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Statement by Dr. A. Anstensen,  
Canadian Representative on the  
Fourth Committee, on Tuesday,  
October 18, 1960

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Information from  
Non-Self Governing Territories

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Mr. Chairman,

In common with the ~~other~~ distinguished delegates who have preceded me in this debate, I wish first of all to extend to you, Sir, the congratulations and good wishes of the Canadian Delegation on your election as Chairman of this Committee. It is evident to me, from your conduct in the chair and the courtesy and strict impartiality which mark your handling of our work, that the Fourth Committee is indeed fortunate in the selection of its presiding officer. I have also been struck by the readiness of so many delegates to assure you of their full co-operation in tackling the heavy agenda that faces us which I think reflects a general feeling that we are here to build for the future rather than dispute about the past; my own country is in complete agreement with these sentiments.

May I also associate my Delegation with the good wishes that have been extended to our Vice-Chairman, Dr. Ortiz de Rozas and to our Rapporteur, Mr. Boeg.

II

It is a matter of particular pleasure to us that seventeen new member states, all but one of them African, are participating in this Fifteenth Session of the General Assembly. I am especially happy that two of them, the representatives of the Republic of Cameroun and of the Central African Republic, are now my neighbours on this Committee. If I single out one other new member -- the Federation of Nigeria -- for a





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special welcome, it is only because its history so closely resembles that of my own country. Like Canada, Nigeria has evolved, by peaceful constitutional processes, from colonial status to independence without severing the family connection.

We welcome all these new nations; we welcome the contributions which each can make to the United Nations; we look forward to co-operating closely with them in the work of the Organization and the deliberations of this Committee and we acknowledge, with thanks, the enlightened attitude of the former administering states which has helped to make it possible for these new countries to step out with confidence on the road to freedom.

It has been said that Africa can chiefly be benefited by her own children -- an observation with which we can all agree -- but in truth the emancipation of colonial peoples, if it is to take place in harmony and in the most propitious conditions, must be the result of a partnership. At least that is how we in Canada, as a multi-racial society, see it. Our new friends in Africa are here first of all because their own leaders, while never compromising in their demands for independence, had the wisdom to prepare for it carefully, and secondly because the colonial or administering authorities -- almost without exception -- had the wisdom to hand over after careful preparation, at the right time and in the right way.

### III

The presence of so many new African states reminds us that independence has become the normal status in Africa; colonies are now the exception. And this leads me to the Report of the Committee on Information from Non-Self Governing Territories which we are now discussing, because that Report singles out as the most significant feature of the period from 1946 to 1957 the sharp reduction in the number of non-self-governing territories and, above all, the fact that approximately one-half of the more than 200 million people concerned were able to demonstrate during that time their capacity to govern themselves. Since 1957, as we know, progress has been even more rapid.



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The Report owes much to the happy conjunction of a distinguished Chairman, in the person of Ambassador Quaison-Sackey of Ghana, and a vigorous drafting sub-committee led by Mr. Rasgotra of India. As a newcomer to this Committee I am personally very grateful to them and their associates, including the Secretariat, for the able manner in which they have highlighted the significant aspects of the Report on Progress in Non-Self-Governing Territories.

The Progress Report reflects the great variation in conditions in dependent territories and the diversity in methods adopted by administering members in order to foster the economic, social and educational advancement of the peoples in these territories. While results have been uneven the Committee has concluded that in these fields substantial progress was achieved by most of the non-self-governing territories on which information was transmitted.

On the other hand we are aware and fully share the Committee's concern that the aspirations of peoples towards self-government or independence have too often far outstripped the pace of their economic and social advancement. There is no absolute guide here and accession to independence has occurred under widely varying circumstances but if the transitional period, to quote paragraph 25 in Part 2 of the Committee's Report, is to be "smooth, constructive and purposeful" it would seem that a solid structure of essential public services and of primary and secondary educational facilities must be created. Above all there must be - and again I quote the Report - "a progressive transfer of responsibility on both the technical and the political planes to qualified persons and chosen representatives of the population".

The people of the territories must be trained to occupy positions at all levels of the civil service; they must play an increasingly active and responsible part in the municipal, legislative and executive branches of government and they must be equipped with the technical knowledge which is indispensable to economic development. Progress depends upon popular support ultimately, on the association of leaders of the people with plans for measures of development and the active participation of the local inhabitants at all stages of their implementation. Here I must say how







much I welcome and endorse the principle of economic policy to which the distinguished representative of the United Kingdom, Sir Andrew Cohen, referred in his statement, namely that, and I quote:

"...in all these activities it is the human potential of the people of the territories themselves that must be used. We must encourage them and help them to run their own Government services, their own industries, their own commercial enterprises."

