



WOMEN'S EDUCATION
DES FEMMES



March 1984

Vol. 2 no. 3



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

692 Coxwell Avenue, Toronto, Ontario, Canada M4C 3B6. (416) 461-9264



Table of contents Table des matières

NOT A ROSY PICTURE

President's Message from Leiba Aronoff
Message de la présidente par Leiba Aronoff

NATIONAL FEATURES

Variation sur un thème: C'est la parole qui est d'or et le silence qui est d'argent
by Carole LaViolette
Speech Power or Silence is not Golden
par Carole LaViolette

Women's Studies in Manitoba High Schools
by Martha Colquhoun
Programmes d'Études de la femme
par Martha Colquhoun

Jessie's Centre for Teenagers
by Elizabeth Wood

High School Essays Identify Concerns for International Youth Year
by Susan MacCrae Vander Voet

International Youth Year Now is 1985

Canada Tomorrow: Human Issues in the Context of Change
by Heather Menzies
Le Canada demain: Les aspects humains des changements
par Heather Menzies

CCLOW Across the Provinces
BOOKS IN REVIEW
RESOURCES
UPCOMING and CURRENT
SKILLS BANK

WOMEN'S EDUCATION DES FEMMES

Editorial Committee/Comité éditorial: Susan McCrae Vander Voet,
Greta Hofmann Nemiroff, Elizabeth Wood. Managing editor this issue/
Rédactrice en chef de ce numéro: Elizabeth Wood.

Translation/traduction: Sophie Arthaud.

Resources/Ressources: Elizabeth Wood. Layout/Mise en page: Elizabeth Wood,
Carmen Moreno. Cover/Couverture & Design/Maquette: Nancy Meyer.

WOMEN'S EDUCATION DES FEMMES is published quarterly by the Canadian Congress for Learning Opportunities for Women, a national, non-profit, women's organization dedicated to promoting learning opportunities for women. We welcome the submission of articles and graphics. Publication dates are Dec. 1, March 1, June 1, and Sept. 1. Deadline for submission is six weeks prior to publication.

We acknowledge with gratitude the financial assistance of the Secretary of State Women's Program. Views and opinions expressed in WEDF are those of the authors and do not necessarily reflect the views of the Secretary of State or of CCLOW. Inquiries: CCLOW, 692 Coxwell Ave., Toronto, Ont. M4C 3B6 (416)

WOMEN'S EDUCATION DES FEMMES est publié tous les trois mois par le Congrès canadien pour la promotion des études chez la femme. Le CCPEF est un organisme nationale bénévole qui travaille à améliorer les possibilités d'apprentissage pour les femmes. Nous serons heureux de recevoir, pour fin de publication possible, tout article ou matériel artistique. Dates de parution: 1er décembre, 1er mars, 1er juin, 1er septembre. Les articles doivent être soumis un mois avant les dates de parution. Nous remercions vivement le Secrétariat d'Etat - Programme des Femmes - de sa contribution financière. Les vues et opinions exprimés dans WEDF sont celles des auteurs. Elles ne traduisent pas obligatoirement celles du Secrétariat d'Etat ou du CCPEF. Communiquer avec: CCPEF, 692 avenue Coxwell, Toronto, Ontario, M4C 3B6 (416) 461-9264.

Library of Canada ISSN 0714-9786 Bibliothèque
nationale du Canada. Copyright © 1984 Canadian
Congress for Learning Opportunities for Women/
Congrès canadien pour la promotion des études chez la femme.



President's Message

Lobbying by national women's groups did it! After a long process begun last June, it was announced January 11, 1984 that funding for Women's Program of the Department of Secretary of State would be increased from \$3.3 million annually to \$15.3 by 198-88. Targeted are operational funds for issues of national concern, projects which aim to improve the status of women in Canada, and the establishment of one Women's Studies Chair per year for the next five years at a Canadian university to promote scholarly research on women's issues. That means more money for more groups for more needs including research!

Representatives of the lobby group met again with the Honorable Serge Joyal, Secretary of State, and Honorable Judy Erola, Minister Responsible for the Status of Women, January 17, 1984 to raise specific concerns related to the announcement. The Minister for the Status of Women re-assured us that the intent was not to ghettoize women's programs. Rather, the Minister has a strong mandate to actively coordinate with other federal departments which must report their plan of action and budget allocations for women's programs within their departments to the Minister who then reports to Cabinet.

With the growing recognition of women as a political force, it is important that we continually review our objectives and be clear about what needs we are addressing. At the same time, we must guard our autonomy by broadening our support base. Governments have their priorities and women have theirs. Women's groups must continue to meet together, as well as with government, to jointly identify priorities and to develop the mechanisms for consultation on specific issues.

C.C.L.O.W.'s participation in this consultation process has always focused on women's learning needs as the major component to the improvement of the status of Women in Canada. Although advances have been made in some areas over the last 15 years, there has been little improvement in the achievement of economic independence of women. In fact, the gap seems to be widening with increasing numbers of single mother families living below the poverty level... a problem world-wide.

If women are to participate in the economic life of society and maintain a decent standard of living for themselves and their children, all sectors must address the issue of jobless growth brought about by technological change. The role of education and its institutions must be broadened to provide lifelong learning, programs such as job-training, skills upgrading, work-study plans. And these must be supported by policies of affirmative action, contract compliance, and skills development leave. We must anticipate the future

and plan for it by focusing attention the young as well as the adult woman.

Sincerely,

Luba

Message de la présidente

Les pressions exercées par les groupes féministes ont finalement abouti! Suite à de longs efforts, entrepris en juin dernier, le Secrétariat d'État a annoncé le 11 janvier 1984 que le financement du Programme des femmes augmenterait de 3,3 millions \$ par an à 15,3 millions \$ en 1987-1988. Les fonds seront employés à résoudre des questions d'intérêt national, à poursuivre des projets destinés à promouvoir la condition féminine au Canada et à créer une chaire de faculté dans une université canadienne, durant chacune des cinq prochaines années, pour encourager la recherche académique sur la condition féminine. Il y aura donc plus de fonds, donc plus de groupes financés, donc plus de besoins comblés (et notamment des recherches)!

Les déléguées des groupes de pression ont à nouveau rencontré l'honorable Serge Joyal, secrétaire d'Etat, et l'honorable Judy Erola, ministre de la Condition féminine, le 17 janvier 1984, pour discuter de questions soulevés par l'annonce de cette augmentation. Le ministre de la Condition féminine a tenu à nous rassurer: son intention n'est pas que les programmes pour les femmes soient ségrégués. En fait, le ministre a pour mandat de coordonner activement les efforts des autres ministères fédéraux, qui doivent lui rendre compte de leurs plans d'action et de leurs affectations budgétaires pour ces programmes, pour qu'elle présente à son tour son rapport au conseil des ministres.

Parce que la force politique des femmes s'affirme de plus en plus, nous devons ré-évaluer constamment nos objectifs et savoir clairement quels problèmes nous voulons résoudre. En même temps, nous devons protéger notre autonomie en consolidant nos assises. Les gouvernements ont des priorités... que les femmes n'ont pas. Les groupes féministes doivent continuer à se rencontrer, et à rencontrer le gouvernement, pour déterminer ensemble les priorités à adopter et pour mettre au point des mécanismes de consultation concernant des questions précises.

