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Sixth Session

SUMMARY RECORD OF THE ONE HUNDRED AND NINTH MEETING

held at the Palais des Nation, Geneva,
on Friday, 28 March 1952, at 10.30 a.m.

CONTENTS:

Educational opportunities for women (item 7 of the agenda)
(continued):

- (a) Study of the progress report prepared by UNESCO in
collaboration with the Secretary-General of the
United Nations (E/CN.6/191) (continued).

Present:

Chairman:

Mrs. LEFAUCHEUX (France)

Members:

Miss LUTZ	Brazil
Mrs. NYEIN	Burma
Mrs. NOVIKOVA	Byelorussian Soviet Socialist Republic
Mrs. FIGUEROA	Chile
Miss TSENG	China
Miss MANAS	Cuba
Mrs. de L'OFFICIAL	Dominican Republic
Mrs. FIROUZ	Iran
Mrs. TABET	Lebanon
Miss PELETIER	Netherlands
Mrs. ROSS	New Zealand
Begum Fida HASSAN	Pakistan
Miss KALINOWSKA	Poland
Mrs. POPOVA	Union of Soviet Socialist Republics
Miss SUTHERLAND	United Kingdom
Mrs. GOLDMAN	United States of America

Representatives of specialized agencies:

International Labour Organisation	Miss FAIRCHILD
United Nations Educational, Scientific and Cultural Organization	Miss DAS

Representatives of non-governmental organizations:

Category A

International Confederation of Free
Trade Unions

Mrs. ETIENNE

World Federation of Trade Unions

Mrs. CHIOSTERGI

Category B

Catholic International Union for
Social Service

Mrs. SOUDAN

International Council of Women

Miss van EEGHEN

International Federation of Business
and Professional Women

Miss TOMLINSON

International Federation of Friends of
Young Women

Mrs. FIECHTER

International Federation of University Women

Mrs. FIECHTER

International League for the Rights of Man

Mrs. BAER

International Union of Catholic Women's Leagues

Mrs. WEBER

Liaison Committee of Women's International
Organizations

Miss BARRY
Miss van EEGHEN

Pax Romana

Miss ARCHINARD

Women's International League for Peace
and Freedom

Mrs. BAER

World's Young Women's Christian Association

Miss ROYCE

World Union for Progressive Judaism

Lady NATHAN of CHURT

Register

Associated Country Women of the World

Miss KLEYN
Mrs. RUSSELL

Open Door International

Mrs. BAER

St. Joan's International Social and
Political Alliance

Miss CHALLONER
Miss YOUNG

Secretariat:

Mrs. Tenison-Woods

Representative of the
Secretary-General

Mrs. Grinberg-Vinaver

Secretary to the Commission.

EDUCATIONAL OPPORTUNITIES FOR WOMEN (item 7 of the agenda) (continued):

- (a) Study of the progress report prepared by UNESCO in collaboration with the Secretary-General of the United Nations (E/CN.6/191) (continued)

Mrs. GOLDMAN (United States of America) believed that the Commission could achieve valuable results in promoting educational opportunities for women by pooling the experience and ideas of all its members. The essence of the problem had been defined in the Preamble to the Charter of the United Nations, in which the peoples of the world undertook to re-affirm faith in the dignity and worth of the human person. A great deal was done in the United States of America to teach young people about the United Nations. Students at the universities sought to understand the points of view of different countries, and one university had, for instance, organized a model United Nations.

At the preceding meeting the representative of the United Nations Educational, Scientific and Cultural Organization (UNESCO) had given a detailed description of UNESCO's work. She (Mrs. Goldman) was able to subscribe to the nine principal points drawn up by the Working Party for Planning Studies on the Access of Women to Education (Annex 1 to Part 1 of the Working Party's report, WS/O22.51) and would link her comments to them. Suggestions put forward from time to time regarding a special curriculum for women had met with very little success in the United States of America, where public opinion was convinced that women should be taught to think straight by means of a normal liberal education.

The co-educational system was widely practised in her country. She had been particularly interested to learn from various documents emanating from the Soviet Union that plans to apply that system there had apparently been abandoned. Although certain publications described separate education for the two sexes as incompatible with the principles of socialist society, the movement to abolish segregation had been cold-shouldered by the authorities. From the point of view of the Politbureau, the military value of segregation outweighed its disadvantages.

