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Sixth Session

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held at the Palais des Nations, Geneva,
on Friday, 28 March 1952, at 3 p.m.

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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 of Great Britain and Northern Ireland
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

Representatives of non-governmental organizations (continued):

Category B

Catholic International Union for Social Service	Miss de ROMER Mrs. SOUDAN
International Association of Penal Law)	Mrs. ROMNICIANO
International Bureau for the Unification of Penal Law)	
International Conference of Catholic Charities (replacing Caritas Internationalis)	Miss OSTERTAG
International Federation of Business and Professional Women	Mrs. HYMER Miss TOMLINSON
International Federation of Friends of Young Women	Mrs. van WERVEKE
International Federation of University Women	Mrs. FIECHTER Mrs. WIBLE-GAILLARD
International League for the Rights of Man	Mrs. BAER
International Union of Catholic Women's Leagues	Miss de ROMER
Liaison Committee of Women's International Organizations	Miss BARRY Mrs. HYMER
Pax Romana	Miss ARCHINARD
Women's International League for Peace and Freedom	Mrs. BAER
World's Women's Christian Temperance Union	Mrs. CHAIX CONSTANTIN
World's Young Women's Christian Association	Miss ARNOLD Miss ROYCE
World Union for Progressive Judaism	Lady NATHAN of CHURT

Register

Associated Country Women of the World	Miss KLEYN
Open Door International	Mrs. BAER
St. Joan's International Social and Political Alliance	Miss CHALLONER

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. ROSS (New Zealand) said that she was submitting a draft resolution on educational opportunities for women in the hope that the Commission's work on the item under discussion would thereby be accelerated.

She wished to congratulate the representative of the United Nations Educational, Scientific and Cultural Organization (UNESCO) on her very able oral report at the 108th meeting.

Mrs. FIGUEROA (Chile) wished to make some observations on certain important questions raised in the progress report (E/CN.6/191), prepared by UNESCO, in connexion with which the UNESCO representative had provided some very interesting additional oral information.

UNESCO could be of particular assistance to the Commission in two essential fields: fundamental education for women, and basic education.

In certain countries, the illiterate of both sexes were excluded by law from the exercise of political rights. Since, however, the Commission's general aim was to enable women to enjoy the same political rights as men, the vast programmes of fundamental education which UNESCO was successfully carrying out could help the Commission to achieve that end by making it possible for women to attain the same cultural level as men. While she was fully aware that UNESCO must concentrate on the struggle against illiteracy, it could nevertheless do a great deal, through adult education, to develop the fundamental education of women and thereby help them to get past the stage of mere rudimentary knowledge.

It would be recalled that at its sixth session the General Conference of UNESCO had adopted a resolution inviting States Members of that organization to develop activities in fundamental education and to form at national level committees or associations, on which women should be widely represented. Committees thus constituted could hardly fail to devote the necessary attention to problems that particularly affected women. Although it was true that the resolution in question concerned men and women alike, she was convinced that, by

very reason of their general position, women suffered more than men from any lack of fundamental education. It was, in any case, a recognized fact that illiteracy was rife among women who, in the majority of countries, made up more than half the population.

It also gave her pleasure to note that the programmes on fundamental education drawn up by UNESCO fitted into the general scheme for the economic and social advancement of the under-developed areas.

Referring to the composition of the missions of experts sent by UNESCO to various countries, she noted that, according to UNESCO's report, of the 138 experts sent (or being sent) to thirty-two different countries up to 31 January, 1952, only six had been women. She did not know what criteria governed the appointment of such experts, but if, as was the general practice in the implementation of the technical assistance programmes, the organization submitted lists to governments who then chose the experts, it would be desirable for UNESCO to endeavour to submit lists containing as many female as male candidates.

Apart from sending out experts, UNESCO was organizing regional conferences and planned to hold three local surveys of women's education in three different countries, namely: Chile, India and Yugoslavia. Although her own country was one of those chosen, she harboured certain doubts about the feasibility of drawing valid general conclusions from such local surveys. Conditions varied so much from country to country that each problem called for its own individual solution. In any case, it would take a long time, at the rate of three local surveys a year, to collect an adequate amount of material covering all the eighty independent countries of the world. Yet the need for action was urgent.

