the Europeans it should be left to them to decide? Could I ask the special representative whether there is a feeling of that kind among the people of Asian and African origin that they want to send their children to common schools where they can learn English and also, perhaps, make their private arrangements to have them learn any other vernacular language which they may wish them to learn?

Mr. GRATTAN-BELLEW (Special representative): I do not think that there is any general feeling of the type suggested by the representative of India. It is a case not merely of language but of different cultures which the different races have. There are different ways. This matter was very carefully considered by the Visiting Mission, as is apparent from its report, and the Mission has stated in that report that, having looked into the subject, it fully appreciates that there is no alternative at the present time but that the schools should be run on a communal basis.

Mr. SINGH (India): Are the students at Makerere College -- which gives post-secondary education -- taught in English or in some other language?

Mr. GRATTAN-BELLEW (Special representative): Speaking generally, I think that the courses in that College are all conducted in English. There may, however, be some subjects which are taught in Swahili; I am not sure. Certainly, such technical subjects as medicine, engineering, and so forth, would of necessity be taught in English.

Mr. SINGH (India): In paragraph 1001 of the annual report, we read the following:

"The educational policy for secondary schools for all races is aimed at turning out pupils who have been taught to be good citizens and who have completed a course which fits them for various types of employment or for further specialist training."

I suppose that these pupils go to Makerere College or abroad for further study. They have to learn English. I find that the Asians and the Africans do learn that language, which is foreign to them. In the light of those facts, is the Administering Authority thinking of opening a school or schools, especially in the cities, where persons of both races could at least go to school together?

Mr. GRATTAN-BELLEW (Special representative): I am afraid I do not quite follow the representative. Could that question be repeated?

The PRESIDENT: As I understood the representative of India, he proposed that there should be some joint system of education in both languages, by way of preparation for entry into other schools. Would the representative be kind enough to repeat the question?

Mr. SINGH (India): I shall make my question clearer.

In paragraph 99 of the working paper (T/L.419), it is stated that "language difficulties made inter-racial education impracticable". The special representative said that it was important that persons of different races should learn their own vernacular language first. I presume that that means that the Africans learn Swahili, and the Indians learn Gujrati, or whatever other language they wish to learn, and it is only later that they start learning English, which is useful for secondary and further training abroad -- at Makerere College, or in the United Kingdom or India, and so forth. My point is this: If those persons have to learn English later, they probably learn that language at about the same age. Is the Administering Authority thinking of having a school or schools, especially in Dar es Salaam or other cities, where people of the two races I have mentioned can at least learn together?

Mr. GRATTAN-BELLEW (Special representative): So far as I know, there is no such plan under consideration at present.

I should like to amplify my previous answers, to make sure that they have been understood by the representative of India. I stated, not that it was necessary to teach these people their own languages in the primary schools, but that they should be taught in their mother tongue -- which is quite another matter. It is not merely a question of the capability of understanding English. It is a question, as I believe educational specialists would tell one, of its being much less of a strain on a young brain to receive education in the mother tongue than in a language which, although the person may understand it, is strange to him. I speak with some diffidence in this respect, because I am not a specialist in education. That is, however, what I understand to be one of the ideas behind teaching people in their mother tongue.

Mr. SINGH (India): I am grateful to the special representative for his clarification, although I would add that I know a considerable number of people whose mother tongue is not English but who are more familiar with English than with their own mother tongue.

My last question is this: On page 11 of the UNESCO report (T/1091), we are given figures on the cost per pupil in pounds. As regards Government and Native Authority schools, the figures are as follows: each African pupil, £8.5; each Asian pupil, £31; and each European, £223.3. Could the special representative tell us whether these entire costs come out of Government funds, and, if not, what proportion comes out of fees paid by the pupils themselves to the schools? Could he also explain the great divergence in costs?

Mr. GRATTAN-BELLEW (Special representative): I recollect that, on reading through the Trusteeship Council's past records, I found that the question which has just been asked had been raised at every session during which Tanganyika was discussed. I only hope that I can answer the question as well as it has been answered previously.

First, I was asked where the money comes from. As regards the Africans, the greater part comes out of the Territory's revenue; a comparatively minute sum comes directly from the Africans in fees. As regards the Asians, quite a considerable sum is paid in education tax to the Indian Education Authority; a smaller sum, I believe, comes from fees. As regards the Europeans, a very considerable sum is paid in education tax to the European Education Authority, and another very considerable sum is paid in the way of school fees.

If I might say so, I should have thought that the reason for the difference in costs was fairly obvious. That difference is really the result of the varying standards of culture among the different races, and the fact that more staff from overseas must be obtained for European education, because of the question of language, than for Indian or African education.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): The annual report indicates that 267,000 pupils are receiving instruction in the bush schools. I believe that the representative of Haiti has already asked for some information on those schools, but I must say that the answer given by the special representative did not make clear to me the nature of those schools. Could the special representative tell me whether or not the schools are situated in a building?