The Canadian Government is in full accord with this view, which we believe is shared by all the administering powers. What we are concerned about in this debate is people - people who must be helped in every possible way so that, through their own efforts, they may create a firm basis for full self-government or independence.

#### IV

In its observations and conclusions on the Progress Report, the Committee on Information has again emphasized the crucial importance of education to progress in other fields of development and particularly as a prerequisite to the raising of levels of living. It would appear that the objectives of educational policy in dependent territories are now much better understood than ever before and in positive terms the results achieved are in many cases quite remarkable.

As a country with a small population scattered through a vast area, Canada is in a position to appreciate many of the difficulties faced by the administering powers. The expansion of facilities in the form of school buildings, equipment and supplies imposes a heavy demand on public revenues; as we have reason to know, the cost of education remains high even under the most favourable conditions. Most serious of all is the absence of enough trained teachers and administrative personnel; this is a gap which requires time as well as money to fill.

UNESCO has already drawn our attention to its conclusion that only a massive and concentrated attack on illiteracy, making use of all teaching methods and enlisting the co-operation of social workers, economists, voluntary organizations and civic, legislative and trade-union



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leaders, will be likely to succeed. For its part the Committee on Information has expressed its conviction that the development of free and compulsory education requires the greatest possible expansion of teacher-training facilities and, while primarily the responsibility of the administering Members, also calls for co-operative international action, making use of the facilities and advice of the United Nations Technical Assistance Administration and the Specialized Agencies.

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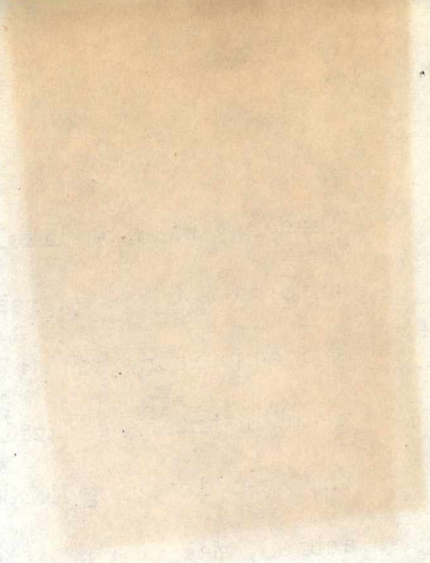
It is in the field of higher education and technical training that member nations like Canada who have no direct responsibilities towards dependent territories, are perhaps best fitted to give a helping hand.

Technical Assistance

A number of students from non-self-governing territories now come to Canada under various bilateral and multilateral technical assistance programmes. These include the Colombo Plan, African and West Indies aid made available by the Canadian Government, the United Nations Technical Assistance Programmes and those of the Specialized Agencies of U.N.O. Under these programmes, fifty-four students from the West Indies have pursued in Canada such diverse fields of study as economics, co-operatives and marketing, education, forestry, radiology, town planning and public administration.

As has been mentioned previously in our debate the Commonwealth countries recently launched a new African aid programme, which has been termed the "special Commonwealth African assistance plan". It is designed as a scheme for co-operative action among members of the Commonwealth to assist Commonwealth countries, including dependent territories, in Africa. For this purpose, as was stated by Prime Minister Diefenbaker in his address to the General Assembly on September 26, Canada will, subject to Parliamentary approval, make available a contribution of \$10,500,000 over three years towards the development of African countries within the Commonwealth. The programme will include some of the dependent territories and the greater part will take the form of technical assistance and aids in education.