As to the access of girls to higher education, she had only the other day received a letter from a negro woman who had recently founded a college in Florida. The college was shortly to hold a big meeting to study methods of teaching peace and international understanding. That letter provided remarkable evidence of the lead taken in educational matters by a minority group in the United States of

America. Nor was that a recent phenomenon. Representatives might perhaps remember the negro Frederick Douglass who had, in his capacity as editor of a newspaper at Seneca Falls, encouraged in 1848 the leaders of the movement for women's suffrage in those early days.

One of the most important points to be considered in connexion with educational opportunities for women was the removal of discrimination on grounds of political opinion. There was no such discrimination in the United States of America. It was highly reprehensible that the children of parents who opposed their country's regime should be deprived of higher education. One aspect of educational policy as practised in the Soviet Union was causing great distress and concern in her country. That was the campaign for teaching hatred of the United States of America. Quite apart from the evil effect of such teaching on the minds of children, she wondered how time could be found for it in the curriculum, since one-third of the teaching hours were already devoted to communist doctrine. She was convinced that it would be impossible to achieve positive results in securing greater educational opportunities for women unless it was admitted that girls, just as much as boys, must have access to the truth.

Miss KALINOWSKA (Poland), referring to the report on vocational Guidance and vocational and technical education among women (E/CN.6/178), said that the statement on page 31, to the effect that the problem of illiteracy and an insufficient network of schools weighed more heavily on women than on men, applied as much to the industrialized areas of the world as to the non-industrialized regions. When discussing the report of UNESCO at its thirteenth session, the Economic and Social Council had noted that there were one billion illiterates in the world, the great part of whom were women. UNESCO was carrying out studies, research and field investigations. She did not deny the importance of those techniques, but the essential prerequisite of success was sincerity on the part of governments and the allocation of adequate funds. The Report of the Sub-Committee on Education in Non-Self-Governing Territories for the year 1950 (ST/TRI/SER.A/5/Add.2) clearly indicated that in those territories a wide discrepancy existed between the literacy of boys and girls, to the latter's cost. It was also stated (page 16) that budgetary considerations were limiting the mass literacy campaigns. In the meantime the General Assembly had, in its resolution 225(III) adopted in November, 1948, recommended that Administering Authorities should intensify their

efforts to increase educational facilities, even if that meant increasing the appropriate budgetary allocations. It had again stressed the urgency of improving and increasing educational facilities in Non-Self-Governing Territories in its resolution 324(IV), adopted the following year. As to UNESCO's work, at its fifth session in 1950 the General Assembly had, in resolution 445(V), expressed the view that studies alone were not enough, and that the existing problems must be solved in the territories themselves where, according to the above-mentioned report, illiteracy rates varied between 50 per cent and 60 per cent. It should be noted, moreover, that the concept of literacy varied from the ability to read fluently to the simple capacity of the individual to sign his or her name. The figures for literacy in such territories as Kenya, the Gold Coast and British Somaliland were startlingly low. So was the expenditure on education. For instance, in Tanganyika 91 per cent of the population of 7,000,000 Africans were illiterate. It was asserted that the shortage of schools could not be remedied for lack of funds; but whereas the sum of two shillings a year was spent on the education of an African child, millions of pounds had been allocated to the United Africa Company for the groundnuts scheme. In Nigeria, only between 5 and 6 per cent of indigenous children attended school.

As to Latin America, reference had been made at a previous session of the Commission to the speech made by the Minister for Education of one of the Latin-American countries who, describing the acute shortage of school buildings, had said that only an irresponsible demagogue would undertake to solve that problem within a reasonable period of time.

She had already, in one of her previous statements, described the shocking conditions that had prevailed in her own country before the second world war. Thanks to the valiant efforts of the post-war Polish Government and of leading women's organizations, illiteracy had been mastered in seven years. 8,600 damaged schools had been repaired, and many new ones had been built. The educational system had been reformed. At the present time, 25,000,000 copies of text books were published every year. That showed what could be done, given the will and the necessary funds.