Mr. GRATTAN-BALLEW (Special representative): In some cases there will be a building, of a very modest type, and in other cases there will be no building. As representatives are no doubt aware, in parts of Tanganyika it is quite common for the village people to meet in the evening under the village tree and to talk and discuss matters. It is quite common for the administrative officer to join them and enter into their discussion. It may well be that in many villages the bush school meets under the same tree, earlier in the day.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): In what language is the teaching carried out?

Mr. GRATTAN-BELLEW (Special representative): Generally, it is a question of teaching the children to be literate in Swahili. However, I would not like to limit my answer to that because there may be areas where the children are taught to be literate in a tribal language. As to that, of course I cannot say.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): Are the pupils in these bush schools supplied with pencils, copybooks, pens and ink, textbooks and so on?

Mr. GRATTAN-BELLEW (Special representative): I would say that they are to a very limited extent, and only just sufficient to enable them to be taught to be literate in the language in which the school operates.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): How effective are the schools in this sense? Would you say that the graduates from a bush school tend to remain literate in their subsequent life, or do they tend to go back to illiteracy shortly after they have left the bush school, forgetting all they have learned there.

Mr. GRATTAN-BELLEW (Special representative): On the whole, I think that the trend is for them to remain literate, especially if the Government can continue its present campaign, which is organized by the Social Welfare Department, for follow-up courses. However, it may perhaps be a little soon to express an opinion as to what will be the ultimate result of these bush schools.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): What are the programmes of these schools? Do they coincide with the programmes of the Governmental elementary schools, or are they quite different?

Mr. GRATTAN-BELLEW (Special representative): I am afraid I have not made myself clear in the answers I have previously given. These bush schools do not follow the curricula laid down for government and government-aided schools. They are confined almost entirely to teaching literacy in the language. It is the policy of the Government that, as quickly as may be possible, these schools should be turned into proper schools which will be registrable under the Schools Ordinance and become qualified for Government aid and be brought under Government control, instead of as now, under voluntary agency control.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): What are the pupils taught in these schools? Would the special representative say that the pupils become literate? How can they become literate if there is no fixed curriculum? The special representative, in answer to a question of mine, indicated that the children in these schools are taught to be literate. What is the meaning of this? Do they just learn the alphabet and the four arithmetical operations, or do they go further? Are they taught to read and write?

Mr. GRATTAN-BELLEW (Special representative): I regret that the representative of the Soviet Union has not understood what I meant by literacy. What I meant was that they were taught to read and write, generally in Swahili, but it may be that in certain cases they are taught to read and write in some other tribal language.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): The report of the Administering Authority indicates that in 1952 there were 80,000 pupils in the lower classes and 2,000 in the upper classes. In other words, the number of pupils in the upper classes is forty times fewer than that of the beginning classes. What accounts for this tremendous difference in numbers? We understand, of course, that in schools there is bound to be some rate of attrition as students move up from the lower to the upper classes, but a rate of attrition which results in there being forty times fewer students in the upper classes than in the lower classes is really enormous. Could the special representative account for this tremendous rate of attrition?

Mr. GRATTAN-BELLEW (Special representative): I have not the figures in mind, but I accept them as they have been stated by the representative of the Soviet Union. I think the answer is that, because of the education development plan, it is natural that the first increase must be in the lower tiers of education, that is to say, in the primary schools, because the pupils must pass through the primary schools before there can be any real increase in the number in the secondary schools. Further, it is more than likely -- it is almost a certainty -- that there is a wastage in education, even at this stage, in Africa, and a certain number of pupils, when they have passed through the primary schools and should go on to the secondary schools, are perhaps not carrying on their education. There is a slight wastage, as well.

Mr. TSARAPKIN (Union of Soviet Socialist Republics)(interpretation from Russian): How, then, would the special representative account for the fact that in the technical and professional schools, for example, there were eighty-four students in the first course and 273 in the second. Here the picture is reversed, which would seem to indicate that the explanation given by the special representative for the forty-fold decrease in the number of pupils in the upper classes as against the lower classes is not applicable to these schools. The ratio in this case seems to be reversed, because there are fewer students, three times fewer, in fact, in the first course than in the second. How does the special representative account for this considerable reduction?

Mr. GRATTAN-BELLEW (Special representative): I am not sure that I heard correctly the first part of the question of the representative of the Soviet Union, but I understand we are now talking about technical education and the first, second and third year courses. The reason why there were fewer pupils in the first year than in the second year may be due to the intake of one year being lower for some reason or other. There is also a great tendency in these vocational and technical training schools towards wastage. After a man has learned a little he may be tempted by an offer of employment and he may well,

against all advice that may be given to him, throw up his future education and take that employment. However, without actually making detailed enquiries of the department concerned, I cannot give a definite reason for this difference in the numbers in the first-year course and the second-year course.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): In answer to one of the questions today, as I understood the interpretation, the special representative indicated as a possible reason the closing of one of the technical schools. Was that an accurate interpretation? Did the special representative actually say that one of the technical schools was closed down and that that would help to account for the smaller number of students in the first course?

Mr. GRATTAN-BELLEW (Special representative): I did say that I recollected that one of the voluntary agencies had closed down one of its technical schools. But that, of course, would have nothing to do with the Government and with this question of the number of people taking the course in the Government training school at Ifunda. That statement that I made related to the figures appearing in the UNESCO report for the years from 1949 to 1952, I think, and it has no relation to the point which the representative of the Soviet Union is at present making.

