



## TRUSTEESHIP COUNCIL

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**President:** Mr. Leslie Knox MUNRO (New Zealand).

*Present:*

The representatives of the following States members of the Trusteeship Council: Australia, Belgium, China, El Salvador, France, Haiti, India, New Zealand, Syria, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United States of America.

The representatives of the following specialized agencies: International Labour Organisation; United Nations Educational, Scientific and Cultural Organization.

**Examination of conditions in the Trust Territory of Ruanda-Urundi: (a) annual report (T/1081); (b) petitions circulated under rule 85, paragraph 2, of the rules of procedure (*continued*)**

[Agenda items 3 (b) and 4]

*At the invitation of the President, Mr. Leroy, special representative of the Administering Authority for the Trust Territory of Ruanda-Urundi, took a place at the Council table.*

**QUESTIONS CONCERNING THE TRUST TERRITORY AND REPLIES OF THE SPECIAL REPRESENTATIVE (*continued*)**

*Educational advancement*

1. Mr. KHAN (India) asked what percentage of the indigenous inhabitants could read and write and whether there had been an increase in the number of literates.
2. He also inquired what proportion of the budgets of private schools was covered by government grants.
3. Mr. LEROY (Special representative for Ruanda-Urundi) explained that he had no statistics for the population as a whole, but there had been a substantial increase in the number of persons who could read and write. At the end of 1952, about 650,000 children had been attending school.
4. In reply to the second question, he said the Government paid all the costs of school furniture and supplies, contributed about 70 or 80 per cent of the construction costs of school buildings and paid part of the salaries of the teaching staff. He added that the annual report<sup>1</sup> gave all the relevant particulars.

<sup>1</sup> See *Rapport soumis par le Gouvernement belge à l'Assemblée générale des Nations Unies au sujet de l'administration du Ruanda-Urundi pendant l'année 1952*, Brussels, Etablissements Généraux d'Imprimerie, 1953.

5. Mr. KHAN (India) asked the special representative if he could comment on the complaints from Asians received by the United Nations Visiting Mission to Trust Territories in East Africa, 1951, who claimed that their children had been barred from certain schools (T/948, para. 264).

6. Mr. LEROY (Special representative for Ruanda-Urundi) said he did not know exactly what complaints the Indian representative was referring to, but explained that owing to differences in language, education and way of living, special schools had had to be established for Europeans, Asians and the indigenous people of Ruanda-Urundi.

7. Mr. KHAN (India) asked what was the language of instruction in the schools for Asian children.

8. Mr. LEROY (Special representative for Ruanda-Urundi) replied that, at the express request of the parents, instruction was given in French.

9. Mr. KHAN (India) inquired whether Flemish would be an optional or a compulsory subject in the curriculum of the university to be opened in 1955, inasmuch as it was to follow the Belgian model.

10. Mr. LEROY (Special representative for Ruanda-Urundi) recalled what the Minister for the Colonies had told the Visiting Mission on the subject. A knowledge of Flemish was not required of persons taking the courses of the French syllabus in a Belgian university. In Ruanda-Urundi, Flemish was taught in only one part of the secondary school. When the school was established, it had seemed desirable to teach Flemish to the indigenous *élite* as a second European language, as that *élite* would have many contacts with the European population of the Territory.

11. Mr. KHAN (India) asked whether pupils were exempted from religious instruction solely at the request of their parents, or whether they were automatically exempted if they were not Christians.

12. Mr. LEROY (Special representative for Ruanda-Urundi) explained that in the government-subsidized mission schools, religious instruction was automatically given to the children if the parents did not object. In practice, there was no difficulty about the matter in Ruanda-Urundi. With the exception of a few thousand Moslem Waswahilis, there was actually no indigenous religion and the Africans readily accepted the religious instruction given them. In that connexion, he read a letter addressed to the Minister for the Colonies by the Apostolic Delegate at Léopoldville expressing regret that the authorities had not had the opportunity of explaining to the Visiting Mission that religious instruction was optional, as was common knowledge, in all schools for whites and Africans in Ruanda-Urundi and in the Belgian Congo. The Apostolic Delegate had added that all schools, whether for whites or for Africans, and whether official or government-subsidized, were public schools open to all children regardless of creed or opinion and that religious instruction in those schools was optional.