The idea of regional conferences was a more valuable one, and the Chilean delegation hoped that more and more conferences of that kind would be held, and that they would deal essentially with educational problems, especially those affecting women.

Generally speaking, the great value of UNESCO's activities from the Commission's point of view lay in the fact that they could supplement in the practical and technical spheres the decisions of principle taken by the Commission, whose primary task it was to bring all problems affecting women to the attention of world public opinion.

Miss PELETIER (Netherlands), expressing her appreciation of the able report made by the representative of UNESCO, was gratified to note that in its work on juvenile education UNESCO laid particular stress on equality for boys and girls. That policy was, however, one which could be carried too far, since in educational matters what was good for one sex was not necessarily good for the other. The emphasis should be on the equal worth and value of boys and girls, rather than upon equality of education as such. The differentiation in school curricula which would assuredly result from a belief that each sex required equal but idiosyncratic attention could, in a certain fashion, be regarded as a higher form of equality.

Mrs. NOVIKOVA (Byelorussian Soviet Socialist Republic) expressed satisfaction at the frankness of the Pakistani representative's statement on the educational situation in her country, which was serious in the extreme. It was, of course, to be expected that it would be possible to solve Pakistan's educational problems only very slowly, since the country had only just emerged from a long period of foreign domination, during which all the material amenities, and indeed such necessities as the building of schools, roads etc., without which education was devoid of meaning, had been neglected. The Pakistani representative had also said frankly and truthfully that the United Nations, and in particular UNESCO, were not acting with sufficient energy to bring about an improvement.

The Brazilian representative had likewise correctly appraised the present position of education in a number of countries; she had, however, been mistaken in attributing to geographical and climatic influences the principal responsibility for that state of affairs. The fact was that education and culture could flourish exceedingly in arid and tropical areas, as the examples of the Soviet Socialist Republics in Central Asia proved. The key to raising the level of education and culture was to be found in the essentially material nature of society: if people were free to improve their material lot and to throw off the chains of exploitation, higher educational and cultural standards would follow as a matter of course. Thus, when the Commission on the Status of Women considered the problem of women's education, or indeed that of education in general, it should bear clearly in mind the general economic and material situation of the country concerned.

While gratified by the interest shown by the United Kingdom representative in the works of Lenin, she greatly regretted that Miss Sutherland should have so mistakenly interpreted his views. The fact was that it was impossible to separate cultural from material and technical progress; the one influenced the other in an equal and reciprocal degree. The United Kingdom representative had likewise shown a gratifying knowledge of the history of the Communist Party in her reference to the sixteenth party congress. The situation revealed by the United Kingdom representative in recalling that at that congress, thirteen years after the Revolution, attention had been drawn to serious shortcomings in the field of education, was, however, no slur on the Soviet Union regime. It had taken many years to efface the ravages of civil war and foreign intervention, and the views expressed at the sixteenth party congress were a shining example of criticism and self-criticism which by now had had their full and beneficial effect.

Assertions that children's books in the Soviet Union inculcated hatred in the younger generation were simply dangerous half-truths. It was, of course, a fact that children there were taught to hate their enemies, but there was nothing wrong or immoral in that. As to the suggestion that hatred of foreigners in general was inculcated, that was entirely false, and the close relations maintained by the country's youth and by its women's organizations and co-operatives with progressive people all over the world were eloquent proof of that.

The United States representative's allegations concerning the Soviet Union budget could be easily refuted by referring to the text of Mr. Zverev's budget, submitted to the Supreme Soviet in February, 1952: it was plain from a glance that the credits earmarked for national defence were insignificant compared with those allocated to educational, social and other peaceful purposes.

In conclusion, she called upon all members of the Commission to make a concerted effort to accelerate the work of the United Nations in general and of UNESCO in particular in the field of women's education.

Mrs. FIROUZ (Iran), while thanking the representative of UNESCO for her oral explanations, wished nevertheless to make some criticism of UNESCO's report itself (E/CN.6/191). Annex II, on fellowships and scholarships for women, stated that 17 out of 100 scholarships awarded by UNESCO during 1950 and 1951 had been granted to women. Similarly, out of the 130 scholarships so far given

under the technical assistance programme, only 20 had been awarded to women. She thought that that constituted a clear case of discrimination against women, and would welcome an explanation from the representative of UNESCO.