MR. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): It is indicated in the report that the students of Makerere College are relieved, if necessary, of tuition payments, which I believe are £40 sterling per annum. Could the special representative indicate how many indigenous students were relieved of tuition payments under this head during 1952 or, if he wishes, during 1951?

Mr. GRATTAN-BELLEW (Special representative): Of the 88 students there at present, I think it would ^{be} approximately correct to say that the majority have been relieved, either in whole or in part, of tuition fees or tuition payments. Scholarships and bursaries to Makerere College amounted, I think, to about £4,700 in 1952. I am not quite sure of that figure; it may include scholarships elsewhere as well, but it certainly would include some to Makerere College.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): The report indicates that the secondary school at Kongwa was placed under the European educational system and that it gives a full secondary educational course. How many Africans are being taught in that school?

Mr. GRATTAN-BELLEW (Special representative): As indicated in the form of the question, that is a school under the European Educational Authority. As far as I know, there are no Africans in the school.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): What accounts for the fact that the salaries of African schoolteachers are from 84 to 750 shillings per month, whereas the salaries of European teachers are from 900 to 2,200 shillings per month? What accounts for the discrepancy between the salaries of European schoolteachers and African schoolteachers?

Mr. GRATTAN-BELLEW (Special representative): Unfortunately, the cost of living for a European in Tanganyika is very much higher than the cost of living for an African. In addition, when it comes to employment of expatriate employees, the Tanganyika Government has to enter into the market and pay the market price in order to get employees of the required high standard to come to Tanganyika.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): In that case, what accounts for the fact that, in Government schools, expenditures for each African student are 26 times less than for each European student?

Mr. GRATTAN-BELLEW (Special representative): Before the recess, I answered that question at some length. In order to save time, I shall try to summarize what I said before. The reason for the difference in cost as between an African student and a European student is partly the difference in cultural

standards between the two races and the difference in the cost of the personnel required, since one kind can be recruited in Tanganyika and the other has to be recruited from outside. In this connexion, I think it is only fair to keep in mind that a very substantial part of the sum paid for European education is paid by the Europeans in a special education tax or by way of school fees.

Mr. TSARAPKIN (Union of Soviet Socialist Republics) (interpretation from Russian): This is what I do not understand: The special representative has suggested that one of the reasons why 26 times less is spent per African pupil than per European pupil is that the cultural levels differ. What is the meaning of that? What has the cultural level to do with it? The instructional programme, the curriculum, is the same; the same sciences and other disciplines are taught. Are the expenditures per African pupil smaller because the curriculum is gone through more quickly? I do not see what the difference in cultural levels has to do with it if the curriculum is the same.

Mr. GRATTAN-BELLEW (Special representative): It would seem that I am now practically being called upon to define words I am using in English. It seems to me quite obvious that if you have different standards of culture, different cultural levels, that will affect the cost in the schools in every respect, as regards accommodation, recreation, clothing. And incidentally -- though this is not a cultural matter -- European standards of living are far higher. And, of course, the same applies not only to the pupils but to the teachers.

Mr. S.S. LIU (China): I have just one question. In paragraph 91, on page 18, the report speaks of two conferences, one held at Cambridge, England, on African education, and the other held in Nigeria, under the auspices of UNESCO, on African languages and education. Could the special representative tell us briefly what transpired at each of these conferences?

Mr. MATHIESON (United Kingdom): I think it perhaps would be more helpful if I were to reply as far as I can to this question, since it relates to a broader programme than simply the educational programme in the Trust Territory itself.

The educational programme in the Trust Territory is a broad one, covering all levels of education from primary to tertiary. It is designed to provide the Territory with the human resources it needs for its development. The programme is based on the principles of self-reliance and self-help, and is aimed at creating a sense of responsibility and ownership among the people of the Territory. The educational programme is a key element of the broader development programme, and is essential for the Territory to achieve its goal of self-reliance.

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These were two conferences at which the Territory was represented and from which it drew benefit. However, both of them were related to the broader problem of education throughout the dependent territories in Africa.

The representative of China had a colleague who represented his country on the Committee on Information from Non-Self-Governing Territories this year at which this question of education was discussed and at which we distributed copies of the report of the conference held in Cambridge on the problems of educational policy and practice in British tropical Africa. I am afraid that that report, while distributed to the members of that Committee, has not been distributed to the Trusteeship Council. I regret to say that I have no further copies available at the moment. However, if any member is interested in this report as a general examination of educational problems in Africa, I will be happy to try to secure a copy for him.

The conference was concerned with drawing up a new programme for the development of education at all levels in British African territories practically over the next quarter of a century. The educational policies in the African territories had been formulated in the late twenties as a result of an important mission of enquiry which was carried out in the territories. It was felt a few years ago that the time had come to conduct a re-examination of those basic policies. This re-examination was carried out in two stages. First of all, two highly competent technical missions of educationalists were mounted, one of which was sent to visit the eastern central African territories, including Tanganyika, and the other was sent to the British territories in West Africa. These teams visited the territories, inspected the problems on the ground and held discussions of educationalists, administrators and representatives of the people. As a result, they formulated reports which reviewed the whole problem of education in the groups of African territories to which they were respectively assigned. These reports were printed and circulated at a conference held in Cambridge at which representatives of the educational authorities of the Administration and of public opinion from all the African territories attended.