Pour le CCPEF, ce processus de consultation a toujours été axé sur les besoins des femmes en matière d'éducation - élément crucial d'une amélioration de la condition féminine au Canada. En dépit des progrès, réalisés dans certains domaines au cours des 15 dernières années, les femmes n'ont guère gagné de terrain sur le plan de l'indépendance économique. En fait, le fossé semble se creuser toujours davantage: de plus en plus de mères de familles monoparentales vivent au-dessous du seuil de la pauvreté... et ce partout dans le monde.

Pour que les femmes participent à la vie économique de la société et parviennent à un niveau de vie correct, pour elles et leurs enfants, il faut que tous les secteurs s'attaquent à la hausse du chômage provoquée par les changements technologiques. Le rôle et les structures de l'éducation doivent être élargis, pour assurer un enseignement permanent et offrir des programmes de formation professionnelle, de perfectionnement, et d'étude/travail. Et ces programmes doivent être appuyés par des politiques d'action positive, de strict respect des contrats, de congés de perfectionnement, etc. Nous devons envisager et planifier l'avenir en songeant aux jeunes aussi bien qu'aux femmes adultes.



Sincèrement

Luiba

CLOW's National Conference

TORONTO
AUGUST 19, 20, 21, 1984

Educating for Change: Women in the next decade

"EDUCATION FOR CHANGE" is the theme of C.C.L.O.W.'s three day Conference designed to engage women in strategic positions in Canada in discussions of current issues in the education of women and to focus on the role, content and format of education for women in the future.

New efforts and strategies to shape the future in a changing social, political and economic context is the challenge. Building on past and present strengths to devise the links and bridges necessary to shape the future is the task.

The Conference is designed for persons who are concerned with learning opportunities for women and the strategic interventions for the future. The Conference will be of interest to educators, social workers, guidance counselors, teachers, health and fitness educators, consultants, programmers, administrators and managers.

CALL FOR PAPERS AND WORKSHOPS

We invite you to submit proposals for the presentation of reports, workshops, symposia, working documents, new programs, evaluations, basic research reports, poster sessions.

Our priority will be proposals that are directly related to the theme "EDUCATING FOR CHANGE" in relation to individuals, organizations, the community and society. The

Conference Committee is looking primarily, for new information, innovative approaches to problem solving, and creative strategies for change. Preference will be given to proposals requiring the active participation of the audience. Consideration will be given to other proposals of general or specific interest to educators.

Please write or telephone for further information: Eleanor Christopherson, Conference Coordinator, C.C.L.O.W. 692 Coxwell Avenue, Toronto, Ontario M4C 3B6.

Co-Sponsored by The Canadian Congress for Learning Opportunities for Women
and
The Department of Adult Education, The Ontario Institute for Education

Congrès National Du CCPEF

TORONTO

Août 19, 20 21, 1984

ÉDUQUER POUR CHANGER

La condition féminine au cour des 10 prochaines années

"ÉDUQUER POUR CHANGER": tel est le thème qu'a choisi pour son congrès national le CCPEF. Ce congrès, long de trois jours, a pour objectif d'amener les femmes qui occupent des postes clés au Canada à discuter des questions d'actualité en matière d'éducation des femmes, pour mieux définir le rôle, la nature et la structure de cette éducation à l'avenir.

Le but ultime est de susciter de nouveaux efforts et de formuler de nouvelles stratégies pour façonner l'avenir, dans un contexte social, politique et économique changeant. La tâche est de rallier les ressources présentes et passées pour mettre en place les réseaux et les liens qui nous permettront de modeler l'avenir.

Le congrès s'adresse à toutes les personnes qui s'intéressent à l'éducation des femmes et aux scénarios futurs d'intervention: éducateurs, travailleurs sociaux, conseillers professionnels, enseignants, professeurs d'éducation physique et d'hygiène, experts-conseils, programmeurs, administrateurs et directeurs.

INVITATION À PRÉSENTER DES PROPOSITIONS D'EXPOSÉS ET D'ATELIERS

Nous vous invitons à nous soumettre des propositions de rapports, d'ateliers, de colloques, de documents de travail, de programmes, d'évaluations, de dossiers de recherche, d'expositions d'information, etc.

Nous donnerons la priorité aux propositions qui se rattachent directement au thème choisi pour le congrès "ÉDUQUER POUR CHANGER", concernant des particuliers, des

organismes, la communauté ou la société. Nous considererons également les propositions qui présentent un intérêt général ou particulier pour les éducateurs.

Le comité du congrès est avant tout à la recherche d'idées nouvelles, de méthodes novatrices d'action et de stratégies créatives d'intervention. Il donnera la préférence aux propositions qui exigeront une participation active de l'assistance.

Envoyez vos propositions à Eleanor Christopherson, coordinatrice du congrès, C.C.P.E.F., 692 Coxwell Avenue, Toronto, Ontario, M4C 3B6 (ou téléphonez pour obtenir plus de détails).

Le congrès est co-parrainé par le Congrès canadien pour la promotion des études chez la femme et le Service de l'éducation des adultes, Institut des études pédagogiques de l'Ontario.



National Features

SPEECH POWER OR SILENCE IS NOT GOLDERN

In taking Women's Studies, I learned to look at myself in a mirror. In doing so, I found out that my experience as a woman resembles that of many others. I gained solidarity and lost my sad loneliness.

I returned to school after working as a secretary for 7 years. I've since become more and more aware of the powerlessness I felt in the workplace. My past education served as a great contributor to this state of being. What can one say of an educational system that asks me to choose my life at 14 years old? What can one think of an educational system that teaches me how to take dictation and how to walk ... the feminine way? At 14, I was trained as a future secretary. I believed business letters could replace my speech.

A growing sense of alienation finally compelled me to ask myself "WHO AM I DOING THIS FOR?" The reflection of the tears on my cheeks told me it was the beginning of painful self-discoveries.

VARIATION SUR UN THÈME: C'est la
parole qui est d'or et le silence qui est d'argent

par Carole La Violette

Il me paraît invraisemblable que je me retrouve bouche bée devant ma tâche de vous raconter ce que j'ai appris en suivant des cours sur la condition des femmes. Ce n'est pas parce que je n'ai rien à dire mais plutôt parce que j'ai trop à dire. Les mots, les phrases, les idées se font la guerre dans ma tête. Le regain de ma parole me semble récent et les sensations que j'éprouve sont intenses. J'aurais envie de vous crier "je suis intelligente", comme je l'ai fait dans le métro, et j'ose croire que j'aurais résumé en quelques mots l'amour-propre que j'ai acquis. Mais j'aurais aussi envie de vous chuchoter le sentiment de bien-être et de paix que je vis à la pensée que j'exploite enfin mes multiples talents.

Il faut que je me souvienne que ce sont les subtilités dans ma vie qui sont la preuve de ma croissance. J'aimerais vous faire à croire que j'ai grandi de quelques centimètres à l'âge de 23 ans mais ce serait un mensonge. Mais je peux, en toute vérité, vous dire que l'image que j'ai de moi-même a pris de l'ampleur, bien au-delà de quelques centimètres. Aujourd'hui, je me sens grande. Aujourd'hui, à 25 ans, je me sens jeune. C'est drôle, à 23 ans, je me sentais vieille. Est-ce possible de vieillir et devenir plus jeune?

