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COMMISSION ON THE STATUS OF WOMEN  
Fifth session

POLITICAL EDUCATION OF WOMEN

1. At the fourth session of the Commission on the Status of Women held in May 1950, the Secretary-General presented a report (E/CN.6/141) on the collection and dissemination of information on effective programmes of political education for women who have recently acquired the right to vote, a subject which had received consideration by the Commission at its first and second sessions, and by the Economic and Social Council in resolutions 48 (IV) and 154 A (VII).
2. Having studied this report, the Commission requested the Economic and Social Council to instruct the Secretary-General "to make available the information already collected by the Secretariat, in the form of a study guide or a pamphlet which would serve as a guide to organizations working for the political education of women in countries where women have recently acquired the right to vote are beginning to participate in public affairs". (E/1712, paragraph 30).
3. The Economic and Social Council at its eleventh session (resolution 304 C (XI)) requested the Secretary-General "to make available the information already collected by the Secretariat, in the form of a study guide or pamphlet which would serve as a guide to organizations working for the political education of women in countries where women have recently acquired the right to vote or are beginning to participate in public affairs."
4. In view of the request contained in resolution 154 A (VII) of the Economic and Social Council previously referred to, that the Secretary-General "continue the collection of information, for the benefit of women who have recently acquired the vote, about effective programmes of political education", the Secretary-General has continued his efforts to collect such information. The difficulties encountered in the course of assembling information in this field already indicated<sup>1</sup> continued to be encountered. Such additional relevant information as the Secretary-General has collected since the issuance of his report (E/CN.6/141) is set out in

1/ See documents E/CN.6/25 and E/CN.6/141.  
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the annex to the present report.

5. In the course of study of all relevant material collected to date, several factors emerged which the Secretary-General deems it desirable to bring to the notice of the Commission for its consideration. These factors are referred to in the following paragraphs.
6. It cannot be assumed that all countries where women have recently acquired political rights or are beginning to participate in public affairs are the so-called under-developed countries. On the contrary in some of them women have long enjoyed equal educational opportunities with men and have had distinguished careers in education and in the professional field, e.g., France and Belgium. In other countries the refusal to grant women political rights was social or economic in its origin and these conditions apparently exercised a continuing influence producing considerable apathy in the use of the vote even after the right to its use was established. In the less developed countries, lack of education certainly emerged as a major factor which would require different methods of approach according to the standard of literacy in each community.
7. In addition to the varying educational and cultural backgrounds thus disclosed, countries were also widely divergent in their respective types of government, even of elected governments. Consequently, the inclusion in one pamphlet of specific useful measures pertaining to any particular form of government was unlikely to prove effective for the purposes the Commission sought to achieve.
8. The widely different factors contributing to the lack of interest sometimes displayed by women recently enfranchised, which factors are broadly indicated in the foregoing paragraphs, obviously need to be taken into account and scientifically devised and specialized programmes of political education be prepared according to the needs of each group. International organizations can gather and give information required in the planning of such programmes, but it is suggested that their most effective planning will be done on the national, local and small-community levels based primarily on the known needs in each instance. Such programmes would range from literacy drives to education on a high civil level.
9. The Secretary-General has the honour to submit to the Commission, as a result of his consideration of the information available, that the study guide or pamphlet on political education would most usefully serve its purpose in countries

/where women

where women were recently enfranchised if it took the form of a "popular" pamphlet and if it were drawn flexibly enough to make it adaptable to the particular country or community in which it is intended for use.

The Secretary-General presents to the Commission on the Status of Women a general draft of such a pamphlet which should be supplemented by information and concrete examples applicable to the political structure of the country concerned.

### The role of women in political life

#### Introduction

Women constitute more than half of the population of the world and more than half of the population of many States. Justice and equality, two ideals which more and more modern governments have pledged themselves to attain, require that women share rights and obligations equally with men in their homes and in public life.

From these ideals sprang up in our times demands for equal rights for women as members of a family, owners of property, citizens of a State etc. In this pamphlet we deal with the rights and responsibilities of women as citizens, their right to participate in public life. Every one thinks at once, in this context, of the right to vote and to be elected. There are other aspects of women's rights, as we shall see, but this is one of the most important aspects of participation in the government of one's country.