13. Mr. KHAN (India) asked what type of films were shown in the social centres and by the mobile cinemas, which seemed to be quite popular.
14. Mr. LEROY (Special representative for Ruanda-Urundi) read out the relevant passage on pages 230 and 231 of the annual report, which gave all the information requested by the Indian representative.
15. Mr. KHAN (India) asked about the progress of the adult education programme.
16. Mr. LEROY (Special representative for Ruanda-Urundi) explained that adult education had been only partially successful, because Africans had a tendency to plunge into new activities with enthusiasm only to drop them rather quickly. Moreover, the Administration, with its very heavy educational programme, had considered it wiser to concentrate on the normal educational programme for young people.
17. Mr. KHAN (India) inquired whether, in accordance with the 1951 Visiting Mission's recommendation (T/948, para. 292), the Administration was planning to take a more direct part in education, which was now for the most part in the hands of the religious missions.
18. Mr. LEROY (Special representative for Ruanda-Urundi) explained that as far as possible the Administration complied with the wishes of the population. At the moment, the religious missions were rendering great service in education. For the same number of pupils, education given entirely by government schools would cost six times more than the education given by the government-subsidized mission schools. The establishment of the non-denominational Indian school and of other non-denominational schools for Europeans, or for indigenous persons of the same linguistic and cultural level, was proof of the Administration's goodwill. As soon as enough indigenous inhabitants expressed the wish for education provided exclusively by the Government, the Administration would endeavour to comply.
19. Mr. TARAZI (Syria) asked whether the Administering Authority intended to make education compulsory.
20. Mr. LEROY (Special representative for Ruanda-Urundi) explained that such was obviously the Administering Authority's intention, but it could not envisage such action unless it was able to provide education for all who would thus be compelled to attend school.
21. Replying to another question from Mr. TARAZI (Syria), Mr. LEROY (Special representative for Ruanda-Urundi) pointed out that ever since Belgium had assumed the administration of Ruanda-Urundi, it had exerted every effort to build up a proper educational system where none had previously existed. At the outset, the chiefs had had to force the children to attend school. Moreover, before any education could be provided, instructors and teachers had to be trained, and that involved a great deal of work. In each of its reports, the Administration had shown the steady rise in school attendance, but it was not unaware that there was still much to be done.
22. Mr. TARAZI (Syria) asked why the bush schools, chapel schools and Moslem schools received no government subsidies. It might be to the Administration's advantage to subsidize those schools so that they could provide more advanced courses of study, even if they did not fulfil the conditions laid down by the rules.
23. Mr. LEROY (Special representative for Ruanda-Urundi) explained that the instruction provided in those schools was rudimentary. To be eligible for a subsidy, a school had to have sufficient material facilities, a qualified teaching staff and admit a minimum number of pupils who were fairly homogeneous in character; it had to provide free instruction, use as the language of instruction either an indigenous language or one of the national languages of Belgium, operate for at least 200 days every year, set aside a specified period daily for manual training, adhere to the syllabus established or approved by the Administration, submit to official government inspection and medical inspection and produce satisfactory results. The schools referred to by the Syrian representative obviously did not meet those requirements because their main purpose was to give religious instruction; teaching, in the proper sense of the word, was less important. If they wished to be eligible for subsidies, those in charge of the schools in question had only to fulfil the necessary conditions.
24. Mr. TARAZI (Syria) noted that a distinction was made between primary and secondary education for indigenous inhabitants, and primary and secondary education for Europeans. Under the arrangements in force, an indigenous inhabitant could not finish his education until he was quite old, which would mean that his intellectual development was delayed. Was the Administering Authority considering the possibility of merging the two kinds of education?
25. Mr. LEROY (Special representative for Ruanda-Urundi) replied that the Administration's objective was, of course, to organize a single system of education eventually. It was therefore opening, at Usumbura, a secondary establishment where pupils of all races would be accepted on the sole condition that they were linguistically capable of following the lessons. It was, however, still necessary to maintain the divisions due to different languages and cultures. It was not a question of race, but merely of level of education. For the time being, six-year-old European, indigenous and Asian children could not be taught together.
26. Mr. TARAZI (Syria) said that he had simply wanted to know why the two kinds of education were kept apart, and whether the Administering Authority was considering a change in the system of primary and secondary education so as to do away with the distinction.
27. Mr. RYCKMANS (Belgium) stated that the Department of Education had always followed the principle that a child who was unable to keep up with a given curriculum should nevertheless be able to continue his studies. Intermediary classes were therefore being started so that pupils who were gifted, but had received their early education at a comparatively low level, might pass into the higher level.
28. Mr. TARAZI (Syria) asked whether the Congolese Lovanium University Centre, at Kisantu, was a small university or was affiliated to a Belgian university.
29. Mr. RYCKMANS (Belgium) explained that the Lovanium University Centre, which was now at Kiluenra, and no longer at Kisantu, had been founded on the initiative of the University of Louvain, which acted as a kind of sponsor. It was intended that its courses of study would correspond to those offered by European universities, and lead to the same degrees. Although the university had been founded for the indigenous population, European students might exceptionally be admitted. The first term had opened on 15 January 1954 and there were at present seventeen registered students from Ruanda-Urundi.