The Commission should not devote attention to general studies, but should urge governments to take positive action to further the education of women.

Mrs. POPOVA (Union of Soviet Socialist Republics) said that although the question of educational opportunities for women appeared regularly on the Commission's agenda, the latter had not yet made any positive contribution to the solution of the problem. Replies from governments on the question of equal educational opportunities had, on the whole, been inadequate. Moreover, the Commission had entrusted the work to UNESCO, which was drawing up extensive plans for 1952 and future years. Draft resolutions were adopted, questionnaires circulated and speeches made, but data from official sources provided clear evidence of the wholly unsatisfactory state of affairs in respect of the education of women. The problem could not be separated from that of the general cultural level of any country. The higher that level, the better the education and the greater the opportunities. Education also depended on political, economic and social equality. Women who did not enjoy equal rights with men could not have free access to educational opportunity. Indeed, that fundamental fact had been admitted by all speakers in the preceding discussion.

But she would let the facts speak for themselves. In the United States of America 3,000,000 children, more than half of whom were girls, did not receive a full education. Only 1 per cent of the federal budget for 1952/53 was earmarked for education, representing a sum of 75,000,000 dollars, which was seventy times less than was being spent for military purposes. In the past two years, the United States Press had frequently mentioned the curtailment of building for civilian purposes. On 24 September, 1951, the New York Times had stated that the number of pupils had declined during the school-year by 250,000. There had been 30 per cent fewer university students; private colleges were consequently in financial difficulties, and had been obliged to raise their fees to such an extent as to limit severely the enrolment of students. A former rector of the University of Chicago had stated on 21 November, 1951, that education at the

present time was at a lower level than it had been 25 years ago. Shortages of teachers and schools, particularly in country areas, was acute. Children were being taught in cellars, in garages and other highly unsuitable premises. Women teachers were paid lower salaries than male teachers.

Very little indeed had been done in the United Kingdom to repair the damage caused by the war. No more than 5 to 6 per cent of the budget was allocated to education, and there was a shortage of schools and teachers. At the beginning of 1952 the Parents and Teachers Association had approached the Minister of Education with a request that the sale in the United Kingdom of American "comics" should be prohibited. The Association claimed that such "literature" had a very bad influence on children, because it was very largely devoted to war, death, racial prejudice and evil generally. Such publications were always vulgar in their treatment of woman, but protests and resolutions notwithstanding, the police did not seem to think it necessary to ban them.

In Canada, too, educational opportunities for women were limited. Of 74,000 students in higher educational institutions, only 15,221 were women. In Belgium, only 2,898 women were pursuing higher studies out of a total of 17,471 students; and in Norway the figures were 1,380 women out of 7,743 students.

It was well-known that in certain Latin-American countries such as Haiti, Honduras and Peru, the illiteracy rate among women was as high as from 50 to 60 per cent.

The fact that so many women were obliged to do unskilled work for miserable wages was due to their lack of opportunities for technical training.

In the Soviet Union, women enjoyed perfect equality with men. All institutions of higher education were open to them, and they did their full share in developing the culture and science of the country. 50 per cent of all agricultural specialists in the Soviet Union were women, and there were 400,000 women engineers, over one million women teachers, 970,000 women workers in the health services and 270,000 women doctors.

There were 2,500,000 women students in the higher educational institutions. The Soviet Union also had a vast network of secondary and technical schools, and women made up 53 per cent of the pupils attending them. The Soviet Union Government had spent 25,800 million roubles on education between 1945 and 1950. During the past twenty years the number of secondary schools had increased four-fold. At the end of 1950 there had been 1,600,000 teachers in the elementary, secondary and technical schools, of whom 945,000 had been women. There were 220,000 secondary schools with 30,000,000 pupils. Education had also been developed to a tremendous extent in such outlying Republics as Uzbekistan and Kazakhstan. The Russian Soviet Federal Socialist Republic alone had over 16,500 kindergartens. The pioneer camps and sanatoria had accommodation for 5 million children, and education was directed to ensuring the fullest development of the child, who was taught to work for peace and for international understanding.