La réponse est affirmative et mon coeur me le confirme. L'espoir qu'il contient me fait vivre des journées pleine d'énergie. Je me retrouve à présent à inscrire mes rendez-vous dans un agenda parce que j'ai beaucoup à faire. Ce petit livre me rappelle que je dois gérer mon temps parce que j'ai beaucoup à faire dans l'espace de ma vie. Ce carnet m'informe que j'ai une vie!

Il y a quelques années, c'était tout autre. Je me sentais dépassée. J'étais tantôt envahie d'un sentiment de panique et tantôt agacée par un malaise général. Mais je n'arrivais pas à savoir le pourquoi de ces états d'être. En reprenant mes études, j'ai vite compris que c'était une question d'énergie. J'avais besoin de me dépenser, de m'exprimer et de me partager. En faisant partie du monde des affaires, à titre de secrétaire, je n'arrivais pas à le faire. Le silence dans lequel je vivais m'avait rendu confuse, triste, peureuse et immobile. J'avais l'impression de me dépenser, mais à petits feux et sans direction. Ma vie ne m'appartenait pas. Je la voyais se faufiler parmi les responsabilités, les craintes et les larmes. Je me retrouvais dans un tel état quand une amie m'a décrit l'école que je fréquente. Je ne savais pas que je voulais reprendre mes études. Quand elle eut fini sa description, je lui ai dit "si j'avais 65 ans, j'irais à cette école." Même aujourd'hui, cette phrase me résonne dans les oreilles car elle me fait voir qu'effectivement, à l'époque, je sentais que ma vie avait déjà eue lieu! Par contre, je restais convaincue que je n'avais pas vécu ...que quelqu'un d'autre avait fait usage de ma vie, sans me consulter.

L'éducation que j'ai reçue s'est bien occupée de ma formation en tant que femme et secrétaire. A l'âge de 14 ans, en secondaire III, le système éducatif me proposait 3 choix.

L'un d'entre eux menait aux études collégiales. Les deux autres, "l'option professionnelle" et "l'option commerciale", s'occupaient d'entraîner des futurs mécaniciens et des futures secrétaires. En dépit de mes bonnes notes en éducation physique, mon intérêt marqué pour les langues et mon envie de la parole, je me suis assidûment installée devant la machine à écrire. j'avais décidé que les lettres d'affaires parleraient pour moi.

Ma formation a été plus que complète. On m'a enseigné à prendre de la dictée et comment m'asseoir. Ma transformation a été évidente: j'ai épilé mes sourcils, j'ai appris comment me maquiller et comment marcher de façon féminine!

Que dire de la perte de mon pouvoir personnel face à ces changements? On a omis de me parler de bonnes conditions de travail, de négociations salariales, de promotions à envisager, d'harcèlement sexuel, et j'en passe. Mais à quoi peut-on s'attendre d'un système éducatif qui me demande de choisir ma vie à 14 ans?

Aujourd'hui, je fais toujours partie du monde des affaires. Mais c'est moi qui détiens la plus grande partie des parts. Je suis présidente, trésorière comptable ... de ma vie. Je suis en affaires à mon compte. Je fais de moins en moins de fausse publicité parce que j'ai moins peur de me présenter telle que je suis. Mon produit, c'est moi, et la qualité améliorée de ma vie en est la preuve.

Et de plus, je me suis faite des ami(e)s qui ne croient pas au silence, qui se considèrent également chefs de leurs entreprises et qui me servent de soutien moral. Je souffre moins de tristesse et d'angoisse. J'ai des points de repères.

Les amites que j'ai nouées pendant que je travaillais sont rares. La plupart des autres femmes que je côtoyais quotidiennement au travail étaient plus âgées que moi. Mais même avec celles de mon âge, je me sentais aliénée. J'en avais marre d'échanger des recettes, des bouts de vies sans arriver à échanger des numéros de téléphone. Le contact humain se limitait à quelques entretiens etc., toujours, durant les heures d'affaires. Pas question d'amitiés profondes.

Au début de mes études, en septembre 1982, je continuais de me sentir isolée et aliénée. Cette fois, le sentiment s'est dissipé. Grâce à la nature de l'école que je fréquente, j'ai pu commencé à me rapiécer. On a pris soin de m'aider à recoller mon âme et ma tête. J'ai appris à tenir et à regarder dans un miroir. Les premières fois, tout ce que je voyais me rendait triste et confuse. Mais avec la parole et l'aide de mes ami(e)s, j'ai commencé à faire le bilan de ma vie. J'ai pleuré. Mais cette fois, je pleurais parce que le bilan indiquait plus de gains que de pertes. Je voyais de mes propres yeux, lavés, que la colonne de ressources, de talents était bien longue. Le total inspirait l'énergie, l'action, l'abondance, l'amour-propre. Témoignant de cette belle découverte, je me suis mise à gérer cette force qu'est ma vie.

Aujourd'hui, en classe, je lis, j'écris et je discute multiples points communs avec d'autres femmes. Les mots de Simone de Beauvoir, de son livre *Le Deuxième Sexe*, me touchent et m'inspirent. Les déclarations de Robin Morgan me hantent. Je me forge une nouvelle

bibliothèque. J'ai des héroïnes. Je parle de la relation entre les femmes et la beauté, la relation entre les stéréotypes et l'amour et l'importance des rites de passage. J'échange mes découvertes avec d'autres femmes qui se découvrent autant de trésors.

J'en suis maintenant à ma dernière session au CEGEP. Je travaille avec appétit depuis que j'ai compris l'importance de me laisser inspirer par mes visions de grandeur et de succès. Il n'y a pas longtemps, j'envisageais mon succès autrement. Il embrassait la tradition, la sécurité, la voie usuelle de bien des femmes: il dépendait d'un autre. Je cherchais à rencontrer un homme. Aujourd'hui je me rends compte que plus j'accède à mon succès personnel, moins mon bonheur dépend d'un autre. Ma confiance en moi grandit. Et tenant compte des réalités de la condition des femmes, je me dois d'entretenir ma confiance.

Il y a les statistiques de crève-coeur. Celles qui m'informent que la femme détenant un bac en administration commande le même salaire que l'homme qui possède un diplôme d'études secondaires! Ou, en d'autres mots, une femme gagne \$0.59 pour le dollar que gagne un homme, pour le même travail. Ou, encore, il y a le fait que les 2/3 des femmes canadiennes, âgées de 65 ans et plus, souffrent de pauvreté extrême, pour ne rien dire de la solitude, l'isolement et la honte qu'accompagnent cette situation.

Oh! oui, j'amasse des faits et des statistiques qui font hurler. Je deviens parfois déprimée parce que mon âme déborde d'amertume et de désespoir. Parfois je soupçonne fortement que je vis que pour défendre mes droits de femme. Mais, comme on dit, "il y a du pain sur la planche" quand on s'admet que les hommes détiennent le pouvoir. Que dire du fait que le comité administratif typique siège une femme à comparer à 15-20 hommes? Et ce, malgré la population grandissante d'étudiantes au niveau universitaire.