30. Mr. TARAIZI (Syria) inquired whether the Administering Authority was considering the extension of the Lovanium University Centre's medical section, so that it could train fully qualified medical practitioners in addition to male nurses and medical assistants.
31. Mr. LEROY (Special representative for Ruanda-Urundi) said that the students did four years' practical work and two years' theoretical work. The Administration hoped that gradually the point would be reached at which fully qualified indigenous doctors, with the same qualifications as the graduates of Belgian universities, would be trained.
32. Mr. TARAIZI (Syria) asked which administrative or liberal professions were open to students who had followed the courses of the administrative section.
33. Mr. LEROY (Special representative for Ruanda-Urundi) said that, generally, students graduating in the administrative section joined the Administration's services, but sometimes they found it advantageous to take up private employment. He was unable to say whether the inhabitants of Ruanda-Urundi at present studying at the Lovanium University Centre were following the courses of the administrative section. As a rule, students from the Territory registered at Astrida College, which also had an administrative section.
34. Mr. TARAIZI (Syria) asked whether the Administering Authority intended to provide opportunities for indigenous inhabitants to study law, with a view to training a body of judges in the Territory.
35. Mr. LEROY (Special representative for Ruanda-Urundi) said that the teaching staff had not yet expanded sufficiently to make it possible to arrange for legal studies. However, one student from the Territory had studied political and social science in Belgium.
36. Mr. TARAIZI (Syria) asked whether students who received scholarships for study in Belgium entered into any undertaking with the Administration.
37. Mr. LEROY (Special representative for Ruanda-Urundi) said they were under no such obligation.
38. Mr. PIGNON (France) asked what careers were open to indigenous pupils finishing the second stage of primary studies, for selected pupils (annual report, p. 210).
39. Mr. LEROY (Special representative for Ruanda-Urundi) said that the Administration had organized those studies so as to give all pupils the most advanced education possible in keeping with their mental capacity. During the first two or three years at primary school, children learnt elementary reading and writing, religious knowledge, arithmetic, the metric system, drawing and singing; they received training in observation and were taught the elements of handicrafts. They were also given educational talks on hygiene, personal conduct and altruism. After those two or three years, it was fairly easy to pick out the pupils who were at all likely to finish secondary studies successfully. The children might be admitted to the second stage for selected pupils if their parents so desired; during that stage they received training in general subjects and were prepared for a secondary education. If they seemed unlikely to go beyond a primary school, they were placed in the ordinary second stage, where the teaching was on more practical lines.
40. Mr. S. S. LIU (China) asked whether the Administration had done anything to give the school children in the Territory more detailed information about the work of the United Nations.
41. Mr. LEROY (Special representative for Ruanda-Urundi) said that the brochure *Le Ruanda-Urundi et le régime international de tutelle* contained a diagram showing the organization of the United Nations, with a few comments to explain to children the provisions of Article 76 of the Charter.
42. Mr. S. S. LIU (China) pointed out that the brochure gave no information about the right of petition, and asked whether the children had any other means of learning about that right.
43. Mr. LEROY (Special representative for Ruanda-Urundi) replied that when the Visiting Mission had advised the Administration to acquaint the inhabitants with the purposes of the United Nations and of the Trusteeship System, it had emphasized the provisions concerning independence and self-government. Information about the right of petition had not been purposely omitted in the brochure. In any case, the Administration intended to issue a somewhat more detailed brochure, which would deal with the right of petition, in the course of the year.
44. Mr. S. S. LIU (China) asked for further information about the scholarships granted to indigenous students for more advanced study abroad.
45. Mr. LEROY (Special representative for Ruanda-Urundi) stated that two students were at present receiving higher education in Belgium, and being fairly generously assisted by the Belgian Government.
46. Mr. S. S. LIU (China) asked what steps the Administration was taking to train teachers.
47. Mr. LEROY (Special representative for Ruanda-Urundi) stated that the Administering Authority had the matter in hand. In 1953, it had founded a teacher-training school for women at Muramba, a junior teacher-training school for girls in the same town, a school of domestic science at Usumbura, and other educational institutions. He had not, however, been able to obtain full information on the work done in the field of education in 1953.
48. In reply to a question by Mr. S. S. LIU (China), Mr. RYCKMANS (Belgium) explained that there was, properly speaking, no consultative body dealing with education, but the organization of such a body was being discussed with the experts in education.
49. Mr. DORSINVILLE (Haiti) asked at what age the children left school.
50. Mr. LEROY (Special representative for Ruanda-Urundi) said that a child usually went to the primary school at the age of six, finished his primary studies at the age of twelve and left the general section of a secondary school when he was fifteen. If he went into a special section, with medicine or veterinary science as his subject, or took courses in administration, agriculture or education, he studied until the age of eighteen or nineteen, after which he took a practical course for a year or two, according to the subject selected. The student consequently finished his training between the age of nineteen and twenty-one.
51. Mr. DORSINVILLE (Haiti) asked at what age a pupil normally left the classical secondary school.
52. Mr. LEROY (Special representative for Ruanda-Urundi) said that the curriculum in that school was spread over six years. The pupil therefore finished his classical studies at the age of eighteen.
53. Mr. DORSINVILLE (Haiti) recalled that, according to the Belgian representative, the Lovanium University Centre in the Belgian Congo had the same