Miss DAS (United Nations Educational, Scientific and Cultural Organization), speaking at the invitation of the CHAIRMAN, proposed to answer in turn the several questions put and criticisms made.

With regard to the Brazilian representative's criticisms, she could assure her that there were large sections of UNESCO's educational programme which were intended equally for men and women. She had not specifically mentioned those parts of the programme, since obviously her immediate task had been to deal with the matter as it affected women alone. To reassure the Brazilian representative, however, she would point out that, under UNESCO's programme of education for citizenship, States Members of the organization were being invited to take the necessary measures to make children and adults aware of the activities of the United Nations and the specialized agencies, and to introduce education in citizenship as a subject in all school curricula and teaching. As to the use of broadcasting, films and television, UNESCO was doing its best in that direction, but its funds were limited, and the amount of work it could do depended entirely on the extent to which governments were prepared to contribute funds.

UNESCO certainly was not overlooking the fact that education was a social measure, that it could not be expected to work in a vacuum, and that it must be related to the political, economic and social environment. Incidentally, UNESCO regarded women as closely concerned with and affected by work in both fundamental education and social and economic development, and when inviting Member States to form national committees for developing activities in fundamental education had stressed the importance of including women members in order to ensure that the special problems of women received due attention in all programmes of social and economic development.

Referring to the remarks of the Chilean representative, she made it clear that UNESCO in no way equated fundamental education with the mere achievement of literacy. In that connexion she would recall the definition accepted by UNESCO, which stated that fundamental education was "that minimum of technical, moral and civic instruction without which there could be no education, science, culture or information in the most elementary sense in which modern communities understand these terms".

As to regional conferences, the organization was in fact precisely tending to hold more such meetings in preference to large international gatherings, as the latter had proved rather less efficacious than might have been expected for raising educational and cultural levels. UNESCO often undertook studies in individual countries with the object of turning them to good account later in connexion with the holding of regional conferences. For example, the study of education recently carried out in Chile had been intended as a prelude to a regional conference on women's education in Latin America. The proposed conference had had to be abandoned for the time being, however, since a number of the countries concerned had felt that they were not yet ready for it. Regional conferences were thus the natural and carefully planned outcome of more localized studies, and of the reports of experts carrying out preliminary work in the area in question.

As for the technical assistance programmes, the chief reason why relatively few women experts were sent out was that all too often, when making a request, governments asked for the services of a man, even though in many cases a woman would have been able to do the job better. The point she wished to stress was that UNESCO was entirely in the hands of governments, and if governments specifically asked for women experts she was convinced that they would get them. Incidentally, the fundamental reason underlying UNESCO's apparent and oft-criticised inactivity was precisely that it was unable to do anything at all in the way of technical assistance unless and until it received appropriate requests from governments.

As to fellowships and scholarships, UNESCO endeavoured to make as many awards as possible to women, but the number actually given naturally depended on the existence of sufficient qualified women candidates. Awards were given on the basis of merit alone, and if a larger number of adequately qualified women candidates presented themselves they would assuredly obtain their full share of awards.

In conclusion, she would remind the Commission that UNESCO's educational programme for women was still very much in its infancy and that time was required for its full potentialities to be developed. She would again stress that that development was to an even greater degree dependent on the readiness of governments to take advantage of the services which the organization had to offer.

Miss LUTZ (Brazil), referring to the Byelorussian representative's contention that geographical and climatic factors had no influence on cultural development, feared that if that representative ever had the misfortune to be forced down in an aircraft in the Amazonian jungle, she would speedily be convinced that the contrary was indeed true, and made grimly aware that the forces of nature were not to be treated lightly.

Turning to the explanations given by the representative of UNESCO, she said that she was fully aware that UNESCO was undertaking extensive educational programmes intended for both men and women on equal terms. None the less, the Brazilian delegation felt, and was supported in its conviction by the delegations of Cuba and the Dominican Republic, that the decision taken at the last General Conference of UNESCO, to devote primary importance in its programme of fundamental education to the education of women, might be pressing the claims of women too far. For that reason those three delegations proposed that the programme in question should be devoted to men and women equally.