Je m'occupe d'emmagasiner le plus d'information possible sur mon statut en tant que femme. Ce n'est pas parce que je suis masochiste, quoique ce que j'apprends me fait mal, mais plutôt parce que je crois à ma force et à ma tendresse. J'accumule les faits qui, à l'heure actuelle, gouvernent ma vie afin de les mettre sous microscope et les disséquer parce que je cherche des solutions. Je crois aux révolutions personnelles et aux révolutions collectives. Je reconnais, de jour en jour, l'influence et la force que contiennent les mots. C'est pourquoi j'admire et je remercie l'intelligence de mes soeurs qui ont travaillé fort à faire changer la terminologie de la loi sur le viol. Grâce à elles, le viol n'est plus un acte sexuel mais bel et bien un acte de violence. La nuance, exposée au microscope, devient un monde! Grâce à leurs débats, mon amour-propre s'étend. Parfois j'en déborde. Ces moments, de plus en plus fréquents, se manifestent par mon envie de rire et de faire rire. Mes ami(e)s, de plus en plus nombreux, jouissent de mes talents de comédienne. En riant avec moi, ils/ elles me font le plus beau cadeau. Ils/elles entretiennent ma jeunesse et mon espoir!

Programmes d'Études de la femme

Dans les écoles secondaires du Manitoba, les Études de la femme ne figurent plus aux programmes d'enseignement. Or, il y a tout juste dix ans de cela, les premiers de ces programmes étaient instaurés dans la province, suscitant un vif intérêt parmi toute une génération d'éducateurs et d'élèves. Il faut se souvenir qu'à l'époque, les droits de la personne, la sensibilisation aux besoins d'autrui, passionnaient le public. Dix ans plus tard, on assiste à un revirement vers la droite, et à une privatisation accrue dans tous les domaines. Face aux dures réalités de la vie quotidienne, l'individu cherche avant tout à sauvegarder ses intérêts personnels: une société altruiste fait place à une société égocentrique où les droits des femmes (comme ceux de toute autre "minorité") reprennent une importance fort mineure.

S'inspirant de son expérience personnelle, l'auteur, qui est conseillère scolaire de métier, évoque ici la brève historique des programmes d'Études de la femme au Manitoba.

THE STORY OF AN ORPHANED CURRICULUM: WOMEN'S STUDIES IN MANITOBA HIGH SCHOOLS

by Martha Colquhoun

Women's studies in Manitoba schools died when the human rights thrust of the 70's -- those wonderful years when it seemed that at last we might all stay our hunger at the first sitting -- took a terrible turn to the right, to privatization, self-interest, the "Me" generation. The economic recession has forcefully reminded us that concern for human rights issues is a function of the size of the pie, not the size of the heart.

In Manitoba there was never a large number of schools offering courses in women's studies -- perhaps six at best -- but the materials developed for use in those courses and the mere fact of their existence sparked other teachers to include modules, or units, on women's studies in such regular courses as language, arts, literature, social studies, even general business and economics. A few dedicated, determined feminists such as Maxine Hamilton at Kildonan East Regional Secondary School have integrated topics from women's studies into their programs, but generally with the pressure of heavier workloads and the preoccupation with job security the impetus has been lost.

The Manitoba Department of Education no longer has a full-time or even half-time consultant for women's programs. Because of her own commitment, Grace Parasuik, who previously held the position, has carried the responsibilities of women's studies consultant into her new position as special assistant to the Deputy Minister, but her workload is heavy and time pressures severe. She hopes to find someone already on staff with the necessary commitment and time to assume responsibility for women's programs, but cut-

backs in the Department make it impossible to hire someone for the job.

Ten years ago Department of Education priorities were such that a full-time consultant, Heather Henderson, was available to work with teachers in the field and to develop the material resources necessary to support, women's studies programs in the schools.

Ten years ago the first women's, studies courses were introduced in Manitoba. By looking back to 1974 we perhaps can gain some insight into the changes brought about by a decade. Since I know best my own experience, it is that, I will review.

As a full-time counselor at a large urban high school, I was struck by how often academic difficulties, anger and depression, aggression and delinquency were caused by the students not being aware of remedy or recourse to societally inflicted harsh or unfair treatment. Told to get his books and get out, a student left school with an incredible burden of resentment and despair, but never thought to challenge the right of the school to deny him an education without a fair hearing. Exhausted, irritable, asleep through most of his classes, another student worked six nights a week to pay the balance owing on a car which had already been repossessed and "sold" for a fraction of its original price by the car dealer. Yet in Manitoba you cannot both "seize and sue."

Gradually, the full weight of a basic fact of human rights forced me to re-examine the service I provided students in the school:

THAT HUMAN RIGHTS -- THE RIGHTS OF THE INDIVIDUAL IN SOCIETY -- MEAN NOTHING UNLESS THE INDIVIDUAL (1) IS AWARE OF HIS OR HER RIGHTS AND (2) HAS THE MEANS TO DEFEND THEM.

I began to think that maybe instead of dealing with students individually after the fact, it might make more sense to offer a course informing students of their rights as students, members of families, consumers, employees, sexual beings, and as women and making them aware of the agencies and organizations in our society whose purpose was to protect those rights.

I had been particularly concerned by a case of incest that had lead an honor student (three firsts in her Grade XII year) to become so divided from herself that she became almost totally dysfunctional. Why had this bright, sensible young woman acquiesced to something so foreign to her conscience that it destroyed her? Because, I was finally to decide, like the other students she did not know her rights, did not realize that she had the right to say no, that there were resources available to her.

The course, Individual Rights in Society, was approved as a six week module in senior high school English on condition that it include reading and written assignments. We used materials and speakers from the Rental Man's office, the Consumers Bureau, the Human Rights Commission, the Advisory Council on the Status of Women. While all of the course was well-received, students felt more time was needed in the area of women's rights.

I got permission to offer a six-week module on women's rights in society. I called it "Women Now - Women Then" and stressed with the head of the English Department the strong literary flavor it would have. Students discovered our Manitoba hero, Nellie McClung, Margaret Laurence and Gabrielle Roy, but they also read *Mother Was Not a Person*, *Vaginal Politics*, *Women and Madness*, *The Descent of Woman*, *The Second Sex*, *The Female Eunuch* and *Against Our Will*. They read the poetry of Plath, Rich, Piercy, Atwood, Clifton, Sexton, and Griffin. More important they listened to, interacted with speakers like June Menzies, Chris Lane, Heather Bishop.

When I transferred to another more traditional (but closer to home) high school in the division, I wanted to take my course with me, but there the course would have to be a full-semester credit course. Even then it seemed unlikely that I would gain approval for its inclusion in the program of studies.

At the time, the Department of Education was offering grants for innovative programs in the area of curriculum development. It was an opportunity to get funding to purchase teaching materials (and thereby remove one barrier to introducing the course), and to legitimize the course by securing the Department's stamp of approval.

With help from the newly appointed Women's Studies Consultant, Heather Henderson, on the politics of the Department, my proposal to develop a curriculum together with a supportive kit of materials (modeled loosely on the Women's Kit from O.I.S.E.) was one of a handful of finalists in the screening process.