At that conference, these reports and their findings and suggestions were thoroughly discussed. A final report was issued by the conference, which is the document to which I referred earlier as having been circulated to and discussed by the Committee on Information from Non-Self-Governing Territories. There was nothing in this report which specifically related to Tanganyika but it did examine all those problems of policy and administration which Tanganyika, together with other territories, have to face.

I think I can say with some confidence that those representatives from Tanganyika, like those from the other territories who attended this conference, found it a most stimulating occasion. The results of this discussion will guide and mould educational policy in the territories for many years to come.

As regards the second conference in November in Nigeria, this is one which we invited the United Nations Educational Scientific and Cultural Organization to hold in British territory, in Nigeria, at which representatives of all the African territories were present. Its purpose was to carry further the study in which UNESCO has shown great interest on the use of African languages in education. I feel that if the Council were to be interested in the results of that conference, it might be more appropriate for it to invite the representative of UNESCO to give us some indication of the outcome if he is able to at this time.

The PRESIDENT: Is the representative of UNESCO in a position to assist the Council?

Mr. ARNALDO (UNESCO): I am glad to state at this time that the results of the conference referred to by the representative of the United Kingdom were published by UNESCO under the title "The Use of Vernaculars in Education". Limited copies are available in my office. However, if the Council wants copies for its delegations, I shall be willing to furnish them.

The PRESIDENT: Those members of the Council who desire this report can indicate that fact to the Secretariat.

Mr. SINGH (India): Could we enquire from the representative of UNESCO when he could make those copies available?

Mr. ARNALDO (UNESCO): I have about three or four copies upstairs. However, if necessary, we can make arrangements with our agent here in New York so that you might have copies within two weeks or so. The three copies I have will be available to the Council.

The PRESIDENT: I am sure that the representative of India can get one of the three or four copies which are available.

As there are no other questions on this section of the report, this concludes the examination of the special representative. Tomorrow we shall commence the debate on this territory.

EXAMINATION OF CONDITIONS IN THE TRUST TERRITORY OF RUANDA-URUNDI (T/1091, T/L.420);

- (a) ANNUAL REPORT (T/1081) [Agenda item 3b]
- (b) PETITIONS (T/PET.3/L.1, 3; T/CCM.3/L.2, 3) [Agenda item 4]

At the invitation of the President, Mr. Pierre Leroy, special representative for the Trust Territory of Ruanda-Urundi, took a seat at the Council table.

Mr. MASSONET (Belgium)(interpretation from French): The special representative for Ruanda-Urundi, Mr. Leroy, is ready to make a statement concerning the situation in the Territory. I shall be grateful to the President if he will be kind enough to call upon him to do so.

The PRESIDENT: I take pleasure in welcoming the special representative to the Council. He is well known to the members of the Council from preceding sessions. I am quite sure that his contribution to our discussion of this Territory will be of great value to the Council. I call upon the special representative.

Mr. LEROY (Special representative) (interpretation from French): I thank you, Mr. President, for paying me the honour once again of allowing me to come to this table to represent Ruanda-Urundi.

The Council will have occasion to examine at its coming meetings the report on the Belgian administration of Ruanda-Urundi during the year 1952. The introductory statement, which I hope will be as brief as possible, is intended to bring out certain forms of progress achieved in 1952. However, as a year has already passed since the end of that period, I may be able to be more complete than the report and briefly inform the Council concerning the development of the Territory in 1953.

In the field of political development, I shall dwell on four questions:

- (1) the decree of 14 July 1952 concerning the political native re-organization;
- (2) the electoral formation of the natives; (3) the new provisions concerning registration; and (4) the development of the Council of the Vice-Government General.

I shall first deal with the political native re-organization of Ruanda-Urundi. After a study of several years, the decree involving the political native re-organization of Ruanda-Urundi was signed on 14 July 1952 and came into force on 1 August 1953; in other words, we are at the start of a new regime.

I think that the Trusteeship Council will find it interesting to hear certain extracts from the report on the draft decrees by the Colonial Council meeting in Brussels on 8 February, 25 April and 9 May 1952:

"The Council notes with lively satisfaction the concern of the Government to extend the competence and to stimulate the initiative of the native authority while enabling the population to take an increasing part in public life in order progressively to bring it to autonomy.

"... the problem which is for the Government to resolve is that of the transformation of feudal states into modern states. This process implies inevitably that certain customary institutions will be maintained and that others will be adapted to the new developments and that others will be replaced by new institutions and new services.

"As was very aptly pointed out by the Governor, General Petillon, in his introductory preface to the Ten-Year Plan, the exploitation of Ruanda-Urundi implies above all a psychological transformation of the population. It is necessary to give it another conception of economic values."