Mrs. TABET (Lebanon) had been extremely interested in the account given by Miss Das of UNESCO's activities in the sphere of women's education.

She proposed to submit a draft resolution requesting the Commission to adopt the suggestion made the previous day by the representative of the World's Young Women's Christian Association, namely, that the United Nations pamphlet on the political education of women be translated into Arabic.

Miss ARCHINARD (Pax Romana), speaking at the invitation of the CHAIRMAN, explained that her organization was an international federation of Catholic graduates and students, whose object had primarily been the promotion of peaceful relations between the young people of the former belligerent countries. In its work it had never discriminated between men and women, either in respect of membership or in respect of election to office. It was true that after the second world war a certain differentiation had been made between the sexes, in that it had been found necessary to give special attention to certain problems affecting women alone. But while the organization operated on a far smaller scale than did the United Nations and the specialized agencies, it was nevertheless able to draw on an extensive fund of experience, stretching back over a century - for some of the organization's constituent sections had been in existence for as long as that - and she hoped that that experience, linked with an intimate knowledge of live

issues might be of assistance to larger, but younger, organizations.

In the matter of women's affairs, one of the most important and interesting aspects of the organization's work had been its studies of the problems of women students at universities from which it emerged that all too frequently women students did not benefit sufficiently from their pre-university education to enable them to derive full benefit from their period of study at a higher educational institution. It also transpired from the data assembled that although a large number of girls went to the university in order to fit themselves for a better-paid job, there were also many who continued their education with the noble aim of serving the community and of serving the truth. A further very interesting fact was that approximately 50 per cent of women students did not continue their work as far as a degree, and thus it appeared that in the case of many, the decision to study at a university had not been really wisely taken.

The logical conclusion of the foregoing was that women should have full access to advanced studies, but that no pressure should be brought to bear on them to take them up; perhaps there should be less persuasion in their case than in that of men. That was thus an example of differentiation as a higher form of equality, to which the Netherlands representative had referred earlier in the meeting. Another characteristic feature of Pax Romana was its deep respect for the national, racial or other traits and preferences of its members. The reasons for that attitude lay deep in history. For example, in the Middle Ages, women in France had frequently enjoyed voting rights and a large degree of freedom generally, whereas in many German-speaking regions the opposite had been the case. The direct result of that had been that in the one region a tradition of feminine emancipation had prevailed, whereas in the other women often believed that there was no greater task than that of bringing up children. Which view was more in accordance with justice and the natural order of things Pax Romana did not take upon itself to decide, but it held that the best that the modern age could do was to endow women with that degree of equality with men which would permit them to make a free choice for themselves in the matter.

Mrs. FIECHTER (International Federation of University Women), speaking at the invitation of the CHAIRMAN, said that the International Federation of University Women (IFUW) comprised thirty-four national associations, with some

hundreds of thousands of members, in many countries. IFUW was a professional, cultural and social organization opposed to any discrimination on grounds of race, colour, nationality, political opinion or religion. Some of its associations had preferred to disband themselves rather than practise any discrimination whatsoever, although some which had done so had been re-established as soon as circumstances permitted.

At international level the Federation worked through special international committees, one of which was specially concerned with the study of the political and legal status of women.

The Federation had assisted in the preparation of reports submitted to the United Nations and to UNESCO. In addition, it had already participated in the work of the Commission on the Status of Women. At the latter's fifth session a representative of the Federation had spoken briefly on the question of educational opportunities for women, stressing in particular the importance of education in the under-developed countries, the lack of teachers in all countries and the training of teachers. Those three questions were still topical.

The representative of the Federation had also suggested on that occasion the preparation of explanatory notes and tables that would enable comparisons to be made from year to year, as UNESCO had done in the report so ably introduced by its representative at the 108th meeting.

It emerged from the statistical tables contained in that report that in some countries of European culture the number of women in primary teaching had dropped slightly; hence, since teaching and education were traditionally a woman's sphere, especially at the primary stage, the possible need for action in that field should be considered. It was also important that UNESCO should award a larger number of its fellowships to women.