Questions, questions, questions. A panel of distinguished adjudicators interviewed me about every facet of my proposal. Well-prepared for the interview, I felt reasonably confident until an older man, a school inspector from the old school, asked me sternly "I note that you propose this to be a credit course. Do you also propose that it be a compulsory course?"

I felt the trap door open beneath me. I had expounded about the importance of both men and women becoming aware of the changes taking place in marriage in the work force, in society in general. I had suggested the urgency of young women having role models, of learning "her story" as well as history. Certainly I felt such a course should be compulsory, but I also knew that the philosophy of the department was to eliminate as many required courses as possible, that student freedom was the new order of the day.

"I would like it to be. I feel that in particular young men will not take the course unless it is and that the very young women who most need it will pass it by, but no, no I would not make it a compulsory course. I think we have to move away from deciding what students on the verge of adulthood need to know. Ideally in a few years the course will be integrated into the whole K-12 curriculum and will disappear as a separate course anyhow."

"Pity" he said in magisterial tones, "It's a course that should be required of every student

in the high school."

Caught with my stereotypes in full flower, I wanted to kiss him. With his blessing the course was off the ground.

I taught the course for six years. In that time a number of other women teachers developed and taught courses or units of courses on women's studies. Sara Berger, Heather Henderson and Linda McDowell worked to develop a kit containing a wealth of contemporary and historical material about women. Under a succession of women's studies consultants, Heather, then Claudia Engel, and Grace Parasiuk, Manitoba developed a great deal of top-notch resource materials: Today's Women- Today's Work (a tape/slide show with workbooks and teachers manual), confronting the Stereotypes, The Hidden Message in Primary Readers (a tape/slide show).

The 1979 Department of Education curriculum support series, "Resource Materials Presenting Positive Female Images", is a rich tribute to the hard work of many Manitoba teachers at all levels of the curriculum.

Unfortunately, just at the point that a storehouse of materials was available to teachers, a number of influences served to check the progress of women's studies. Most important. the handful of dedicated feminists who were the driving force behind women's studies courses moved into positions which forced them to: leave behind the courses they had propelled through the second half of the seventies.

I like to think that the momentum, the driving force, has not been lost: that in a myriad of ways women's studies lives in the raised consciousness of all teachers. Certainly I know that the last class of students I taught were very different from the first.

Many in the first class took the course, I am sure, thinking that it was an extension of the "charm school" type sessions I had arranged for them in the past by inviting the fashion coordinator from Eaton's to give them advice on dressing and grooming for on-the-job success. I shall always remember one of those students, a carefully over-made-up young woman whose small diamond acclaimed her success at school far more than her diploma would a few months later. Her shock was palpable when speaker, a film-maker, explained quite matter-of-fact that no she was not married and didn't plan to get married any time soon. Marriage would get in the way of her dream of becoming an important film-maker. There was more to life than being married.

I worried about those students because they were unaware of the ambivalence with which they quietly bought the bill of goods society sold them.

The last group of students I taught were very different from those early students. Bright, attractive, self-assured they were quite prepared to challenge the boss who pinched their bottom or the teacher who preferred big boobs to brains. They were the first group that had what I call a sense of entitlement. Like young men, they assumed they were entitled

to have both love and marriage and a career.

I worried about those students also. They were unaware that the young men they would love, live with, and maybe one day marry, had changed but little, if at all, that the world wasn't ready for them.

I still worry about them. Not that I would teach them differently, but that I wish that I and all the others like me had been more successful in changing the world for them. Not that we've quit trying to change the world. Of course not, but that the weight of the 80's is heavy.

Women's Education Des Femmes would like to know what's happening in the schools, K-12, in the area of women's studies. Please let us know about projects, activities, courses or units of courses that are being taught in your school. Write to: CLOW, 692 Coxwell Avenue, Toronto, Ontario, M4C 3B6.

JESSIE'S CENTRE FOR TEENAGERS:
AN INNOVATIVE SERVICE FOR YOUNG MOTHERS

by Elizabeth Wood

The two story storefront on lower Bathurst Street in Toronto is unassuming. But once inside the door of Jessie's Centre for Teenagers, impressions quickly change. Attractive furniture provides two areas in the large front room for those who visit and work there. A large bulletin board outlines the weekly activities. A tape from the Centre's collection plays on the stereo. Down the hall at the back past the small office, one enters a very large well equipped nursery, an open plan area, where once again adult meeting space is provided within the setting. Photos of mothers with their children from a recent Christmas party adorn the walls, and the aroma of coffee wafts through the room from the large open kitchen in the corner.

Upstairs there is a large meeting area backed by an open kitchen where fresh soup, muffins and other edibles are available for all. The nurse's, teacher's and counseling areas are around the corner.

Full-time staff is comprised of a nurse, teacher, two nursery staff, and coordinators for housing, volunteers, and the office. Approximately 30 volunteers take regular weekly four hour shifts.

Jessie's is a community resource centre designed to meet the needs of teenaged mothers and teenagers who become pregnant. It is the first wholistic approach service for teenagers in the country. Now in its third year of operation, Jessie's offers a very comprehensive set of services in order to meet the major problem facing these adolescents and their babies: mothers must deal with isolation, interruption of education, low income, scarcity of affordable housing, lack of childcare services and a feeling that they have no choices, no way of changing their lives.

To address these problems a wide variety of programs and classes, some unique, have been set up. Coordinator of volunteers Sheila Miller stresses that all the activities are seen as related to education.

Two pre-natal groups - one for mothers taught by a Jessie's counselor and a public health nurse, the other for couples and taught by Jessie's clinical nurse and a Children's Aid Society male worker - instruct expectant teens weekly about health issues, hospital procedures, new-born care and exercising. "How do your children grow?" is a weekly program teaching about child development and parenting. A support group for couples was started in February. A Tuesday afternoon medical clinic run by Mount Sinai Hospital Family Practice Unit on the premises augments the services of the clinical nurse. "Mothers are people", another weekly program, offers a music circle, infant stimulation and a support group for mothers, focusing on their needs as women.

Two social programs, the supper club and the craft group, offer mothers and children the opportunity to relax and get together while at the same time learning valuable cooking, nutritional budgeting and sewing skills.

During all these activities, nursery childcare is available at Jessie's and provided either by staff, or by the Men's Childcare Collective.

In the past, the Board of Education provided a part-time teacher specialist who conducted classes in math and English upgrading, and counseling and referrals. Students set their goals. In future, there will be a full-time teacher who in addition to upgrading will also offer small group and one to one classes, and help develop educational projects using relevant materials. As well as structured learning, it is hoped that the educational program will offer explorations of students' visions for their new world, using positive fantasizing, theatre, music and story-telling. "We need to create a sense of their past and futures in learning" said Ms. Miller. Many of the 50 women visiting the Centre each week have not been attending school for two or three years, or if they have, their schooling has been sporadic. Many have been living in various homes and settings, or "on the street." Some women using Jessie's education facility are simply unable to make the commitment to attend a school. Others want high school credits but can't yet "see" putting their children in daycare. The facility at Jessie's allows these women the time and attention to explore their choices concerning education and job training.