curriculum as the University of Louvain or the University Institute of Overseas Territories at Antwerp; nevertheless, a student leaving a secondary school in the Territory had to do a year's preparatory work before entering the Lovanium University Centre. It therefore seemed that the tuition given in the metropolitan country and that in the Belgian Congo were not equivalent.

54. Mr. RYCKMANS (Belgium) explained that pupils leaving the classical schools in the Belgian Congo or Astrida College had not, in fact, received the same education as those who completed the work of the top form in Belgium: in French, if in nothing else, they were seriously handicapped. It had therefore been decided to make them do an additional year's preparation after their secondary studies, to bring their knowledge up to the level of that of Belgian students entering a university.

55. Mr. DORSINVILLE (Haiti) inquired how many students from Ruanda-Urundi had taken degrees at the University of Louvain or the Institute at Antwerp.

56. Mr. LEROY (Special representative for Ruanda-Urundi) said that the indigenous inhabitants who had registered in the institutions of higher learning in Belgium had done so as non-graduating students. They had followed courses and sat for examinations, but had not taken degrees.

57. Mr. SCOTT (New Zealand) asked what the approximate number of pupils was in the professional school at Usumbura.

58. Mr. LEROY (Special representative for Ruanda-Urundi) thought it would be between seventy and a hundred. More accurate information could be obtained on that point.

59. Mr. SCOTT (New Zealand) observed that there were only six school inspectors, and asked whether the missions and the other voluntary agencies also had inspectors.