The idea that all persons are called upon to participate in the government of their country either by casting their votes for representatives who are to decide on political, civic and social matters in parliament or by taking part in such decisions as members of Parliament or by other means is an idea which appeared in earlier periods of the history of mankind. But it had fallen into oblivion throughout a long era and reappeared only recently - even for men. From the end of the eighteenth century on, it conquered an ever increasing number of countries but before the beginning of the twentieth century the idea of extending these rights to women was hardly seriously discussed, let alone put into effect. The first nineteen hundred years of the Christian era saw man-created societies in which women had no place in public life.

Recalling this we may measure the full extent of progress which has been made in the last fifty years. In 1900 there was no sovereign State in which

women had political rights. In 1950 women had political rights - either equally with men or to a limited degree - in sixty-four States, and there were only sixteen States left in which women did not enjoy such rights.

As a result of efforts of women who indefatigably worked as the pioneers for the political rights of women, and of the aid of men filled with the same spirit of equality and justice, women attained these aims in a much shorter period of time than men had needed to reach the same goals, since the battle for suffrage itself was the first great battle to be won.

A mere listing of these gains does not, of course, tell the whole story. To discharge the responsibilities of public functions - and the right to vote, for instance, is such a function - it is necessary to acquire a certain knowledge of the essentials of government, of the functioning of the institutions of one's country, of the rights of the people and of the fundamentals of the law under which we live. Women need political education to obtain this knowledge so as to compete and co-operate with men on an equal footing in the discharge of their duties. In the pursuit of their participation in public life men have acquired a certain experience and undergone political education - theoretical as well as practical - sometimes by trial and error, sometimes by more systematic methods. Women who have now reached a stage in which they are called upon to assume great responsibilities cannot omit to avail themselves of all the skills needed for their co-operation with men in public life.

And there is another aspect which must be noted. We saw that in most countries women have equal political rights with men. But do they use these rights equally with men, are they able to do so, are they admitted to the fulfillment of their rights in actual political life? We need merely look at the parliaments of the world where women mostly constitute an infinitely small minority to answer no to this question. (Examples of parliamentary seats occupied by women)

The rights now exist; but they are not sufficiently exercised, partly because old traditions militate against the admission of women to the fulfillment of such rights and partly because women do not possess the necessary knowledge, the "know how", which would help them overcome these handicaps. This leads us again back to the problem of political education: it is needed to put into practice the political rights which women, legally, now enjoy.

This booklet is designed to provide some background material to familiarize women with their rights and duties as citizens. It is intended to develop the knowledge which is necessary if women are to have a fair share in shaping the political life of their nation. It is not only addressed to all women directly but it may also be thought of as providing some basic suggestions for civic, especially women's, organizations in their work in educating women for the tasks which are ahead of them.

## II

### A. women meets the government

Women, as wives, mothers or workers or in all these capacities often take for granted matters which they encounter in their daily life. They walk along the road to the market where they make their purchases; they pass by the school building where their sons and daughters learn reading and writing; they buy food for breakfast or dinner; and they return, perhaps by bus, to their home.

Who built the road? Workers! Who decided to build it? Perhaps the local government of the city or the village in which you live.

What happens in the school? Teachers transmit knowledge, ways of behaviour, the skills of the older generation to the youngsters, and help them become physically and mentally fit to continue the work of their fathers and their mothers. Who makes it possible for them to do so? Your state may have provided for free compulsory education for all the youth; it may provide the salary for the men and women who give the instruction; a board appointed by the local government may supervise their activities; and a provincial or State government may have made available the funds for the building and the upkeep of schools, funds which come from taxes which are paid by the people of the country, men and women.

The food you buy may have come from abroad, subject to custom duties or free; it may be government inspected so as to ensure the health of those who eat it; in unusual periods, there may be price ceilings or rationing imposed by the government of the country in order to give everyone a share of a limited or reduced quantity of food.

The bus you take may well be run by a private company; but in other cases it may be run by your city government which thought it appropriate to run it as a public service.

Every week, every day, you meet as you go about your town, in your dealings, in your activities, a thing called the government. It helps you in many respects it leaves you free in others, it opposes what you want to do in still other matters. Sometimes the government gives something to you, sometimes it takes away something from you.