### Scholarships

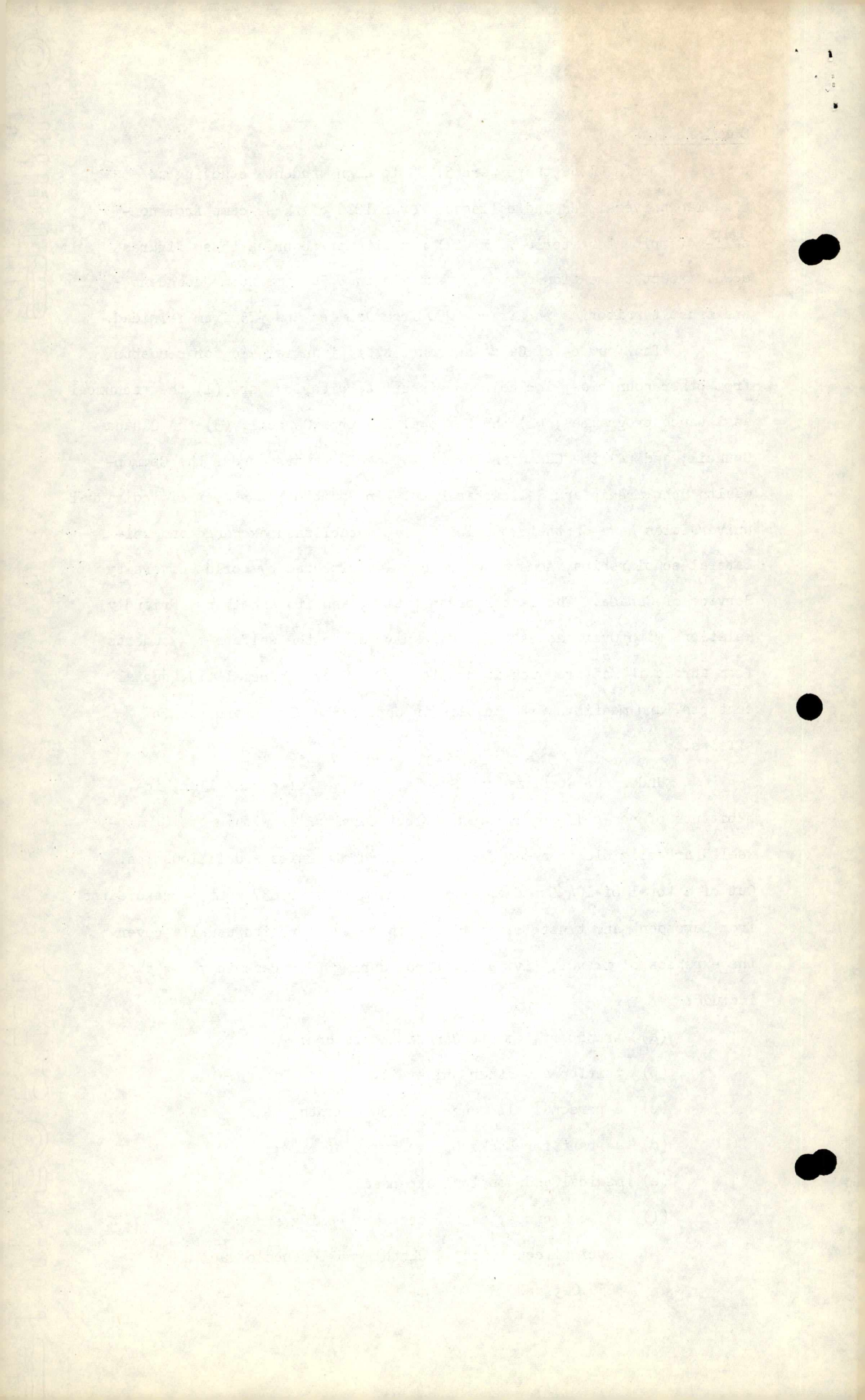
During 1959 there were 5,987 foreign students studying at Canadian universities and colleges. Over 1800 of these came from non-self-governing territories. I will not attempt to break these figures down, except to mention by way of example that 54 came from dependent and trust territories in Africa, 290 from Jamaica and 575 from Trinidad.

The four chief Canadian sources of financial aid for students from other countries, including dependent territories, are (1) the technical assistance programmes; (2) the National Research Council; (3) the Canada Council; and (4) the Canadian Government making awards under the Commonwealth Scholarship and Fellowship Plan. In addition, a number of individual universities have on their own initiative established exchange and unilateral scholarships, some of which are administered by World University Service of Canada. The latter organization, and its ancillary, Friendly Relations with Overseas Students, are devoted to the welfare of students from abroad in matters such as housing, emergency financial aid, social contacts, and meetings with leaders in Canadian business and public affairs.

Under the Commonwealth Scholarship and Fellowship Plan, inhabitants of non-self-governing and trust territories within the Commonwealth are eligible to apply for Canadian scholarships and fellowships. Out of a total of 104 Canadian awards made this year, 37 went to candidates from dependent and trust territories. These scholarships usually cover the expenses of travel, living and study during two academic years and include:

- (a) transportation to Canada and return;
- (b) tuition and other university fees;
- (c) a personal allowance of \$150 a month;
- (d) a grant for books or equipment of \$100;
- (e) medical and hospital expenses;
- (f) in some cases, as for scholars coming from tropical countries, a clothing allowance of up to \$250.00; and







(g) for a male married scholar, accompanied by his wife, a marriage allowance of \$50.00 a month plus two-thirds of the cost of the wife's fare to Canada and return.

Inhabitants of all non-self-governing and trust territories are eligible to apply for Canada Council fellowships which are tenable at the graduate level in the arts, humanities and social sciences. The National Research Council of Canada also offered in 1959-60 approximately 90 post-doctorate fellowships in competition open to citizens of all countries.

Mr. Chairman, although our contribution is modest in comparison with that of countries who have direct responsibilities, Canada is seeking in these ways to do her share in the way of direct aid and encouragement for the educational and technical advancement of the peoples of the dependent territories. No investment that we can make is likely to prove more worthwhile in terms of the future happiness and welfare of these peoples.



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