The Federation was also interested in political education free from party propaganda and in education in citizenship for women, considering such education as an essential task to be carried out not only in the fifty-six countries where women enjoyed political and civic rights, but also and more particularly in the fifteen countries where they so far did not. In that connexion, the Federation considered that it would be of particular value to translate the United Nations pamphlet on the political education of women into several languages, and to modify it to suit the circumstances of different countries, so that it could be more widely

circulated and used. She wondered whether the non-governmental organizations and their national branches specially interested in the question might not help in that task.

The Federation awaited with interest the similar pamphlet to be published by UNESCO. She was also gratified to note that the General Conference of UNESCO had decided at its sixth session to concentrate, at the Fifteenth International Conference on Public Education to be organized next summer in conjunction with the International Bureau of Education, on the subject of educational opportunities for women.

Miss TOMLINSON (International Federation of Business and Professional Women), speaking at the invitation of the CHAIRMAN, said that the representative of UNESCO had suggested that she might attempt to clear up what appeared to be a misunderstanding on the part of the United Kingdom representative with regard to the primary education curriculum for boys and girls. The criticism had been that the curriculum was too rigid, but further perusal of UNESCO's report would make it clear that the aim was to ensure that boys and girls should be equally well qualified when they sought entrance to higher education or sat for scholarships, and that, in vocational training, boys and girls should be afforded identical choice. She felt that there lay the key to the whole problem; there should be no question of obliging children of one sex to undertake an activity normally considered to be more especially suited to the other, but they should be given the opportunity of doing so if they showed desires or aptitudes in that direction.

Miss SUTHERLAND (United Kingdom) said that her remarks had referred to the paragraph on secondary education.

Miss TSENG (China) wished to make a correction to the figures she had previously given for Formosa; in 1951 there had been 128 middle schools and 8 junior training colleges on the island.

The CHAIRMAN thought that the general discussion on item 7 (a) of the agenda could be regarded as closed, and suggested that the Commission take up item 7 (b).

It was so agreed.

b) Study of the report of the International Labour Office on Vocational Training of Women (E/CN.6/178 and Corr.1, E/CN.6/L.64, E/CN.6/L.66).

Miss FAIRCHILD (International Labour Organisation), speaking at the invitation of the CHAIRMAN, introduced the report of the International Labour Office

on vocational guidance and vocational and technical education among women (E/CN.6/178 and Corr.1). The report had been based on three sources: official data from government publications wherever available; studies made by missions of the International Labour Office in Asia, Latin America and the Middle East, as published information about those areas was meagre; and a series of monographs prepared by the International Labour Office and based on official publications, most of which related to Europe and North America.

The report had been condensed as far as possible in the interests of brevity; it consisted of a summary followed by an analysis of the information available, but did not include full details. It indicated trends and needs in the employment of women in different parts of the world which the International Labour Office believed the Commission would wish to have as a background to its consideration of vocational and technical training. The appendix showed in greater detail some of the more significant developments in women's employment, economically developed countries being separated for the purpose from countries in economically under-developed regions. That distinction had been made in recognition of the great difference between the problem as it arose in a highly-industrialized society and in mainly agricultural regions respectively.

It was thought in the International Labour Office that when considering programmes for the development of women's opportunities for obtaining vocational and technical education it should be recognized that careful attention must be given to the openings for employment actually available, which would be dictated largely by economic conditions in the country concerned.

She pointed out that the selection of countries for mention in the report had no bearing on the merits of their respective situations; for example, the International Labour Office had been unable to obtain information relating to some countries where it was generally understood that there were many opportunities for vocational training and skilled employment for women.

A summary of trends in women's employment would be found on page 8 et seq. of the report. Although conditions varied very greatly between economically developed and less developed countries, yet in both types of country there was a strong feeling among the more conservative sections of the population that women took jobs only for a short period before marriage, and were not generally interested in training on a long-term basis. That was not entirely true, particularly in the

industrially advanced countries. In recent years there had been an increasing proportion of married and older women in employment, probably due to the increasing length of the periods for which they took jobs. Another change that had become apparent in recent years was that the proportion of women in unskilled occupations was decreasing in the economically developed countries; that was offset by an increase in the proportion of women in clerical, administrative and government service. In economically under-developed countries, the majority of women were apparently still employed on farm and domestic work, though statistics were not available over a long enough period to enable any definite trend to be established. It appeared that in such countries women often worked at home, and without pay, in agriculture and handicrafts, and, again, that there was a clear tendency to keep women in unskilled occupations and to reserve skilled employment for men. Such was even the case in countries where there was an increasing demand for clerks, nurses and midwives, for which professions women were particularly well suited.