Finally, she would reiterate that the problem of education of women must be viewed in the light of the cultural development of the individual countries. It was for the Commission to appreciate the situation correctly and to draw up constructive recommendations.

Miss TSENG (China) wished to give some information about the situation in Taiwan, since no reference was made to it in UNESCO's report. There was no discrimination whatsoever against girls or women. Some 80 per cent of all children attended school, the numbers being equally divided between the sexes. Not every child attended school because there were mountainous and remote regions inhabited by aboriginal tribes, for whom it would be possible to make provision only gradually. The Government had a six-year programme of compulsory free education. Unfortunately, owing to the shortage of schools, only 10 per cent of the elementary school pupils at present went on to secondary.

schools. Altogether there were 121 secondary schools, and two junior training colleges. The University of Formosa had 3,000 students, of whom one-sixth were girls. Free tuition at government expense was given in a teachers' college attended by 2,000 students, one third of whom were women. Taiwan had the following technical training institutions: 46 agricultural, 18 commercial, 25 engineering, 4 teaching domestic economy, 3 dealing with fishery and 1 medical and 1 midwifery college. It went without saying that the midwifery school was attended by women alone, and that the fisheries institute was attended exclusively by male pupils, but she must insist on the fact that there was no discrimination. Although at present there were more men students than women in the higher educational institutions, the situation would no doubt improve with time as more schools were built. Men and women teachers received the same pay and had identical rights to pensions and various amenities.

Mrs. NOVIKOVA (Byelorussian Soviet Socialist Republic) agreed with the Soviet Union representative that the report submitted by UNESCO clearly showed that the situation was unsatisfactory in many countries, and that measures should be taken to remove discriminatory education barriers against women. She supported those who had expressed the view that the Commission had not really gone into the substance of the matter, but had allowed UNESCO to proceed along its own lines. It was a well-known fact that the situation was catastrophic in the Non-Self-Governing Territories. But the circumstances of the coloured population of the United States of America were not much better than those of Africans in Togoland or the Cameroons. According to official figures, there had been ten times more illiterate negroes than whites in the United States of America in 1950-51. In North Carolina, which had the reputation of being an "advanced" State, 38 million dollars a year were spent on schools for negroes, and 225 million dollars on schools for the rest of the population; the education of a negro child cost 3 dollars a year as compared with 114 dollars for that of a white child. Negroes were segregated in schools and higher educational institutions. As recently as March, 1952, a young negro teacher named Dorothy Brown had been refused a job as a teacher in New York State on racial grounds.

The Soviet Union representative had described the remarkable educational development in her country. The same process was in course in the Byelorussian

Soviet Socialist Republic, which had a compulsory seven-year programme of schooling. Libraries, laboratories and school buildings were plentiful; art, literature and the sciences flourished. There were a great number of pioneer camps, centres for nature study, gymnasia, sports grounds and puppet theatres. Literature for children was plentiful. The educational presses in the Soviet Union had published 430 million books between 1945 and 1950. Every year, 250,000 children visited the Lenin Children's Library. In 1951, 5,900 million roubles had been spent on education in the Byelorussian Soviet Socialist Republic, which had 250,000 teachers in its elementary and secondary schools.

In the Republics of central Asia 180 women were ministers or deputy ministers. Uzbekistan had 1,500 women teachers and a great many women doctors and scientists. Before the first world war the population of that region had been absolutely illiterate. Today, Uzbekistan could boast of a famous woman heart specialist, well-known for her scientific publications, of a highly distinguished woman lawyer, and of an outstanding philologist, who was at present engaged in compiling an Uzbekistan grammar. Five Uzbekistani actresses had received awards for their fine work in the theatre.

There were more than 24,000 teachers in the Republic of Kazakhstan. The teachers' training institute had 330 women graduates, of whom 21 had obtained doctorates in science. 284 women scientists were working in the Kazakhstan Academy of Science. Equally remarkable facts and figures could be quoted for the other eastern Republics.