We call the government a democratic government if it is based on the will of the people. This will can assert itself directly - for instance, in a referendum on a specific question, a procedure known only in a certain number of countries - or through the choice of representatives who meet in the national parliament or in a local assembly or town council. They speak and decide things in your name, because you took part in the vote for this parliament or assembly or council. This is called the system of representative government in a democracy, and this is the most common system now since our States, provinces and towns are in general too big to allow the continuous direct participation of the people in the government of a country.

Men and women have in many instances common interests. But there are also economic, social and political problems in which their interests may differ e.g. on family matters, on their rights in the labour market, on the best ways of education of their children, etc. In exercising their right to vote, in standing for election, in trying to get appointed for public office, and in hundreds of fields of their interests women fight together with men for the rights of both and for good government, but sometimes also against men for their rights as women in influencing the political structure and life of their nation.

### III

#### A woman's stake in liberty and equality

You are a citizen of .....; others are citizens of the United States of America or the Soviet Union or France or Burma or of any of the many other countries. You feel an attachment to the State of which you are a citizen. You want to be happy in this State and want your fellow-citizens to prosper in it as well. You do not forget that there is also an international community to which all the States belong and that peaceful and harmonious relations within this international community are a prerequisite for your happiness as a citizen of a State. You know of the work of the United Nations which was brought into

existence after the horrors of the Second World War, in 1945, to secure peace, human rights and the equality of women with men in all ways of life and to strive for many other of the highest aspirations of mankind.

You join with your fellow citizens in promoting the well-being of the citizenry of which you are a part. To achieve this, you need some background knowledge about your state. You may take for granted the name and boundaries of your State, your town or your village. You assume there was always a mayor in your town and a government in your capital. But all this developed through the efforts of people and the main impulse for making these efforts was the love of liberty which is inherent in all human beings. In some instances people living in a sovereign State wrested from the absolute powers of their rulers certain concessions which were enlarged in the course of time and from which, finally, emerged a system of liberty and democratic rule. This system guarantees that men and women shall enjoy certain fundamental freedoms, such as personal freedom, freedom of religion, freedom of association and so on and is based on the will of the people expressed by periodic and honestly-conducted elections. In other instances the State came into being in a fight against foreign domination; it became independent and sovereign as a result of such a struggle. Sometimes freedom from foreign domination was achieved at the same time that liberties of the citizens of the new State were secured; in other cases the subjects of the newly established independent State had to secure their rights by further efforts. You will find instances in which the trend towards liberty and democracy developed almost unbroken; you will find others, in which ups and downs, moves and counter-moves are noticeable - earlier gains were contested, or earlier losses compensated. When you know more of the history of your State, you will be able to assess the place your State occupies in this broad general trend.

The acquisition by women of the right to vote, to be elected, to hold office, of the so-called political rights as distinct from the personal rights or economic rights, is part of this trend toward more liberty and more equality. You are no longer an object of this fight but a subject. You have now your say and you are called upon to express yourself on all the questions which arise. You have acquired more liberty to participate in the affairs of your country. You have been accorded equality with men in fulfilling the task of shaping the future. You have assumed more responsibilities for yourself, your family and your country than before.

Women cannot discharge these responsibilities without familiarizing themselves with the problems involved in the decisions they have to take. To have more rights means also to shoulder a greater burden. The way in which women will apply their rights will affect their life and the life of their nation, and, in fact, the whole future of humanity. In the perennial struggle for more liberty and higher standards of living, women now march with men on equal footing to build the future, but they still have much to learn if they are to live up to their expectations and not remain behind men in the fulfillment of their new duties.

#### IV

#### Women and the democratic government of their State

Women who want to influence the political life of the country have, in their own and their nation's interest, to learn much about the institutions of their State. These are not the same for all States the world over. History has led peoples along different roads. The institutions of your State may be good. This does not mean that political institutions of a different sort in another State are necessarily bad. Sometimes institutions which function satisfactorily in one State do not yield similar good results in another State.