With regard to women's opportunities for vocational and technical training, there was a tendency, even in economically developed countries, not to make adequate provision for women to enter skilled trades. In the industrially less advanced countries there was an acute shortage of facilities for preparing women for skilled and semi-skilled occupations. In both groups of countries the data available showed that little provision was made for training for higher posts and supervisory positions in any technical field.

The experience of the International Labour Office was that women were often slow to take advantage of the opportunities available to them, and it therefore recommended that vocational guidance should be given at both elementary and secondary school level.

It could not be too strongly emphasized that, however abundant the opportunities for technical and vocational training, women could not take advantage of them without having first had a good general education. That point had been stressed in the Commission's discussions on the political rights of women, and it applied equally to the recognition of their economic rights.

The foregoing ideas were summarized in the conclusions given on pages 39 and

40 of the report. Those conclusions indicated the need for studying the whole field of women's employment and the technical and vocational training associated with it. Such studies were already being carried out in countries where the demand for labour was high, and where there was no pressure of unemployment, that was, in the more highly developed countries; but they should also be extended to other countries, since the problems involved varied according to the economic and educational background of each. Action at international level should be directed towards urging governments to undertake such studies and to refrain from assuming that the position of women in employment programmes was necessarily static.

The introduction to the report showed briefly the action taken by the International Labour Office in the matter of vocational guidance and training for women. Between 1949 and 1951 a set of standards had been developed, including recommendations for vocational training, apprenticeship and vocational guidance. The necessity for providing for women in such programmes had been stressed. In 1946 the Latin-American countries had taken the lead in recommending that such training facilities should be opened to women, and in 1949 and 1950 the question had been discussed in the Regional Labour Conference for Asia. In December, 1951, a meeting of experts on women's work, convened by the International Labour Organisation, had discussed the question, and the representative of Chile in the present Commission would be able, if necessary, to inform members more fully about its work, as she had been its Chairman. The conclusions reached by the experts on women's work were described in the report and constituted valuable guidance for the International Labour Office in its own action in that field.

The manpower offices set up by the International Labour Office in Latin America and Asia, and those to be set up in the Middle East under the technical assistance programmes, as well as the employment services also being set up under the guidance of the International Labour Office, were proving very useful in placing women in employment. Nevertheless, it was apparent that many governments still tended to regard women as an economic responsibility rather than as an economic asset, and that the education of public opinion on that point was essential to further progress.

Finally, she asked members of the Commission to persuade their governments to make more use of the international organizations to which they belonged capable of helping them to provide women with suitable education and training and thus of fitting them to take their place as full members of the economic community, to the benefit of the country as a whole.

The CHAIRMAN said that, before opening the general discussion on item 7 (b) of the agenda, she wished to urge members of the Commission most strongly to limit their remarks strictly to the report which had just been introduced by the representative of the International Labour Organisation. As she had already had occasion to point out, the Commission's discussions should not be protracted by exchanges of information on the favourable or unfavourable conditions prevailing in different countries. The Commission's main task was to seek ways and means of improving the social and legal status of women.

Miss LUTZ (Brazil) congratulated the representative of the International Labour Organisation on an excellent and well-presented report.

Mrs. ROSS (New Zealand) said that she had rarely listened to such interesting introductory statements as those made by the representatives of UNESCO and the International Labour Organisation on their respective reports. Any government which contributed to the work of those organizations could be justly proud of them, and she for one would do her best to ensure the continued support of her country for them.

Mrs. GOLDMAN (United States of America) considered that the report of the International Labour Office was exceptionally lucid and, taken with that of UNESCO, showed how much could be gained by the pooling of national experience. The clear picture emerging could then be used as a basis for effective action.