Before concluding, she would like to refer to the United States representative's statement that the children of the Soviet Union were being educated on communist lines. The truth was that they were brought up in the light of the great humanitarian principles of dignity and respect and friendship for all peoples, including the United States of America. There was no trace of the propagation of racial hatred in any books or toys used by the children of the Soviet Union. No teacher or educator ever incited a child to hate any foreign country. On the contrary, the educational system of the Soviet Union was founded on internationalism. She feared that some representatives were, perhaps not well enough acquainted with conditions obtaining in the Soviet Union, where the children of a hundred different nationalities were brought up together in the ideal of friendship.

Finally, she would deny any suggestion that the young people of her country were segregated or unable to get to know the youth of other countries. That was not so. The young citizens of the Soviet Union had participated in all the big post-war youth congresses, at which they had met boys and girls from France, the United Kingdom and the United States of America, sharing with them their experiences and a desire for peace.

It was, as the Soviet Union representative had already pointed out, essential that the situation of individual countries be judged objectively in order that effective measures might be taken to raise the level of culture for all citizens everywhere, and for women first and foremost. In many regions women were still held down, and were still unable to play any active part in their country's life. They must be taught to understand what they should demand from their governments, and should be encouraged to abandon their present apathetic attitude for one of constructive activity.

Miss LUTZ (Brazil) paid a tribute to the representative of UNESCO, who, she felt, was a living proof of the fact that women from countries in which their opportunities had hitherto been slight could successfully catch up with their sisters in the more developed countries, and also of the fact that women had proved as capable as men in educational work.

She did not intend to make a lengthy statement on education and educational facilities in Brazil, for that was scarcely a matter to be developed in the Commission. She would merely state that in the primary and secondary schools of Brazil no distinction was made between boys and girls. In the field of higher education, two types of institution existed: first, the official universities which any young man or woman could enter, provided that he or she not only passed the entrance examination but was also among those with the highest marks; secondly, private institutions for higher education for which a fee was charged, and which those with lower marks but successful in federal or State university examinations could enter.

She would, however, like to make a few suggestions. In reports indicating the numbers of children in primary schools it would be well, in order to make such reports as exact as possible, to indicate the proportion of boys and girls

of primary school age and at what age attendance at primary schools ended.

Again, the geographical factors in the problem must be taken into account. Adverse figures had been quoted in the course of the discussion in respect of education in the Belgian Congo. It must be remembered, however, that in some tropical countries, as for example in certain African countries and in some remote areas in Brazil which comprised 44 per cent of the territory of South America, and where distances were immense and communications relatively new, the percentage of illiteracy was partly due to difficulties of a technical nature. Admittedly, travel conditions were improving with the increasing use of aircraft, but schoolteachers could not be transported from one distant point to another in such areas to provide education for the children of the frequently small nuclei of population. She had been somewhat disappointed that UNESCO had not taken more interest in the use of radio and television in education on a large scale. To her mind, such media could greatly help to reduce illiteracy throughout the world, particularly if inexpensive sets could be made available. One of the points in the conclusions of UNESCO's report (E/CN.6/191, page 10) related to the development of programmes designed to educate women for responsible national and world citizenship. To her mind, however, it was as essential to concentrate on the political education of men as on that of women. True, education of women meant to some extent the education of the next generation of men, but it was clear, and she gave several illustrations to support her contention, that in the matter of politics men frequently required to be re-educated. She would therefore urge UNESCO to extend to men as well the work it contemplated under point 3 of its conclusions.

Begum Fida HASSAN (Pakistan) said that she had listened with very great interest to the statement made by the representative of UNESCO, the more particularly as education was a matter of vital importance for Pakistan. Since the achievement of its independence, Pakistan had devoted very considerable attention to that problem, but unfortunately it had had to face many other and more serious problems, such as that of the refugees and that of the dispute over Kashmir. It was good to read all that the report said about the development of education and to note the various resolutions and recommendations adopted, but

she was impatient, perhaps because of the urgency of her country's need, to see speedier implementation of reports, recommendations and resolutions. In Pakistan, only 3 per cent of women were literate, as against 15 per cent of the men. The difference was attributable to various causes, but she could state that the sexes now had equal educational opportunities. While much was being done in the field of education, there was still a great need for more school buildings, books and, above all, teachers. In addition to the measures being adopted by the Government, much was being done by private effort. A women's organization called the All-Pakistan Women's Association was doing what it could to increase literacy among the adult and child population. It ran a number of schools and centres for children on a voluntary basis, and some of its members received poorer children in their homes in order to educate them.