60. Mr. LEROY (Special representative for Ruanda-Urundi) explained that a fairly large number of indigenous inhabitants received the first rudiments of education in chapel schools, bush schools and Koranic schools. Those establishments were not subsidized by the Administration and were not inspected by government inspectors. The number of the latter actually was six, but it should not be forgotten that the inspection of schools had only been organized recently. Moreover, the missions' inspectors visited the chapel schools and the bush schools; they also accompanied the government inspectors on their rounds of the subsidized schools.

61. Mr. SCOTT (New Zealand) asked how many students would probably attend the interracial school which was shortly to be opened at Usumbura.

62. Mr. LEROY (Special representative for Ruanda-Urundi) said he could not, at that stage, state an exact figure. He thought that the school directors intended to begin with sixty or seventy pupils, and gradually to increase the number to 300 or 400.

63. Mr. TSARAPKIN (Union of Soviet Socialist Republics) asked whether the base salaries of indigenous teachers given on page 225 of the annual report were monthly or annual.

64. Mr. LEROY (Special representative for Ruanda-Urundi) said that the figures were for annual salaries.

65. Mr. TSARAPKIN (Union of Soviet Socialist Republics) drew the Council's attention to the figures given on pages 394 and 395 of the annual report, for

the number of pupils enrolled in State schools and in subsidized private schools. He asked the reason for the substantial difference between the number of pupils enrolled in the first year and the number enrolled in the sixth year; in all cases, the figures fell off very rapidly.

66. Mr. LEROY (Special representative for Ruanda-Urundi) said that the difference could be easily explained. The 1,000 pupils in the sixth year were the result of an intake of 1,500 or 2,000 in the first year. The courses were not compulsory. The enrolment of 70,000 pupils in the first year was evidence of the steady expansion of the school system. The 70,000 pupils in the first year were obviously not of the same "generation" as the 1,000 pupils in the sixth year.

67. Mr. TSARAPKIN (Union of Soviet Socialist Republics) said that although, according to the table on page 393 of the annual report, there were two secondary schools in the Territory, a State school and a subsidized private school, the table on page 395 giving the enrolment of pupils in subsidized private schools did not list a single pupil as enrolled in the private secondary school. He asked for further details of the private secondary school with no pupils.

68. Mr. LEROY (Special representative for Ruanda-Urundi) said that the explanation was that the Director of the Department of Education who had drafted that part of the report had regarded the secondary school for children of all races to be opened at Usumbura as existing. The school, the construction of which was already well advanced, would be opened in January 1955.

69. Mr. TSARAPKIN (Union of Soviet Socialist Republics), noting that there were only six State schools offering general education, inquired whether the Administering Authority intended to take steps to increase the number.

70. Mr. LEROY (Special representative for Ruanda-Urundi) said that, as he had explained on a previous occasion, the education provided by the missions, with government assistance and subsidies, cost considerably less than public education; the appropriations needed to teach one pupil in a State school would be used to provide equivalent education for six pupils in a subsidized private school. As the Administration wished to provide education on as wide a scale as possible and the indigenous inhabitants were very much in favour of mission schools, there would be no point at the present time in establishing more expensive State schools. More State schools would be set up as soon as the need for them became felt or the people expressed a desire for them.

71. Mr. TSARAPKIN (Union of Soviet Socialist Republics) asked why the Ruanda-Urundi secondary school — there was only one in the Territory — had no girl pupils.

72. Mr. LEROY (Special representative for Ruanda-Urundi) explained that the school was part of the Astrida school group. The boarding school was run by the Frères de la Charité, a religious mission. Instruction was given by the brothers and by lay teachers. The school was for boys only.

73. It should be pointed out that the indigenous inhabitants were on the whole opposed to education for girls: it had consequently been necessary to compromise, and to begin by setting up domestic-science schools. Girls did in fact receive some secondary education through

those schools. They could also receive post-primary education in schools for assistant teachers, assistant nurses and assistant midwives. In any case, an insufficient number of girls at present desired secondary education to justify the establishment of special schools for them.

74. Mr. TSARAPKIN (Union of Soviet Socialist Republics) drew the Council's attention to the table on page 396 of the annual report giving the number of pupils who had received diplomas in 1952. He asked whether the figures meant that no pupils had left the secondary school in 1952.