You are most interested, of course, in the way the government is organized in your country. There are some common principles which should be valid everywhere. We have discussed the ideals of liberty and equality. But isolated individuals are too weak to see to it that such ideals become realities. It is their State which furnishes a strong mechanism for the realization of their hopes and wishes. It is the task of democratic government to preserve, to extend and to protect the rights and liberties of the people. In many cases the government best fulfills its functions by not interfering with such rights. In many other cases the government has to act so as to help the people in their desire for better living conditions, more food, adequate housing, improved working conditions, etc. The government has not only to make laws but also to watch over the application of laws and to see to it that they are obeyed by the people as well as by those who are in charge of executing the laws.

You encounter the government of your country on various levels and will be called upon to contribute your share on each of these levels. There are, for example, federal States, composed of a number of Member States, which come into

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being for the most part by a decision of the people of the smaller units to federate and thus create a common State. (Examples)

In these States there is a federal government and state governments as well with different jurisdictions. The federal government is, in general, responsible for foreign affairs, the army and the navy, often for trade and commerce and other matters. The state governments are frequently responsible for civil law, penal law, education, certain aspects of social security etc.

Other States are unitary States which means that they have a single governmental authority at the top which centralizes all governmental activity. You will easily see that your country belongs to the group .....

In neither case, however, does this enumeration exhaust the number of bodies and authorities whose activities you have to observe and study. There are larger and smaller regional units, provinces or countries, with their regional governments which have specific jurisdiction and functions: they may run the schools in rural areas, be responsible for water supply, administer hospitals, run transportation systems, - you see how important such activities may be for you, Cities and towns have their city - or town-councils, their boards of education, their boards of health, their welfare services - and again you feel the stake you have in their work. The organization of all these bodies is different in each country. Your main concern is to learn the essentials of your national, state, regional and local government in order to know something of the matters which you now have the right and obligation to discuss in public and to make decisions.

Different as the organization of government may be throughout the world, there is one common test to be applied when the question is raised whether the government is democratic. This is the dependence of all governmental bodies upon the will of the people and their obligation to submit periodically to genuine elections in which this will is expressed. This regular test is made in order to see whether persons put in charge of high office still possess the confidence of the people and to see whether the composition of parliaments, diets, councils, boards etc. still reflects the opinion of the public or whether the people want a change. No truly democratic government exists in a State in which the people are denied these rights. We are even entitled to say that only when the women, who number about half of the population in each State, attained their political rights, was democratic government achieved in the true sense of its word. For

/"democratic"

"democratic" government means government in which the people are in power and as part of the people women are to have the same rights as men.

## V

How women influence the public authorities

Ever since women were accorded the right to vote in your country and may also stand for election, a new field of activity was opened to them. Through each vote cast by a woman she exerts her influence on the destiny of her nation, the state or county in which she lives, the town in which she resides, as the case may be. Each woman who is elected to parliament, to a city council or to some other public office is placed in an important position in which she may serve the cause of the people and promote those rights and interests in which women have a particular stake.

You will have to become familiar with the Constitution of your country, the basic law which is fundamental for all your rights and duties and which defines the powers exercised by the various organs of government. You will acquire a knowledge of the various bodies for which elections are to be held. You will know whether there are two houses of parliament, or only one, that make decisions by the vote of the majority concerning the laws to be adopted and who will control the execution of the laws. The president of your State, the highest executive, may have to be elected by you. In other cases he may be elected by the members of parliament. In still others, States may have a hereditary monarchy where the Chief of State is not elected; when the power of the monarch has been transferred to popularly elected or controlled bodies, the institution of monarchy is not at all incompatible with democratic government.

You will encounter the government in its various forms: the law-making body - parliament, Congress or whatever name the legislative body may be given and the executive, which often consists of a ministry, a prime minister with his cabinet, depending for its existence upon the confidence of Parliament, or sometimes of a president, elected for a fixed term by the people or by a parliamentary body, who appoints and dismisses his main advisers, in certain cases with the consent of parliamentary bodies and in other cases without such limitations on his power. You may see the government in the form of a particular administration which is part of the executive branch and dependent upon the instructions of the higher executives. There are certain offices which deal with labour problems, others which deal with taxes, others which supervise questions

/of social

of social insurance and many others which you may or may not know about. And these offices exist sometimes at national, regional and local levels, and sometimes only at one level. You hear of judges who hand down decisions in court, often assisted by lay judges, and of juries, and you may well be called upon some day to take part in such activities of the State.