During the discussion a member of the Colonial Council emphasized the historical and sociological aspect of a policy of emancipation which is intended to be carried through by virtue of the programme:

"When Belgium agreed to exercise its mandate on the Territory of Ruanda-Urundi, Ruanda-Urundi had two different States which were united but which were far from being centralized. They were both the result of a historical development by virtue of which the invading Batutsi had succeeded in imposing itself as a managing caste over the Bahutu and the Batwas. In fact, Ruanda and Urundi were two absolute monarchies partly centralized and partly feudal in structure. The Mwami had despotic power; he was the absolute master of his subjects because he was the only true owner of the land of the flocks.

"Regarding the political re-organization, it is of the highest importance to note that the political unification of Ruanda and of Urundi took place from without and from above. The state structure is the result of external force being applied which, mechanically to some extent, has grouped under one single authority ... lands and populations which up to that time had been dispersed. There was no truly organized society corresponding to this single state structure. In the normal development of a community, whatever that development might be, political organization arises naturally as a result of the social organism. It is to a certain extent its prolongation and its crowning. The primary role which rests upon the Administering Authority is to raise within the communities of Ruanda and Urundi such a form of development as the state form which used to be purely mechanical; it now becomes more and more an organic body and a natural one within the state such as, for example, a relationship as the family, the extended family, the clan, local groups as the villages and regions and economic groupings."

Speaking of the policy to be followed in order to put the new Councils into force, the report states:

"In the native society of a static nature, the territorial service represents a dynamic element; it is the encourager of progress. The idea is to bring the native progressively towards autonomy and it may be possible to construct autonomous cadres, but they would not be very strong or have great vitality.

"However that may be, by starting a policy of emancipation the territorial service will have to maintain and, if possible, intensify still more its contact with the masses of the people. In order to ensure that the political unity of Ruanda and Urundi can one day find a sufficient basis in a socially unified organism, the organization of society itself must, above all, occupy our attention."

It is particularly significant to note certain words spoken by the President of the Colonial Council, the Minister for Colonies, in the course of these discussions:

"...in the very interests of the democratic regime which we should like to see widespread throughout these regions, we must avoid any inconsiderate haste.

"The first stage to be reached is the education of the natives and their training. We have already made much progress in this connexion, and we shall continue to do so. The second stage is the one we are in at present, that is to say, the development of society from the former regime with its medieval characteristics to a social structure in which the rights of each citizen are fully safeguarded."

The Minister added that "to the desire which the inhabitants of Ruanda-Urundi have to participate in the political life of their country, we should give satisfaction in so far as possible and in order to achieve this we must see to it that they have the necessary training and education which will enable them to use their rights in full knowledge thereof, in full liberty, but also with the necessary moderation to assure its lasting success."

The Decree of 14 July 1952 recognizes, as in the past, the existence of two countries: Ruanda and Urundi. Each one of these countries is divided into chiefdoms, and these into sub-chiefdoms.

It is the Mwami who decides, with the concurring opinion of the Higher Council of the country, the limits of these districts.

One of the principal reforms introduced by the Decree of 14 July 1952 was the organization of multiple councils. Whereas the former legislation confined itself to referring to the councils of the chiefdoms and to the traditional council of the country, the new law organized these councils and fixed their composition

and their powers. There is a council of sub-chiefdom or 1,201 councils; there is a chiefdom council or 90 councils per chiefdom; there is a territorial council or 18 councils; a higher council of the country or 2 councils. There are 1,311 organized councils.

The composition of the councils is somewhat different from those which are to be found in the draft produced in the 1952 report.

The sub-chiefdom council includes the sub-chief, at least five members and nine at the maximum; in other words, one member for each 500 inhabitants.

The chiefdom Council includes the chief, ten members at least and eighteen at the maximum. There are five to nine sub-chiefs and notables elected in the same proportion.

The Territorial Council includes all the chiefs of the Territory, an equal number of sub-chiefs elected by their peers and a number of notables equal to the above. This Council appoints its own president.

Then there is the Higher Council of the country which includes the Mwami, the presidents of the territorial councils, six chiefs elected by their peers, a representative elected by each council of the Territory, four persons chosen because of their qualifications, and four indigenous inhabitants who carry a card of civic merit and who are registered. This excludes of course the chiefs and sub-chiefs.

Only the nationals of the country can be members of the Council. Each one of these councils are the initiative of the Territorial Authority, indigenous authorities, or three of its members gives opinions on any questions of interest to his district.

Moreover, the Higher Council of the country is consulted concerning the draft decrees of the Mwami.

The Decree recognizes that the Mwami has the power, with the concurring opinion of the Council, to take police and administrative measures which are binding on the natives.

The chief has the same powers that he has within the limits of his chiefdom. The Resident for the Higher Council and the administrators of the Territory for the other councils exercise the right of veto.

Within the Higher Council of the country there is a permanent Reputation which receives notice of the minutes of the meetings of the councils of the

chiefdoms and of the Territory; it prepares the text of the decrees and the estimated budget and helps the Mwami in the implementation of these decrees.

The other provisions of the Decree determine the duties of the native authorities and the inhabitants, the duties of the districts, the resources of the country and the chiefdoms, the expenditures of these districts, the management of money.

The details of all this organization is at the disposal of the Council.