She had submitted a draft resolution (E/CN.6/L.66) on vocational guidance, but found many similarities between it and the Chilean draft resolution (E/CN.6/L.64); she therefore believed that it might be possible to evolve a joint text after consultation. She drew attention to the development in many countries of women's handicrafts for export. Examples of such work could be found in Pakistan and in the Philippines.

A system for enabling women as well as men to take advantage of opportunities for skilled training open to them had been developed in Chicago, where experts in

various fields met annually to describe to young people the openings available in engineering, geology etc. The audience at such meetings was made up largely of girls and boys from high schools. Professional seminars constituted another method by which people already engaged in certain fields of employment, such as banking and department stores, could learn of opportunities for training for further openings. She had also seen in-service training used successfully to fit handicapped women for full employment, for example, blind women, who had been taught laundry work very successfully in six months.

Mrs. FIGUEROA (Chile) expressed her delegation's appreciation both of the report of the International Labour Office and of the constant interest and objectivity shown by the International Labour Organisation's representative in all problems relating to women's work.

The meeting of experts on women's work held at the International Labour Office in December, 1951, had recognized the need for giving girls the same facilities as boys for vocational training within the scope of compulsory education.

The International Labour Office's report drew attention to the lack throughout the world of opportunity for women and girls to acquire technical efficiency, and a mission of experts of the Office had reported that in most Latin-American countries technical and vocational training schools were barred to women and girls. In view of the increasing importance of women's work to the productive capacity of a country, the Commission should recommend to governments that they throw open such training establishments to women.

Until women could be trained for skilled jobs in the same way as men, it would be impossible to realize the aim of the Charter that there should be equality between the sexes in all fields, whether political, social or economic.

Her draft resolution (E/CN.6/L.64) embodied the above points. Referring to the second paragraph thereof, which began "BELIEVING that all forms of employment, trades and careers should be open to women ...", she explained that in Chile women were not by law allowed to work at night. While that applied to night shifts in such sectors as the textile industry, women were still able to work in theatres, restaurants and night clubs, and nothing was done to prevent prostitution at night. The Commission should take the lead in improving the

status of women in employment, even beyond what had already been achieved in many countries.

It would be seen from the fifth conclusion in the report that the International Labour Office recommended that "girls and women should have access to vocational training opportunities ... for all occupations in which the employment of women is not excluded by law". She reserved her position on that point, as she felt that the Commission should indicate that women should not be excluded by law from any occupation.

Miss ARNOLD (World's Young Women's Christian Association), speaking at the invitation of the CHAIRMAN, said that the organization she represented had been most keenly interested in the report just analysed by the representative of the International Labour Organisation.

It should be noted that a new development in the field of labour was at present taking place - and one which especially concerned women workers - namely, the rapid increase of semi-skilled work in industry. That development was an undoubted advantage for young women who wished to begin work at an early age, and for women who had not had the opportunity of serving an apprenticeship. But there was also a grave danger that it might result in the disqualification of female labour as compared with male labour. Consequently, the World's Young Women's Christian Association took the liberty of proposing to the Commission that it consider the possibility of requesting the International Labour Organisation to make a thorough study of the possible consequences of that development, particularly for female labour. She considered, moreover, that the study should also deal with the conditions in which semi-skilled workers could become skilled. Such a study would be of undoubted value, both at national and at international level, particularly with regard to problems relating to migrant workers. The question had arisen on several occasions whether there were any standards on which a classification of workers called upon to emigrate could be based. In that connexion, it would be necessary to know what organizations or groups were responsible for establishing such standards, and whether different standards were applied to foreign workers.

Miss SUTHERLAND (United Kingdom) said that the report of the International Labour Office was an informative statement and had been admirably supplemented by

the oral report given by the representative of the International Labour Organisation.

On page 52 of the report there was a table showing the total working population of the United Kingdom, sub-divided into figures relating to men and to women respectively. The figure for women in 1950 was given as 7,304,000, but she was now able to give the final figure for the end of December 1951 as 7,419,000.