These are the broad lines along which the State directs its work. In democracies, the three powers in which the will of the people manifests itself - the legislative, the executive and the judicial powers - are usually organized independently of one another so as not to entrust one person or group of persons with too much power and to ensure that the will of the people retains an overwhelming influence. But in certain systems, other methods prevail. In studying the constitution and the institutions of your country you will gain a definite impression of the organization which applies there and you will also become aware of the reasons which led those who wrote the constitution and who created the institutions to take this and not another road. You may agree with some of the decisions they took and disagree with others. You may like much of what happens in schools, in courts, in public health services, in welfare services and dislike some of the things which go on there. You will remember that you now have the duty of examining your first impression and of checking to see whether what you think in this respect is right or wrong, conformed or invalidated by the facts. And then you will raise your voice and cast your vote for what you believe to be right.

## VI

### The woman meets the political party

We are all individuals first and as such anxious to preserve our rights as individuals. But it is not possible for every one to live and act as though he were not a member of a family and of society and a citizen of a State. Within the family certain rights and obligations develop, mutual assistance is given, decisions are taken. This is sometimes easy, and sometimes difficult. Within a nation the difficulties grow with the growing number of persons involved. As citizens we are subject to certain rules of conduct, as we are in the family. We choose our representatives, our councillors, we form governments and have administrators and judges, in order to be sure that rules to which we subscribe in common are given the form of law, applied by administrators and observed by judges when they lay down their decisions.

/Members

Members of a nation, inhabitants of a town or a county, however, have different ideas and different interests. In barbarous times, the solution of conflicts which arose as a result of such differences was sought by force and violence: the stronger oppressed the weaker. In civilized societies, people who hold the same or similar opinions and interests form groups and try to persuade those who have other opinions of the merits of their own ideas. The form of government, the organization of the State, the rights of the people, the attitude to be taken in a certain issue of foreign or domestic policy, the abilities of a member of the executive to perform his duties, labour's share of the product of the economic activity of the nation, help for underprivileged people, relations between landlord and tenants and between landowners and agricultural labourers, all these matters are part of the political life of the nation and may give rise to differences in opinion and heated debates.

Political parties are formed in every country to fight for different points of view. They try to reach you and to gain your support. They propose candidates for the various bodies. They send out their pamphlets, attract you by their posters, hold campaigns to get candidates elected, send their speakers around the country to convince you of the merits of their cause, talk to you over the radio, repeat their slogans daily and hourly and on the day of the election may even come to your home and accompany you to the polling place.

You have to judge the merits of the cause of each of these parties and decide for yourself after weighing the case of each of them. You may become firmly convinced of the rightness of the basic political ideas and platform of one party and become its member to join the ranks of the thousands of others who fight for the same cause. Others may hold that the party which was right yesterday is wrong today or that it is right in certain instances and wrong in others, and remain free of party affiliations, reserving the right to decide each case on its merits.

Political parties are not immovable: the leaders change, the platforms change and the ideas underlying their actions change. As in all other institutions women have seldom held conspicuous positions in political parties. The more women join the rank and file of political parties, the stronger their influence on the composition of the governing bodies of the parties and, thereby, on the selection of candidates, the composition of law-making bodies and finally /the government.

the government. It is not always essential that a woman obtain a certain post, but it is always important for women that the person who gets the job is committed to stand for equal rights for women when the occasion demands it.

Political parties fight not only for ideas and their realization, but also for certain economic and social interests. They are successful when ideas and interests can be brought into harmony. They are unsuccessful if the lofty ideas which they stand for do not meet with a response by public opinion or if they concentrate on narrow interests of selfish people. You will find parties whose members think it best to preserve in general the present situation, others whose members think that the nation has advanced too fast and that certain former institutions abandoned too hastily should be restored, or still others whose members believe that something moderately or radically new should be created in order to secure real progress. You will find your place in that party with which you feel you agree most. Among the tests you should make before you join its ranks or express yourself in favour of it would be to ask the question: what is its attitude towards equal rights for women in the family, in society and in the State?

You will find not only political parties, but also organizations which are more specifically concerned with your economic and social interests: trade unions, farmers' and small businessmen's associations and others that are devoted to more specific objectives and interests. Women who feel that the work of such bodies meets their economic or other interests will, in joining them, reinforce at the same time the influence of women on the composition of the leadership of such groups and prevent the neglect of those problems with which women are mainly concerned.