Miss SUTHERLAND (United Kingdom) considered UNESCO's report to be a useful document; and it had been well supplemented by the representative of UNESCO in her oral statement.

With reference to what had been said about conditions of Non-Self-Governing Territories, she pointed out that information published by the United Nations showed that the problems of Non-Self-Governing Territories were common to other countries in the areas in which they were located, and that sovereign States in those areas suffered just as much and in the same way. The educational situation in those areas reflected their economic poverty. The only hope of raising the level of education in under-developed countries to something approaching the level of the more highly industrialized areas of the world was through the development of their economic resources. Much that was being done under such schemes as the programmes of technical assistance and the Colombo Plan, although primarily concerned with economic development, also provided a basis for raising the level of education.

In her view, therefore, instead of concentrating on criticism, members of the Commission would be well advised to express appreciation of the work that was being done by many governments to raise the level of education in their countries, not only as a means of developing their economies, but also from the point of view that education was a basic right of every human being.

The Polish representative had criticized a remark made by a Latin-American Minister of Education, quoted in the report of the Sub-Committee on Education in Non-Self-Governing Territories. But what the Minister had said was amply borne out by experience in the Soviet Union. While it had been decreed after the Revolution of 1917 that education should be universal and free for all, Stalin himself had found it necessary at the 16th Party Congress in 1930 to say that the time had come to set about organizing universal obligatory elementary education. Thus, the objective had not been reached by 1930. It was also clear that even the four-year and seven-year school plans had been far from accomplished, even at the beginning of the fourth Five-year Plan, because the law relating to that plan had laid down that universal compulsory education was to be extended to all children, both in town and country; and later, in January, 1949, the Soviet Literary Gazette had said that the seven-year school plan had now been largely achieved. If such was the experience in an economically strong country, there were surely no grounds for criticism of the Latin-American Minister who had refused to deceive his people about the prospects of rapidly improving educational conditions in his own country.

Restrictions on secondary education facilities for girls in the United Kingdom had also been mentioned. The position was that primary and secondary education was compulsory for all children, and it was only when there were more boys than girls in a particular district that the number of boys in secondary schools was higher than the number of girls. There was a ten-years' period of compulsory education, the primary period lasting up to about 12 years' of age, and the secondary period from 12 to 15 with a variety of secondary education courses. There was no discrimination against girls in higher secondary schools and universities, although only one third of students in institutions of higher education were women.

The Soviet Union and Byelorussian representatives had referred to the emphasis on the spirit of internationalism in education in the Soviet Union. It should be noted, however, that in a text book entitled Pedagogia published in 1946 for use in teachers training colleges, it was stated that the pupils of the Soviet school must realize that Soviet patriotism was saturated with an irreconcilable hatred of the enemies of the socialist society. That hatred

must cover a pretty wide field, since practically all countries outside the circle of Soviet Union influence were described by the Soviet Union authorities as enemies. All the instruction in that text book was based on the principle that the teaching of almost every subject should be related to the mastery of military technique and to the perfection of the military arts. It might not be out of place for the Soviet Union representative to indulge in a little self-criticism.

Again, it had been ordained in 1940 that fees should be charged in all Soviet Union secondary schools, with the exception of military and air training schools. Later still, co-education had been abolished, one of the reasons given being the difficulty of training girls in practical activities and military matters. Thus, education in the Soviet Union had been subordinated to military development long before the initiation of rearmament programmes in the west.

The classic Marxist criticism of education in capitalist States was that it was provided only to the extent required to make children into useful instruments of production. But leading Soviet Union writers, among them Lenin himself, had insisted that education was a first condition for raising the productivity of labour, and that its main function was to ensure efficient production techniques.

The Commission should regard general education not only as an indispensable training for work, but also as a basic human right that would enable the individual to make the most of his capacities and to become a good citizen of the community to which he belonged.