Reference was made in the report to the establishment of training centres by the United Kingdom Government. She wished to make it clear that such Government-established training centres represented only a small proportion of vocational and technical training facilities in the United Kingdom, most of which were provided by industry itself, and some in the shape of county and borough technical schools. Many members had pointed out that the lack of training facilities limited employment opportunities for women. It was also true that the lack of employment opportunities limited the provision of training facilities, and also discouraged women from taking advantage of such training facilities as did exist. With regard to the spending of public money on training facilities, the United Kingdom Government would lay itself open to criticism if it provided such facilities and industry then failed to find employment for the trainees.

The conclusions in the report of the International Labour Office were in the main acceptable, subject to the proviso that any large-scale training out of public funds must postulate suitable employment openings. Girls and their parents were often slow to take advantage of existing training facilities for girls, and she hoped that the non-governmental organizations would help to break through their apathy, and to secure recognition of the necessity for girls as well as boys to be trained for a career.

Though she had had no time to study in detail the two draft resolutions before the Commission, she knew she would not be able to subscribe to the final paragraph of the Chilean draft resolution, which expressed the view that all forms of employment should be open to women. If that were understood as implying that mining should also be open to women, it would not be acceptable to the United Kingdom Government.

To enable the Commission to complete its agenda within the time provided, she suggested that speeches be limited to ten or fifteen minutes.

The CHAIRMAN agreed that the length of speeches, both by members of the Commission and by representatives of the non-governmental organizations, should be limited, since it was absolutely essential that discussion of items 5 and 7 of the agenda be completed at the next meeting. However, if the United Kingdom representative had no objection, she suggested that the proposal should not be put into effect until that meeting. The Commission could consider subsequently whether the same procedure should be adopted during the following week.

Miss SUTHERLAND (United Kingdom) assented.

Mrs. TABET (Lebanon) thought that it would be preferable to impose a time-limit on speakers forthwith in respect of all outstanding items of the agenda.

The CHAIRMAN maintained her point of view, and said that she proposed to put to the vote the United Kingdom proposal that members of the Commission be limited to ten minutes, and representatives of the non-governmental organizations to five minutes, each.

Miss KALINOWSKA (Poland) was opposed in principle to any time-limit, and felt that it would be particularly unfair to limit to five minutes the representatives of non-governmental organizations who had not already spoken, as no such limitation had been imposed on those who had already addressed the Commission.

The CHAIRMAN, replying to the Polish representative, pointed out that those representatives of non-governmental organizations who had already been heard had spoken when invited to do so, and at a time when the Commission had not been so hard pressed as it was at the moment.

Replying to Mrs. POPOVA (Union of Soviet Socialist Republics), she drew attention to the fact that, according to the United Nations calendar of conferences, the sixth session of the Commission was to be held from 24 March to 4 April, 1952. It did, of course, happen that such estimates were slightly exceeded, and the Commission might envisage sitting until 5 April. It would, however, be difficult to prolong the session beyond 5 April, as the majority of delegations, acting on the assumption that it would close on 4 April, had already

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made arrangements to leave. She therefore appealed to members of the Commission to display a spirit of courteous co-operation, and requested them to adhere to the timetable laid down, as a matter of elementary consideration for those representatives with other commitments.

Mrs. POPOVA (Union of Soviet Socialist Republics) considered that the Commission had so far carried out its work at a reasonable pace, and that in view of the importance of maintaining the prevailing amicable atmosphere it would be unfortunate if a time-limit on speeches were imposed, besides being particularly unfair to the representatives of non-governmental organizations who had not yet spoken.

Mrs. NOVIKOVA (Byelorussian Soviet Socialist Republic) recalled that the Commission had already shown consideration for an absent member by deferring consideration of an item of the agenda until she had arrived in Geneva, and urged that it might equally well show consideration for the representatives of non-governmental organizations.

The CHAIRMAN observed that the absence of the United Kingdom representative had not prevented the Commission from discussing the item 3 (b) of the agenda, although that item related to a question of particular interest to Miss Sutherland, namely, the political rights of women.

Since it was her responsibility to bring the work of the Commission to a successful conclusion within the allotted time, she fully endorsed the proposal made by the United Kingdom representative.

She therefore put to the vote the proposal that at the next meeting the time of speakers be limited to ten minutes in the case of members of the Commission and to five minutes in the case of representatives of non-governmental organizations.

The proposal was adopted by 14 votes to 3.

The meeting rose at 6.20 p.m.