## VII

### The woman goes to the polls and stands for election

In observing people and affairs around you, you may have some curious misgivings. You have the right to vote but what can you, a woman with little power, achieve thereby? Women have the right to vote, but wherever you look you see men in the important posts - in Parliament, in the government of your country, in the administration, among the judges, among the mayors and the aldermen, and in the various boards. When you see a woman in high public office it strikes you as a rather exceptional case. And when elections are held you often see many more men than women go to the polls.

This all may be true but it proves nothing. You are at the beginning of a

/new era.

new era. The exercise of a new right and a new duty is a heavy responsibility. And the beginning is always hard. You may feel weak alone, but you are not weak when you join forces with hundreds of thousands or millions of women who will exercise the same rights as you do. The less you do to assert your rights, the weaker you will be and the more you do exercise them, and exercise them well, the stronger you will become. Your situation today is not very different from that of the great majority of men some time ago, when they had no right either. You have to educate yourself for an adequate exercise of your rights as men have done and still do and throw the weight of your voice and your action into the balance of justice.

It is true that you see an overwhelming majority of men in important posts. But as a result of the exercise of your rights this will be changed as it has been changed in many countries. Fifty years ago, it appeared ridiculous to think of a woman judge; today this is not an exception in a growing number of countries. Fifty years ago men would have objected to women teaching boys in public schools; today the majority of teachers in elementary schools and in a large number in secondary schools in certain countries are women. Women in parliament, women in professions, women running a business - all this appeared fantastic not so long ago; today these things are accepted facts. All these gains have been achieved by the devoted work of women and men in the service of the idea of liberty and equality. You were given the right and you are asked to do no less for yourself and your daughters than the previous generation has done for itself and for you. You have the key to success in your hands.

The town government is nearest to you - you know what happens in your village. You have an opinion about the good which should be done, the bad which should be replaced by better arrangements. You see around you the persons responsible for everything that concerns your municipality. You form an opinion of those who should continue in their office, those who should assume larger responsibilities and those who had better be replaced by others. You may feel yourself able to try your hand at some public position. Your neighbours may tell you that you are the right person for a certain job. You may have a preference for helping in supervising children's homes, in the readjustment or rehabilitation of suffering people, in welfare work for the aged or invalid. Or you may have political ambitions as you learn about political matters. In the beginning it

/will be

will be more difficult for you to decide about the merits of opinions on national problems which are farther distant from your personal experience, but you will learn more about them in the course of time and take your decisions with increasing experience.

Certain political and technical facts have to be known by you when you exercise the right to vote. How many representatives or councillors are to be elected? Is the ballot secret excluding any danger of intimidation by highly placed persons, and is your security also otherwise protected when you cast your ballot? For which bodies are elections held, for which others are persons appointed to office? Are there small electoral districts in which the candidates who obtain either a majority of all votes cast, or the highest number of votes, are considered elected, or are there large electoral districts in which seats are accorded to the candidates in proportion to the votes received by them? (proportional representation). What is the minimum age for voting or for standing for election (the latter age requirement is frequently higher)? Which groups of persons are excluded from the right to vote and for what reasons? Are measures taken to assure that the counting of the ballots and the proclamation of the candidates elected is safeguarded against dishonesty and falsification? What specific limitations or prohibitions are imposed on exerting pressure by money, bribery or economic power on the free choice of the individual?

The electoral laws and sometimes other laws give an answer to these and many other questions. They are often different for different bodies. But they should all contain certain basic provisions without which no sincere expression of the will of the people is possible. The vote should be universal, equal for all, and by secret ballot, the elections should be held periodically, allowing the voters to express their opinions from time to time with complete freedom so that the result of the elections is a true expression of the popular will. And there should not be any discrimination against women. Women should vote on an equal footing with men, have the right to stand for election equally with men and have the right to sit on electoral boards supervising elections under equal conditions with men.

ANNEX

The Secretary-General, subsequent to the issuance of document E/CN.6/141, received the following information on programmes of political education which supplements the material contained in documents E/CN.6/25, E/CN.6/25/Add.1 and E/CN.6/141.