75. Mr. LEROY (Special representative for Ruanda-Urundi) said that several times in the past five years he had personally attended the end-of-term ceremonies at the Astrida secondary school and knew that a substantial number of pupils received diplomas every year. With regard to the table to which the USSR representative had referred, the only explanation he could give was that the number of pupils leaving school had not been known when the report had gone to press.

76. Mr. TSARAPKIN (Union of Soviet Socialist Republics) asked why the number of pupils in the secondary school had dropped from 282 in 1951 to 239 in 1952, as shown in the table concerning general secondary education, in the observations of UNESCO (T/1091).

77. Mr. LEROY (Special representative for Ruanda-Urundi) regretted that he was unable to explain the exact reason for the decline; he thought that it was due to the fact that more pupils were attending specialized sections.

78. Mr. SERRANO GARCIA (El Salvador) asked how many State teachers' training colleges were functioning in the Territory. The table on page 397 of the annual report giving the number of teachers in State schools listed only one teacher for the teachers' training college. He wondered whether that figure was correct.

79. Mr. LEROY (Special representative for Ruanda-Urundi) answered that there was at present only one State teachers' training college, as stated in the table on page 393 of the annual report. The school, which was in its first year, had ten pupils and, consequently, only one teacher.

80. Mr. SERRANO GARCIA (El Salvador) asked whether the Administering Authority had approached UNESCO with a view to ascertaining the best way of obtaining teaching material and books for the schools of the Territory at reasonable prices.

81. Mr. LEROY (Special representative for Ruanda-Urundi) said that negotiations with UNESCO had been undertaken, but that the Territory had so far received only a few books and pamphlets and some reference material. He could not say how far the negotiations had progressed, as they were being conducted by the Belgian Government, not by the local Government of Ruanda-Urundi.

#### *Economic advancement*

82. Mr. KHAN (India) noted that in the Territory certain sparsely populated areas were close to densely populated areas. As over-population was one of the country's major economic problems, he asked what was the reason for the differences in the population density.

83. Mr. LEROY (Special representative for Ruanda-Urundi) explained that the high plateaux of the Congo-Nile range, which ran north-south through the centre of Ruanda-Urundi, were more fertile and suitable for

agriculture and stock farming; the south-eastern part of the Territory and the plains surrounding Ruzizi and Lake Tanganyika were more arid. The Administration was at present engaged in settling the less fertile regions. Over 3,000 families had been settled in the plain north of Usumbura as a result of irrigation works undertaken by the Administration. In the Mosso desert area, roads had been built and irrigation works undertaken with a view to a settlement scheme in that area in the near future.

84. Mr. KHAN (India) noted the reference in paragraph 96 of the 1951 Visiting Mission's report (T/948 and Corr.1) to the Administration's plans for the diversification of crops. He asked whether the Administration had taken any measures to that end, and whether any progress had been made.

85. Mr. LEROY (Special representative for Ruanda-Urundi) said that he had referred to the difficulties encountered by the Administration in trying to improve the agricultural position in Ruanda-Urundi. Ninety-six per cent of the cultivated land was used for food crops and less than 4 per cent could be retained for export crops. It might be possible to improve the Territory's economic position by substituting some export crops for the food crops and importing food, but such a step could not be lightly undertaken as, owing to the climatic conditions, the Territory was always threatened by food shortage. It would perhaps be dangerous to make Ruanda-Urundi economically dependent upon a foreign country from which it would import foodstuffs.

86. At any rate, the Administration had always given close attention to the diversification of crops. It had introduced the growing of cotton, coffee and certain food crops in the Territory and was now studying the possibility of developing rice and sugar growing.

87. Mr. KHAN (India) said that the Administering Authority should be congratulated on its afforestation programme. The 1951 Visiting Mission had reported that much had been done, but that much remained to be done (T/948, para. 102). He wondered what progress had since been made.

88. Mr. LEROY (Special representative for Ruanda-Urundi) replied that an area of 44,000 hectares had been re-afforested by 1952. A further 4,090 hectares had been planted in 1953.

89. Mr. KHAN (India) was glad to see that the Administering Authority had begun to tackle the serious problem created by the fact that the indigenous inhabitants did not live in villages. He asked how many experimental villages had been established to draw people into villages and whether it was correct that the programme was to extend over several decades.