Sheila Miller spoke of the education process at Jessie's in all its forms as essential to guiding adolescent mothers to a new life. "Pregnancy in teens is strongly related to their having no sense of self-worth, choices or power." Many see the traditional role of motherhood as the only way to be recognized and identified as an adult. The services, she said, help a young woman to see that she has some power - "that she does not have to give it all over to an agency - she can earn that her opinions, values and input are important. The program encourages participants to offer input on matters that affect their lives; for example helping to compose letters of concern to themselves which will be sent by , Jessie's to other agencies such as the Parole Board. "We strive to create a cognitive state of awareness" Ms. Miller explained, saying that even at the expense of measured concrete

learning, these women must be acquire a sense of them-selves and their goals.

All staff members participate in the extensive counseling service, both on a formal and informal basis. Clients make their own choice about who they wish to be counseled by. The homey atmosphere is augmented by the availability of healthy snacks, a laundry, and emergency supplies of diapers and personal hygiene items.

One early dream of Jessie's Board was the provision of 24 hour childcare for use by mothers under stress. The committee responsible got together with Family Day Care Services, (FDCS) a Metro Agency which supervises private homes for infant and childcare. 24 hour Respite Care was the result and is now a metro-wide service. This innovative program, which exists nowhere else, allows mothers to place their babies in approved private homes for periods of up to three weeks. FDCS has an office and staff at the Centre. Placement is by pre-arrangement in order to cope with moving, exhaustion, illness or crisis. In case of emergency, placement can be done at once.

Down in the basement at Jessie's there is another unique service which provides baby and maternity clothing, furniture and toys. "The Swap Shop". All items are taken on a loan basis and are swapped back when no longer useful. Volunteers and mothers are heavily involved in processing incoming items and washing, mending and fixing.

Jessie's large Board of Directors has considerable experience and expertise. Various committees, each of which includes a staff member, handle all major aspects of the Center's decisions. The staff is a feminist collective and each staffer assumes equal responsibility for maintaining the program. They meet weekly and have daily updating sessions.

The budget for the year ending March 31, 1984 was approximately \$225,000. The majority of funding (\$175,000) comes from the provincial Ministry of Community and Social Services. Jessie's is a registered charity, and the United Church and various corporations and foundations and Board fund-raisers contribute the balance of funding.

This coming year, a detailed process evaluation will be supervised by Dr. Jack Williams of the Health Care Research Unit, at the University of Toronto's Faculty of Medicine.

The staff at Jessie's welcomes visitors and will provide tours. They have extensive descriptive print resources to send out and staff are available to speak to interested groups.

This pilot project, unique in Canada, unquestionably utilizes its human and financial resources in a full, creative and innovative way. It will serve as a welcome model for those setting up similar centres in the future.

For further information contact
Jessie's Centre for Teenagers,
154 Bathurst Street, Toronto, Ontario
M5V 2R3 or call (416) 365-1888.

**MEMBERSHIP FEES & DONATIONS
DROITS D'INSCRIPTION ET DONNS**

Quarterly publication is included with membership fee. Publication trimestrielle dont le prix est inclus dans les droits d'inscription.

Regular/Régulier	\$20,00
Student/Étudiant	\$10.00
Organization/Société	\$35.00

Subscription/Abonnement à
WOMEN'S EDUCATION DES FEMMES:

Institution/Groupement	\$25.00
Individual/Particulier	\$15.00

Enclosed payable to CLOW is my cheque for:/Veillez trouver ci-joint un chèque payable à l'ordre du CCPEF pour:

Membership/Inscription	\$ _____
Subscription/Abonnement	\$ _____
Donation/Don	\$ _____
Total	\$ _____

NAME/Nom _____
ADDRESS/Adresse _____
Postal Code/Code postal _____
Telephone/Téléphone: _____
(home:Res.) () _____
(bus/Bureau) () _____
Occupation/Profession _____
Areas of interest/Champs d'intérêt:

*Please return form and payment to the CLOW National Office
Veillez renvoyer ce formulaire et votre paiement au CCPEF bureau national:*

**692 Coxwell Avenue,
Toronto, Ontario
M4C 3B6**

HIGH SCHOOL ESSAYS IDENTIFY CONCERNS FOR INTERNATIONAL YOUTH YEAR

By Susan McCrae Vander Voet and Students of Central Peel Secondary School

In December of 1983, the Secretary of State invited a number of National Organizations to consult with the Department on International Youth Year. CCLOW was one of the organizations. Prior to the consultation, CCLOW solicited mini-essays from students at Central Peel Secondary School in Brampton, Ontario, through a very creative teacher of history Mr. Mark Evans. The central question posed to the students, who wrote anonymously, was 'What are the three main concerns of young people today.'

About fifty students from grades nine to twelve responded with some very powerful insights, questions and worries.

The originals of the essays were presented to the Secretary of State, the Honorable Serge Joyal, at the consultation.

Following are excerpts from some of the essays. This sampling reflects both the range of concerns identified and the majority of issues raised.

Grade 10 "The concern is racial pressure. There is still a lot of racism around. Minorities are being left out. Everyone should be treated equal and we should work together."

"In today's life it's common for teenagers (to have) kids and no one to back them up. I have three girlfriends who are under the age of 19 and they're pregnant and they're all having kids. This really ends their lives from my point of view."

Grade 9 "So many young people have died from drinking and driving."

Grade 10 "I feel that the main concern facing young people is: Nuclear War. There is a great deal of tension between many countries, and there are all kinds of revolutions going on. That worries me is that when other countries begin to get involved in these revolutions, and the two super powers take opposite sides, there is a good chance of a nuclear war. This worries me because tensions seem to get worse and worse, the result will be destruction of almost everything. Right now the leaders of countries that have nuclear arms hold all people in their hands, and it scares me!"

Grade 11 "What is my future going to be like, will I have a future? Will I become what I want to be? will there be a job out there for me?"

Grade 9 "... Should we look forward to the future, like going to college or university and spending thousands of dollars to hope when you're finished you will get a good job? Why should I save up for something when it could be blown away in 30

minutes anytime by a Nuclear War?"

Grade "...concern is peer pressure to be on drugs or alcohol, to be able to cope with life
10 by using your decisions and not everyone else's ideas."

Grade 9 " Having friends when you need them... they listen to what you have to say and then they don't laugh or condemn you for saying it."

Grade "What is going to happen to our natural resources, are they going to run out?"
10

"I don't think the cruise missile should be tested in Canada."

Grade 9 "I have four more years to go until I am considered an adult, ... until I have a great number of responsibilities... The economy seems so bleak that I wonder whether we can afford to be independent from our parents."

"Most parents don't like talking about sex, but ... if they leave it up to the school, by that time most teenagers have had intercourse, not knowing that they could risk getting pregnant. "

"I remember when I was a little kid when ice cream cones were 25¢. Now they are close to a dollar ... Is there any chance for inflation to go down in the future?"

"You get pretty racked up when your parents are separated or divorced. It's like living in two different worlds, one with each parent."

Grade 9 "Pollution is another major problem ... the largest concerns are: toxic waste, acid rain and just plain garbage.

"In this screwed-up society one man has the power to blow us humans and their whole history and existence."

"I think drugs are a main concern because these pills or powder can kill you."