An ordinance of 10 July 1953 laid down the way in which this was to be put into force. Articles 18 to 21 are particularly interesting, but are very long. I shall communicate them to the Council if it so wishes. These articles concern the constitution of the various councils.

As I stated before, the Decree and its ordinance entered into force on 1 August 1953. At the present time all the councils are being constituted. It remains to be seen how the new political organization is going to operate, but it was evidently much too soon for me to obtain information on its functioning which would be of interest to the Council before I left Africa. All I can say is that these electoral operations have taken place in a very satisfactory way.

In Ruanda the Bahutu have been elected to the councils of the sub-chiefdoms and have voted generally in favour of the Batutsis in the councils of the chiefdoms. Nevertheless, the Bahutus have obtained 25 per cent of the seats in the chiefdom councils. This is extremely good if you consider the internal situation. In the territorial councils the Bahutus were less numerous but are nevertheless represented. An administrator stressed this thought concerning these elections:

"It is noteworthy to observe that those who have been elected are people who are really in contact with the people and are interested in them."

How can I explain the fact that, the secrecy of the ballot having been fully respected, the Bahutus cast a majority vote for the Batutsis? The answer, I think, must be found in the ancestral customs of the people and the recognition of the actual superiority of the Batutsis and of their greater aptitude to participate in public affairs. I should like to point out here, from the documentary point of view, that the Conseil supérieur of Ruanda held its inaugural meeting on 13 February 1952.

In Urundi the populations appointed their councils in an equally satisfactory manner. In general, Urundi, where the traditional chiefs really live the life of their people, the Barundi confirm their traditional choice and appoint to their Councils their former political counsellors, the Abashingantahes;

On 13 March 1954, the Conseil supérieur of Urundi was to have held its first meeting.

It is too soon to judge the importance of the work done, but it seems very certain that it reflects the will of the people, and the results of the work done by the Administering Authority towards democratizing the various institutions are encouraging.

The nature and the importance of the reform resulting from the decree of 14 July 1952 leads me to deal with this point at some length. I shall be more brief on the following points.

The Trusteeship Council will recall that in 1951 and 1952 I had occasion to inform it of failures or semi-failures with which we were confronted in the organization of elections in the outer centres of Usumbura and Ruzonge.

The year 1953, from this point of view, was much better. The elections were organized in the whole country for the formation of the new indigenous Councils, and which had been preceded by a serious propaganda system carried out by the Administering Authority and the indigenous authorities, took place in a normal fashion everywhere. Moreover, the elections organized in Usumbura in November 1953 demonstrated that there, too, the inhabitants were beginning to understand the mechanism of the electoral system.

In the political field we must also mention certain decrees passed in May 1952, the provisions of which were applied to Ruanda-Urundi in September 1952.

Those decrees concerned the registration of the civilized native population, assimilating completely, from among the non-indigenous people, both from a repressive and a civil point of view, any individual whose training and manner of life demonstrate that he has a state of civilization which indicates that he can enjoy the rights and fulfil the duties established by law.

Finally, in the political field, I should like to draw the attention of the Council to the development of the Conseil sur l'évolution du Conseil de Vice-Gouvernement général. This Council, which has twenty-two members, met for the first time in 1947. In 1947-1948 there were no indigenous inhabitants in the Council; in 1949-1950 there were two; in 1951-1953 there were three; in 1954 there will probably be five indigenous inhabitants in that body.

In the economic field I propose to quote briefly certain facts concerning the ordinary budget, the development of co-operatives, the work of recuperation and protection of soil, commercial and industrial conditions among the indigenous inhabitants, and public works.

As regards the ordinary budget, I shall present a few figures. I would remind the Council that in Ruanda-Urundi the budget for any given year ends on 31 October of the following year. For the year 1952 the report before the Council shows incomplete data; I shall, therefore, give more complete information myself, omitting the fractions of millions.

For 1952 the expenditures were 513 millions, made up as follows: administrative services, judicial and military: 111 millions, or 21.60 per cent; social services: 156 millions, or 30.40 per cent: 69 millions for education and 79 millions for medical services; economic services: 224 millions, or 43.59 per cent; diverse expenditures: 22 millions, or 4.41 per cent.

For 1953 the budget forecast is 623 millions, made up as follows: administrative services: 135 millions, or 21.60 per cent; social services: 208 millions: 96 millions for education and 101 millions for medical services - or 33.50 per cent; economic services: 265 millions, or 42.50 per cent; diverse services: 15 millions, or 3.40 per cent.

It will be seen, therefore, that the part of the budget devoted to social services is considerable and is increasing.

As regards co-operatives, since the beginning of 1952 there have been nine new indigenous co-operatives, of which four were for the consumers, four agricultural, and one commercial. The consumer co-operative failed quickly, but the others are developing in a normal fashion.

In connexion with the work for soil protection, in 1952, 1,645 hectares were drained, in 1953, 14.87 hectares, bringing a total of 89,605 hectares, which is approximately 220,000 acres. In 1952 6,625 hectares of land were made available for cultivation by irrigation; in 1953, 7,934 hectares, making a total for the two years of 14,560 hectares.