90. Mr. LEROY (Special representative for Ruanda-Urundi) replied that it was a long-range programme. The establishment of administrative centres in the chiefdoms involved considerable expense; a number of buildings had to be constructed in order to make each chiefdom the focal point of a regional centre to which the inhabitants would come whenever they had to have any contacts with the Administration and which, it was hoped, would form the nucleus of a village. It was difficult to say how many experimental villages had already been established because the number was constantly increasing in each chiefdom. There were at present ninety chiefdoms; in some of the more advanced, what might be called community centres were being established, which would later be supplemented by schools, dispensaries and even prisons.

91. Replying to a question by Mr. KHAN (India), he stated that indigenous farmers had been settled on the plain north of the Ruzizi river, where the families had been settled on parcels of approximately four hectares each. That represented a compromise between the isolation preferred by the Barundi and the community life that the Administering Authority was attempting to foster.

92. Mr. KHAN (India) noted that the Administering Authority was attempting to cope with the problem arising from the exaggerated importance ascribed to the possession of cattle by the indigenous inhabitants; he asked whether any progress had been made in that respect. The number of livestock other than cattle appeared to have increased substantially; he asked what difficulties had been encountered in controlling the number of such livestock.

93. Mr. LEROY (Special representative for Ruanda-Urundi) said that the indigenous authorities and educated young people were in favour of the reform undertaken by the Administration, and, it was hoped, would co-operate in tackling the problem. It was impossible to determine exactly how many *ubuhake* contracts had been liquidated, since where only a few head of cattle were involved the parties merely made an agreement in the traditional fashion without a written contract. Moreover, the Administration encouraged the raising of other livestock, which provided additional cash and food for the indigenous inhabitants without giving rise to the economic and social problems created by large herds of cattle.

94. Mr. KHAN (India) asked what was the total value of the output of the mining industry in 1953; and why the Government, which was a shareholder in some mining companies, had been unable to give the Visiting Mission information on the relation between the mining companies' contribution to the Territory's treasury and their profits.

95. Mr. LEROY (Special representative for Ruanda-Urundi) regretted that he was unable to supply the figures for 1953. The accounts and balance-sheets of the mining companies were drawn up in Belgium and the figures became available only after some delay.

96. Mr. KHAN (India) noted that, according to page 119 of the report, the construction of the hydro-electric power plant on the Ruzizi river would be completed in 1956; whereas according to information supplied at previous sessions of the Council, that plant was to have been completed by late 1954 or early 1955. He asked what had delayed the completion of the project.

97. Mr. LEROY (Special representative for Ruanda-Urundi) replied that as the project involved substantial expenditure, the authorities concerned were naturally making thorough surveys on the spot, and preparing numerous plans, which took some time. The Administration hoped that the work would begin very shortly; it would keep the Council informed of the progress of the project, which was of paramount importance to the industrial development of Ruanda-Urundi.

98. In reply to a further question by Mr. KHAN (India), Mr. LEROY (Special representative for Ruanda-Urundi), said that little progress had been made towards the setting up of a special credit system for indigenous traders. To obtain credit it was almost always necessary to offer security, which the indigenous inhabitants were in many cases unable to do. Moreover, the experiences with the indigenous *capitas* in charge of

shops in trading centres had been rather discouraging to prospective lenders. A number of *capitas* had been guilty of embezzlement and irregularities in the use of funds.

99. Mr. KHAN (India) noted that, according to the figures on page 35 of the annual report and in paragraph 80 of the working paper (T/L.420), the expenditure made in the direct interests of the local inhabitants appeared to be on the decrease since it had been 42 per cent of the general budget in 1952 as against 44 per cent in 1950. He asked how the budget was divided up and particularly what percentage of it was spent in the direct interests of the non-indigenous inhabitants.