"Sex gets you into trouble because it could get girls pregnant and that isn't right for a young girl to be carrying a child when she is a child herself."

Grade "With the high rate of unemployment, how do we know we'll find a job to support ourselves?"
12

Grade "Many young people can not cope with their life and social problems and they can't know how to get help, and they end up killing themselves because they don't see any other solution to their problems."
10

Grade "It is a shame that while the 'western' world has enough food to drown anyone, that there are countries starving ... because of our selfishness and most of it is
12

wasted in one way or another."

INTERNATIONAL YOUTH YEAR IS 1985 ACTIVITIES NOW IN PLANNING STAGES

The United Nations has designated 1985 as International Youth Year and has established three themes - participation, development, peace - to provide a focus for activities.

The three themes of the Year - participation, development, peace - that have been adopted to provide a focus for IYY activities are sufficiently broad to encompass the interests of young people around the world and to be applied to the activities of organizations active at local, national and international levels. Central to the theme of participation is a concept of social integration in which individuals are recognized as able to decide on matters affecting their lives and have the opportunity to take part in the decision-making process. The concept of development as put forward by the United Nations is a process of social, economic and political change that enables all people to realize their potential for the betterment of social life; it incorporates the growth of the individual with local and national development. Peace is seen as a prerequisite to participation and development; inherent in this concept are respect for national sovereignty and individual human rights.

IYY offers a unique opportunity to involve young people in a significant way in the discussion and resolution of issues that affect their lives. The year gives us an opportunity to continue to encourage the personal development of young people in the direction they choose, and to heighten their awareness of our increasingly interdependent world. It is also an opportunity to foster the improved international understanding and cooperation that young people of all countries seek. IYY also offers a special opportunity to raise public awareness of the situation of young people, and the contribution they make to society. The Ministry of State for Youth is responsible for coordinating Canada's observance of the Year.

An International Youth Year Secretariat has been established to undertake this project. In an effort to develop a program, the Secretariat has been consulting with other levels of government and interested voluntary organizations and individuals. During these consultations, young people have stressed that IYY be a year by and for youth and that it has a lasting impact on the approach of society and its various institutions and organizations to young people.

1985 is the end of women's decade and this is an opportunity to look at issues affecting young women.

For groups who want to explore problems and issues affecting young women IYY could provide the opportunity to do so.

It is expected that the details of the national IYY program will be announced in the near

future. For additional information contact:
IYY Secretariat, Room I3-F-2,
Secretary of State Department, Ottawa, Ontario,
KIA OM5, (819) 994-2391.

LE CANADA DEMAIN:
LES ASPECTS HUMAINES DES CHANGEMENTS

Lors de la conférence "le Canada Demain", qui s'est tenu à Ottawa en novembre dernier sous les auspices du ministère fédéral des Sciences et du Développement économique, Heather Menzies a coordonné les exposés présentés sur le thème des "inquiétudes provoquées par les conséquences des changements". Les autres thèmes avaient directement trait à la technologie. Le texte ci-dessous est un bref résumé du rapport de Mme. Menzies à la séance plénière.

Ateliers sur le thème no. 2:
Inquiétudes quant aux conséquences des changements

Dans l'ensemble, l'atmosphère des ateliers a été très optimiste. Selon la majorité des participants, notre société survivra fort bien à la période de transition imposée par l'avènement de la technologie. Et les problèmes paraissent relativement minces, comparés aux extraordinaires possibilités d'avenir. Le moment n'est donc pas de s'attendrir - ont conclu les participants - ni de se laisser aller à montrer de la compassion pour les éventuelles victimes des changements technologiques, mais de lutter avec agressivité pour rester concurrentiels et mener à bien cette "révolution" technologique. Une fois la transition assurée, nous pourrons (car nous disposerons alors des ressources nécessaires) nous pencher sur le sort des perdants. Entre temps, le climat semble au beau fixe.

Telle est l'impression dominante que rapporte des ateliers Heather Menzies. Mais elle s'empresse de souligner que les participants n'ont pratiquement pas discuté des problèmes les plus cruciaux et les plus durs: hausse du chômage, disparition des emplois, redondance des emplois, etc. Ainsi, personne n'a mentionné que deux tiers des femmes travaillent dans les trois secteurs les plus menacés par les innovations technologiques: emplois de bureau, personnel de ventes, industrie des services. Personne ne s'est beaucoup attardé sur le fait que certains groupes de la population seront plus frappés que d'autres par les changements: les adolescents, les personnes âgées, les autochtones et bien sûr les femmes, qui occupent 75% des emplois à temps partiel et 85% des emplois temporaires.

L'auteur se demande donc si l'optimisme qu'ont montré les participants quant au succès de la transition vers la technologie est justifié, ou s'il résulte du fait que les questions les plus difficiles à résoudre n'ont pas (ou ont à peine) été abordées lors des ateliers. Car l'auteure le dit clairement en conclusion: le problème fondamental est celui des conséquences humaines des changements technologiques, celui de l'adaptation sociale de la population à cette évolution sans précédent.

CANADA TOMORROW: HUMAN ISSUES IN THE CONTEXT OF CHANGE

At the Canada Tomorrow Conference held in Ottawa last November under the auspices of the federal Ministry of Science and Economic Development, Heather Menzies was theme coordinator for the topic "Concerns about the consequence of change." The other three themes dealt with technology. Following is an edited version of Mrs. Menzies' report to the final plenary session.

by Heather Menzies

Overall, the mood of the workshops was upbeat. The consensus was that the opportunities outweigh the problems; that we'll weather the transition period alright: that we should get on with the job of winning the race for technology. There was a strong sentiment that we can't be competitive and compassionate simultaneously, only sequentially: by being competitive, we can create wealth and use that wealth to be compassionate. There was little discussion about job losses, redundancies and deskilling, but nor was there much specific discussion about new areas of possible employment growth. There was little discussion about women either; for instance, it was never mentioned that two-thirds of working women are concentrated in three occupations being severely diminished and substantially transformed by automation - clerical, sales and service.

Stressing the positive, workshop participants touted the technology as a solution to Canada's endemic dilemma: too much too much geography and not enough people. Regional disparities could be diminished; economies of scale are less important.

One of the most frequently expressed concerns dealt not with the nature of the change we're experiencing, but the unprecedented speed of it. Can we cope with such rapid and ubiquitous change? Or rather, are the current coping mechanisms sufficient?

- (1) Mechanisms for analysis and understanding what is happening.
- (2) Mechanisms for transferring technology and industry,
- (3) Mechanisms for transmitting new knowledge and skills through the work-form. In a fourth category, mechanisms are needed for redistributing the benefits of productivity to the "losers": those who would be left behind in the process of technological change.

Although there wasn't a great deal of discussion devoted to those who would lose out, there was some. There was a consensus that certain occupational groups, and possibly even certain regions of the country would tend to bear rather more of the negative consequences of change. The groups mentioned were women, youth, older workers, natives in Western Canada and the North and the 30 percent of adult Canadians who are functionally illiterate. Sometimes these groups of people were referred to as marginalized people. For instance, women are often referred to as on the "periphery" or the margin of the work-force by virtue of their heavy concentration in part-time and temporary jobs. Women represent 75 percent of part-time workers and about 85 percent of temporary workers. When technology makes work redundant, a temporary worker isn't laid off;

rather, her work term just isn't extended. Marginal workers are the most vulnerable.