I. Australia

The Commonwealth Office of Education has been publishing Current Affairs Bulletins. The issues dated 20 June 1949 and 1 August 1949 deal respectively with "Parliament in Action and Why have an Election". The former is written with a view to giving an understanding of the parliamentary machinery and the purpose it is designed to serve. The latter explains the functions of an election and compares the Australian electoral system with the systems in operation in other countries.

II. United States of America

(a) The League of Women Voters has published several educational pamphlets and periodicals on the training of women voters for participation in political affairs, such as "You can be the Life of the Party" in which different ways of being more active in parties and contributing thereby to the political life of the community are described; "Let's Have a Discussion" published with a view to providing a background in the techniques of discussion; "Know Your Town Government" to increase the familiarity of citizens with their own local government activities.

(b) The National Federation of Business and Professional Women's Clubs has been emphasizing the importance of voting but did not endorse candidates up to 1944 when it rescinded the old rule and started endorsing and supporting candidates. The Federation prepared a Political Alertness Programme for the use of its clubs. The clubs were instructed to gather facts about qualified women for various posts. Five points were outlined for the individual member and the clubs were to report attainment of these by their members. In addition to this, several very useful articles have appeared in the Independent Woman from time to time and were included in the "Political Alertness Packet"; "How to Run for Public Office", which was prepared on the basis of replies received to a questionnaire sent to women in public office asking them how they got there, and a folder "Twelve Tips to the Beginning Politician". Other articles have been

/'To Endorse and



"To Endorse and Work For", "Get into Politics up to your Ears", "Women in Public Office Tell Us", "Women in Public Office Tell Us More", "A Yardstick for Political Citizenship".

(c) The Woman's Press which is the national magazine for the Young Women's Christian Association had in its November issue (1950) an article on "Education for Citizenship". This article emphasizes the need for proper training for citizenship and describes some of the devices used by the Y.W.C.A. to educate women in citizenship.

(d) The Public Affairs Committee has brought out its Pamphlet No. 171 (April 1951) entitled "Don't underestimate Woman Power" - A blueprint for Intergroup Action. It is the story of what women's groups can accomplish by working together.

(e) The Office of Education of the United States Department of the Interior has been publishing a study of America's Forums - "Choosing our Way" (1938) and "Education for Democracy" (1935). The former is the story of a forum programme sponsored by the Office of Education and the results of a survey of 431 forums under various sponsorships. The latter pamphlet contains a number of suggestions for effective forum organization.

(f) The Federal Security Agency of the United States Office of Education published a Forum Planning Handbook in 1939 which was prepared for study and discussion for planning groups of educators and civic leaders.

(g) "A Guide for Young Voters" was published by the Bureau of Community Development of the University of Wisconsin in 1948. It was prepared primarily for use in Dave County. It emphasizes participation in local government as a basis for training for intelligent action in national and international affairs.

### III. UNESCO

The Education Clearing House of UNESCO published in April 1950 a selected bibliography on literacy education. Listed in this bibliography is the following material on civic education:

(a) A Handbook for Social Education Camps put out by the Education Department of the Central Provinces and Berar (India). On 1 May 1948, the Government of the Central Provinces and Berar began a comprehensive scheme of social education for men and women with two main objects:

- (i) To promote adult literacy and
- (ii) To provide "civic and social education of a wider character" especially in health, community improvement and citizenship.

/Six-week

Six-week residential Social Education Camps in 451 selected centres were established in May-June 1948. This handbook is intended to provide suggestive guidance for paid organizations and volunteer workers on the conduct of these camps.

(b) The Advisory Committee on Education in the Colonies of the Colonial Office of Great Britain has published "Education for Citizenship in Africa".

In 1946 the Advisory Committee set up a sub-committee to study the specific problem of using the educational process (whether in school or outside) as a means of promoting good citizenship. The report takes the point of view that "the development of a heightened social consciousness" should be a central aim of mass education and that "educational work should be accompanied by parallel advances in political responsibility". The sections devoted to citizenship education among illiterate and newly-literate adults are of particular interest. Recommended practices include participation in local government institutions, full use of discussion groups, films and radio and the development of suitable reading materials for newly-literate adults, particularly newspapers and pamphlets.