100. Mr. LEROY (Special representative for Ruanda-Urundi) pointed out that the data given on 31 December 1952 were not the final figures for the budget of that year, which covered the period up to 31 October 1953. In his opening statement (510th meeting) he had cited the final figures for 1952 expenditure for social services for the indigenous inhabitants, in particular teaching and medical care. Those figures represented a substantial increase over 1950. There had certainly been no decrease. It was difficult to compare the figures which he had given in his introductory statement, however, with the figures contained in the report because they were not presented in the same way. The information that he had supplied did not, for example, include expenditure under the extraordinary budget and allocations to the welfare fund, which were reported separately. He would make the necessary inquiries and would supply comparative figures for the various items of the 1951 and 1952 budgets at a subsequent meeting.

101. In reply to another question by Mr. KHAN (India), Mr. LEROY (Special representative for Ruanda-Urundi) said that he was unable to state whether any new land grants had been made to European settlers in 1953. It was possible that certain agricultural land grants had been made in areas where it was desirable to establish an economic centre and centre of employment in the interests of the indigenous population. However, if there had been any land grants, they had certainly been made in accordance with the principles that had prevailed in the past. It had always been the Administration's policy to limit grants of land for agricultural purposes and to encourage the establishment of undertakings on small parcels of land where they were likely to promote industrialization or encourage trade. At any rate, non-indigenous inhabitants occupied 222 square kilometres out of the total area of 54,172 square kilometres, which could have no harmful economic results.

102. Mr. KHAN (India) said that, according to the annual report, about 26 per cent of the total area of the Territory was under cultivation — an increase of only 1 per cent over the 1951 figures. He asked what possibilities there were of expanding the area under cultivation.

103. Mr. LEROY (Special representative for Ruanda-Urundi) pointed out that the total arable land used for agricultural purposes amounted to 41.43 per cent of the total area. Some additional area, particularly grazing lands, might be reclaimed.

104. Mr. KHAN (India) asked for an explanation of the considerable disparity shown in the working paper between the funds allocated for the ten-year plan — 428 million francs for the year 1952 — and the expenditure, which was only 64 million francs for the same year.

105. Mr. LEROY (Special representative for Ruanda-Urundi) said that that situation was due to the fact that the ten-year plan had been very slow in getting under way. The matter was not of great significance since the appropriations for the ten-year plan were not cancelled at the end of the year. The ten-year plan would be financed principally out of the extraordinary budget, which, since 1952, had consisted almost wholly of a yearly advance of 400 million francs supplied interest-free by Belgium. Taking into account the appropriations under the 1950 and 1951 budgets for various works under the ten-year plan, the total appropriations provided for the investment programme undertaken by the Government and the semi-governmental organizations amounted to 554 million francs at the end of 1952. At the end of 1953 the available budgetary appropriations amounted to 1,500,250,000 francs, approximately 558 million of which had been committed or could be considered as such, as against 302 million at the end of the preceding year.

106. Mr. KHAN (India) said that comparison of the tables on pages 32 to 34 of the annual report showed that there had been a decline in the expenditure on agriculture from 26 per cent of the total in 1951 to approximately 10 per cent of the total in 1952. He asked for an explanation of that decrease, which concerned one of the most important economic factors in the life of the Territory.

107. Mr. LEROY (Special representative for Ruanda-Urundi) pointed out that the Indian representative had compared the amount of actual expenditure in 1951 with estimated expenditure for 1952. The estimates for 1952 had been prepared at the end of 1949 and the beginning of 1950 and it was quite possible that the 1951 estimate had been less than the actual expenditure that year. He would supply more definite information at the next meeting.

108. In reply to a request by Mr. PIGNON (France) for information on the revenue and expenditures of the budgets of the two *pays* (States) and of the chiefdoms, Mr. LEROY (Special representative for Ruanda-Urundi) stated that the estimates of receipts and expenditure were drawn up in each of the two *pays* by the Mwami and in the chiefdoms by the chiefs. The estimates must be submitted to the superior councils of the *pays* and to the chiefdom councils, respectively, for approval. Similarly, the statement of receipts and expenditure for the preceding year was prepared by the Mwami for each *pays* and by the chiefs for the chiefdoms. He mentioned the sources of revenue and the principal items of expenditure of the budgets.

109. Mr. PIGNON (France) noted that, as a result of those budgets, the indigenous authorities now had ample funds.

The meeting rose at 12.45 p.m.