UNESCO's report should convince the Commission that UNESCO laid stress on the principle of sex equality in the field of education. She would like to see progress reports submitted on the plans that UNESCO had already drawn up. While it was natural to be impatient for results, what was being achieved should not be under-estimated, particularly in the difficult times through which all the peoples of the world were passing and when political tension was causing so much desirable social development to be postponed.

She agreed with some of the comments of the Brazilian representative on

the third conclusion in UNESCO's report. Nevertheless, there was one argument in favour of specific reference to the political education of women. In many countries women were at the beginning of their emancipation, and if speedy progress in the field of civic education was to be achieved, the approach should be made through programmes that were related to their own experience and to the common interests of women in the community. That applied to developed and under-developed countries alike.

She thought that the conclusions reached by the Working Party for Planning Studies on the Access of Women to Education, which had met in Paris in December 1951, were somewhat too rigid. She was not convinced that it could be laid down as a desideratum that the curriculum for secondary schools should be absolutely the same for both sexes. After all, certain educational problems had not yet been finally settled by the educationists, for example, the pace of mental development in the adolescent boy and in the adolescent girl respectively. What should be provided was a fairly wide range of choice for both sexes so as to provide for all aptitudes and to ensure that the facilities available to girls did not restrict their opportunities when it came to choosing a career.

She commended the work of UNESCO and its whole-hearted co-operation with the Commission, and emphasized that UNESCO, and not the Commission, was the body to take action in the field of education.

Mrs. GOLDMAN (United States of America) spoke of the continuing responsibilities of UNESCO in the field of education, and urged maximum co-ordination of effort between the specialized agencies.

As to the Polish representative's remarks regarding the situation in Non-Self-Governing Territories, she would draw particular attention to the report of the Sub-Committee on Education in Non-Self-Governing Territories, where the educational work being done in Hawaii and other territories was fully set out.

She recalled how Mrs. Roosevelt had recently had occasion to report that many women were receiving education in Pakistan, that the demand for women doctors in that country was high, and that Pakistani women were doing very good work in teaching refugee children.

In answer to a challenge that had been thrown out in the course of discussions, she stated that in the United States of America in 1950, 97.9 per cent of the population of school age had attended school; 1 in 3 of the 18-19 age group had attended school; and 1 in 8 of the 20-24 age group had attended advanced professional schools. The percentage of girls in kindergarten and elementary schools was 48, in secondary schools 50, and in institutions for higher education 30.3

As to the education of the negroes, great progress had been made since their emancipation. Illiteracy among them had fallen from 44 per cent in 1900 to 6 per cent today, and it would be noted that literacy standards in the United States of America were high. In 1900, 1 in 5 negroes of school age had attended school whereas in 1950 the proportion had been 9 out of 10, and, except in the southern States, white and negro children attended school together. She quoted further figures and referred to several all-negro colleges established in different States of the Union, to emphasize that negroes were making great progress in the field of education and that the whites strongly supported that development.

The Soviet Union representative had mentioned the United States budget. It should be noted that in the Soviet Union, budget appropriations for education included very large funds that were devoted to straight political propaganda. Again, the Federal budget of the United States of America covered only educational charges directly borne by the Federal government, the cost of maintaining local schools and institutions being borne by State and local budgets.

Further, the Soviet Union representative had overlooked the fact that in 1946 the Soviet Union had devoted twice as large a share of its national income to military expenditure as had the United States of America, and that the proportion for the years 1947 to 1950 was more than half as high again. It would also be noted that the appropriation of 41,500,000,000 dollars for armaments in the United States budget for 1952 represented 15 per cent of the national income, whereas the Soviet Union appropriation for armaments in the same year represented 45 per cent of the national income of that country.

The Byelorussian representative had emphasized that the children of her country were taught to understand how American children lived. She herself had seen some dozen books in a school library in Massachusetts, some of them well illustrated and all written by reputable authorities on Russian life, and she would be glad to know if similar literature on American life was available to Russian children.

Soviet Union sources revealed that the seven-year school plan in the Soviet Union appeared to have yielded but limited results; that was certainly true of 1949 and 1950. However, she would welcome further information on the subject.

Finally, while stressing the usefulness of UNESCO's report, she urged that the Commission should concentrate on all aspects of education for women as envisaged by the United Nations.

The meeting rose at 1.20 p.m.