With regard to the work against soil erosion, in 1952, 32,000 kilometres and in 1953, 40,000 kilometres of land were drained and ditches have been built. A total of about 200,000 kilometres of such construction work has been completed.

Afforestation has covered more than 45,000 hectares, or 111,000 acres. Incidentally, in 1953, 30 hectares were converted into orchards.

In the field of commerce and industry, 813 organizations by indigenous inhabitants were begun in 1951; in 1952, there were 884, and in December 1953, the number was 1,606. Many of these establishments are quite modest, but they are increasing rapidly in numbers, indicating that commerce is beginning to grip the imagination of the indigenous inhabitants.

Numerous public works projects were carried out in 1952. It would be idle to enumerate them since they are to be found on page 122 of the report, paragraph 78. New buildings have been erected, including schools, medical centres, offices, stores, houses, etc. I shall not inflict the reading of the entire list on the Council.

In the field of social advancement, may I cite, inter alia, the introduction of labour inspection and its considerable activity by means of visits to various enterprises in the Territory, including factories and different plants. Labour conditions are examined and reports made thereon. Employers and directors of factories are invited to introduce certain reforms conforming with legal prescriptions. An inspector of labour verifies these, and an employer who has not followed instructions is prosecuted.

It is to be noted, in social advancement, that the Fund for indigenous welfare was very active in 1952 and 1953. Page 36 of the report describes these activities for the year 1952. Between 1948 and 1952 the Fund had risen to 285 million francs. In 1953 it was almost 60 millions only. Among its achievements are included the maternity dispensaries at Kigali and Kitéga, the sanitorium at Rwangana, the construction of four apprenticeship schools, teacher-training schools, etc.

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Many indigenous inhabitants were furnished with seed and similar articles. As regards the standard of living, the movement is slow but it is progressing. Sometimes some of the employers, coming back to Europe, wanted to bring with them some of the costumes worn by the indigenous inhabitants. They are, however, very rare now, since imported fabrics is being used universally. The indigenous inhabitants have more and more sewing machines, bicycles, and so on. Permanent homes are growing in numbers. All of this indicates the rising standard of living of the indigenous inhabitants. There is also the activity of the savings banks. While 2,600,000 francs were held in deposit by the indigenous inhabitants in that bank two years ago, there are 21 million francs now.

In the field of medical services we find that the personnel has grown from 668 in 1951 to 930 in 1952, and to 971 in 1953. These figures comprise 67 doctors, 48 auxiliary medical personnel and sanitary agents, 3 pharmacists, 54 nurses and assistant nurses, 77 medical assistants, 583 male nurses and nurses aides, and numerous feminine assistants.

The Nyankanda Leprosarium has had a considerable number of patients which have been receiving treatment there. New dispensaries have been opened and three new hospitals have opened their doors during the past year.

In connexion with the question of education, the statistics for 1953 have not been received. It is therefore difficult to give exact information as to the most recent developments. But the number of students are about 180,000 in schools organized and subsidized by the state, and 480,000 in chapel schools where one or two years training is given in reading, writing and some other rudiments of elementary instruction. In January of 1955 we expect the opening in Usumbura of a college which is now being built. Students of all races will be received there without distinction and discrimination. The college will adopt the Belgian curricula so that its graduates will be able to enter higher educational institutions directly. The indigenous inhabitants admitted there have for months already been receiving intensified training so as to place them on the same footing as graduates of European schools.

In conclusion, I should like to mention a few problems which have preoccupied the Administration, problems the adequate solution of which is not yet entirely at hand. First, there is the conflict between the duty of respecting custom -- a custom to which the indigenous inhabitants have been attached for centuries -- and, on the other hand, the duty of democratizing their institutions. The authority of the chiefs has remained very real. It is based on the incontestable services which this institution has rendered to indigenous society. In most cases these customary chiefs are neither criticized nor challenged. If one of them abuses their functions, their subjects demand and obtain his abdication or elimination, but they do not wish to eliminate the institution.

The indigenous chief is not a hereditary tyrant. In many cases it is the son or an able relative who is chosen by the preceding chief to succeed him. In the present state of political advancement of the people, it is not expected that the pure and simple elections of chiefs will in any way improve the situation. An elected chief could be regarded as the representative of a faction instead of being what he is today: the unanimously accepted representative of the group as a whole.

That is one problem. Here is another problem: the custom with regard to ownership of cattle. This problem is dominated by the existence of a complex customary institution called "ubuhake" in Ruanda and "ubugabire" in Urundi. It is indispensable for me to give to the Council a survey of this problem. "Ubuhake" is a convention under which the owner of cattle, called the "shebuja", hands over the cattle to some other person called "mugaragu". Everything is based on the social value and the fictitious value of the cattle. The "mugaragu" is happy to be in possession of cows, even if economically they have little value. On the other hand, as against the "shebuja", he has numerous duties. He must participate in the building of his residence; he must cut lumber for him; he must serve as his messenger; he must accompany the "shebuja" when he moves about the place; he must help him when he becomes old and when he is in trouble; in fact he must amuse him, offer him beer or stronger beverage in various circumstances, and he must help him personally and sometimes give him cattle.

For his part, in addition to the loan of one or more cows, the "shebuja" has the general duty of helping and protecting his "mugaragu". It is realized that this kind of contract is obviously is not to the benefit of the "mugaragu" who for years serves the "shebuja" without obtaining the ownership of the cattle lent to him. The "shebuja" can always take that cattle back. All he has to do is invoke the pretext of the ingratitude of the "mugaragu".

The Trusteeship Council will be aware of the breadth of the problem if it realizes that nine-tenths of the cattle are covered by these contracts, which include everybody from Mwami to the last of his subjects, the "shebuja" being the "mugaragu" of the other.

We have been fighting this institution. The indigenous authorities have recognized that the institution is a harmful one, that too many interests are involved. It is too thoroughly planted to be gotten rid of easily and we have run into obdurate opposition in trying to eliminate it. However, the younger generation in schools has understood and it may be hoped that the opposition to our measures against the "ubuhake" will gradually be weakened.

Another problem, the graver one, is over-population and the conflict between agriculture and cattle raising. There are too many men and too much cattle for the available land. There should be an elimination of non-profitable cattle holdings. There should be improved technique, better use of manure, and so on. There should also be drainage of swamps, etc.

But the results of all these measures are bound to be rather limited. At the present stage 96 per cent of the cultivated land is covered with food crops. The lands which would otherwise have remained uncultivated because of steep grades are nevertheless cultivated now because of the shortage of land. There is not enough for export.

It might be said that the production of a hectare of coffee or cotton is worth several times that of one hectare of food crops for the indigenous inhabitants. It might be said that exports should be used to pay for foodstuffs. But this decision would be very difficult because the country may be a hairs breadth away from starvation if the rains fall. Moreover, the Territory's dependence on other Territories would be increased if its own food crops were reduced.

Another solution might be industrialization, and the Belgian administration has sought to foster it, but the only natural resources of the country, in addition to coffee, are a little cotton and some cassiterite. Geological studies have held out no great hope of new discoveries.

Any increase in food production and any industrial development are automatically compensated by a corresponding increase in the number of mouths to be fed and arms to be employed gainfully.

[The following text is extremely faint and largely illegible due to fading and bleed-through from the reverse side of the page. It appears to be a continuation of the report, possibly discussing economic or administrative matters.]

The population has been increasing each year. Emigration must be contemplated. The administrative union between Ruanda-Urundi and the Belgian Congo has already enabled us to find room in Gishari for 30,000 Banyarwanda. But the people of Ruanda-Urundi are strongly attached to their native soil and look with repugnance at emigration. Moreover, such a movement would be costly. The matter is further complicated by the climatic difference between the high plateau of Ruanda-Urundi and the land that might be placed at the disposal of the would-be emigres in the Belgian Congo.

Still another problem is the status of women and education for girls. The presence of much cattle has brought about the situation that a Ruanda-Urundi woman, who is not regarded as a working instrument, has a status much higher than women in neighbouring territories. The Administration is opposed to all forms of discrimination based on sex. Still, many indigenous inhabitants find it difficult to admit that school attendance is of any importance at all for girls. They see only the utilitarian aspect of education, and do not appreciate its value as an element of perfecting and improving the individual. Young men who have studied a great deal seek girls as wives who have had family training, since they feel that they will have greater authority over those girls. However, considerable progress has taken place, and schools in home economics have made advancements.

All of these problems are complex. After having obtained the sincere co-operation of the indigenous authorities, the Administration has often run into the apathy and lack of comprehension of the population, as well as the centuries-old prejudices, which cannot be eradicated easily. They must be worn away by education and persuasion over the years.

The Belgian Administration, anxious to perform its obligations to the populations under trusteeship, has these problems constantly under review. We hope that the Council also will keep these problems in mind in the course of its discussion of the report before it.

During 1954, Ruanda-Urundi will welcome the third Visiting Mission of the Trusteeship Council. May I take this opportunity to extend to it a welcome to Ruanda-Urundi and to assure it that it will receive, as in the past, full and sincere co-operation in Ruanda-Urundi.

The PRESIDENT: I thank the special representative. The representative of India has raised a point concerning the order of discussion of the four fields of development as set out in the report. He has said that in view of the relative importance of social and economic matters at the present stage of development in the Territory, we should adopt the following order: (1) social advancement, (2) educational advancement, (3) economic advancement, and (4) political advancement. Does the representative of Belgium have any objection to this procedure?

Mr. MASSONET (Belgium) (interpretation from French): The Belgian delegation has no objection to following the order proposed by the representative of India.

The PRESIDENT: As there is no objection, we shall follow that order.

If at tomorrow's meeting not all members are prepared to speak on conditions in the Trust Territory of Tanganyika, we shall proceed to the interrogation of the special representative for the Trust Territory of Ruanda-Urundi.

The Drafting Committee on Togoland under French Administration will meet tomorrow at 10.30 a.m. in Room 7.

Mr. ALL KHAN (India): When will the question of the Visiting Mission be considered?

The PRESIDENT: It will be considered at tomorrow's meeting. It would normally be taken up after the discussion on Tanganyika.

The meeting rose at 6 p.m.