There was a general assumption that the social safety nets would take care of those people who are dislocated by technological change, as well as a related assumption that these people would be content to languish there -- although the recent troubles in the Gaspesie would tend to challenge that assumption, I think.

There was also some concern about polarizations in the Canadian labor force and a related retreat from the principles of equalization. Although working at home via computer terminals and phone lines holds many positive advantages, representatives of women's groups worried that it could herald a resegregating of women and women's work inside the home unless protective policy measures are implemented to prevent or mitigate this. There might also be a have and have not situation in occupations and skills. Several workshop participants worried over a possible bimodal distribution of the labor force, with a relatively small technical elite of knowledge workers using technology in creative value-added ways and then a large mass of relatively unskilled people doing menial work -- for instance, in fast-food restaurants, as janitors and domestics or some other of the 20 occupational groups cited in a U.S. Bureau of Labor Statistics report (published in 1983) as likely to provide the bulk of new jobs during the 1980s.

Canadian management came in for some criticism in some workshop discussions. With some even using the term "inept" to describe its deficiencies. Managers tend to be short-sighted, to not emphasize marketing enough, and to connote management with control rather than long-range planning and the true managing of change.

Governments too were criticized. Workshop participants seemed to feel that the post-war model of government as welfare state, providing everything no matter what is no longer viable. From having largely concerned itself with redistributing' wealth, it was felt, government must move to helping plan and bring about the generation of wealth. From a reactive role protecting and propping up Canadian industry, participants anticipated government moving to a more pro-active role providing the enabling environment for innovation and new industrial initiatives. This will require more long-term planning freed from partisan considerations -- one assumes on industry's part as well as governments.

At least half of the workshop discussions dealt with education: the challenge of mobilizing Canadians in a wholesale readjustment reeducation retraining process, essentially during this decade. Almost universally, participants criticized a too specialized skills training approach as inappropriate, and instead they called for a solid basic education as the best basis for flexibility. Participants called for not only a new approach to the content of education and training but also for a new role of education in society, a new approach to it and a rethinking of who's responsible for education.

Content: There was a call back to the basics, but redefined as good communication and listening skills, good reasoning skills and an aptitude for rigorous thinking for problem solving. We also need to reemphasize the importance of a good liberal arts education, to prepare young people for the value judgments associated with finding the appropriate

roles for the new technologies in our society -- defining the limits and the moral signposts in such fields as genetic engineering.

Coping skills were stressed, as well as the need for more relevant career counseling, particularly among young women.

The role of education: Here participants stressed the evolution of education from something fairly static and completed by age 18 or 21 to a process of lifelong learning with attendant implications for personal responsibility, for human resource planning and policy making -- for instance, paid education leave. The status or importance of education/learning in our society must rise in tandem with our need for a knowledgeable, adaptable and innovative population, which will be the key natural resource of the emerging knowledge-based post-industrial era.

New approach to education: The thrust of education is shifting from what to learn to how to learn. Informal learning must be acknowledged and given more emphasis. Touching on this, co-op work-study programs are seen as a model for the future, allowing for a closer linkage between research and application, between learning and working and the McLuhan concept of learning a living.

Responsibility for education: There was a surprisingly broad consensus that while government-funded education should emphasize the basics and generic skills, industry is better placed to look after applied skills training, where general abilities are adapted and fine-tuned to a particular working environment. Although Canadian industry has traditionally provided only minimal training, some of the new high-tech companies training programs indicate that this is changing.

While education got a thorough airing, questions related to the organization of work and jobs did not. Regarding predicted job losses and technological unemployment, the general feeling seemed to be: we've heard enough about the negative aspects; let's get on with the opportunities. In one workshop, an academic involved in business administration remarked: "We're here to talk about profits." In another workshop, when one participant raised the issue of laid-off workers and asked what was to be done with them, another participant quipped: "screw them."

This leads me to a larger more philosophical current running through all the workshop discussions. Workshop leaders reported back a common frustration with the narrow circle of established interests which thwarts dialogue in a common frame of reference on the adjustment challenges we face. Instead, educators are over there, management industry is over there, labor is over there and God help you if you're not represented in one of the little boxes. A related concern dealt with the set stages of antagonism and confrontation between government and industry and, particularly, labor and management. Many people lamented this antagonism and how it compounded the difficulties of dealing with technological change. The solution lies in the direction of "interface". This was the word used most often by participants, who called for dialogue and cooperation among the major

actors in our society: government, educators, industry and labor.

I think this speaks to the most pressing need of our time: the need for a new model of society -- One not of isolation, separateness and alienation but one of infinite inter-connectedness. I think this was what Dr. Fulton was getting at in her speech when she talked about the threat of nuclear annihilation as our most pressing global concern. It is when we make the connections that we move to the point of rejecting the application of science and technology in ways that threatens life, and we also begin to manage technological change properly - that means, by harmonizing and reconciling the technical and economic priorities with the social and human priorities, by combining compassion with competition.

I wonder if the tone of confidence at the conference was valid, since we spent so little time talking about job losses for men as well as women, deskilling, the health and safety issues and so on. The upbeat note may have been achieved at the expense of full participation by labor at this conference, at the expense of looking at all the items in our management-of-change mandate.

We didn't deal with THE issue of the 1980s: jobless economic growth, an issue which has been well documented by Russel Wilkins among other researchers.

But most importantly, we didn't really bring the discussion down to earth by dealing with real people in real time, now. I was reminded of the importance of this on Monday evening when I had the pleasure of sitting next to Mr. Johnston at diner and he asked me: but what about the bankteller working down at the corner of Dorchester and Greene in my riding? Yes, that's where it starts. Well, let me contribute a small story on this line. I went up to Ste. Agathe last year to talk to some of the 40 women (now displaced) who used to work for Bell Canada as telephone operators there. I met with four of them, spent a good five hours listening to their story. Oh I got all the background too -- how there were still people around who used to get the operator to call, to wake them up to go hunting in the fall; to find out what time it was. I also found out that they learned of the impending closure (which had been in the works for years) just a few months before it was to happen, and then it was by chance, through the grapevine. Then, well, the contract called for them to get retraining and to be redeployed. But then they found out the reemployment guarantee was only for another operator job, and of course there's not many of those jobs opening up. Then they found that to get retraining they had to qualify for another job, and to qualify they had to go through a humiliating batch of tests designed to screen new recruits. But these women had 15 or 20 years with the company. It hurt their pride. But the worst, in their opinion was what happened at the very end. The local manager arranged a farewell luncheon. It was held in the office, half empty of furniture and equipment. Recalling the day, the women told me about the sandwiches that were served, and then as a final gesture, they were each given a rose. A plastic rose, the women told me. They priced it, this their final humiliation.

In telling that story, I am not trying to rain on the parade and of the conference, but to test the hypothesis that we have reason to be optimistic at how we are managing this transition

period. Despite the rather bleak note I have just introduced, I am confident that we will succeed, that we will turn the modern technologies into opportunities for Canadians. But we won't succeed if we hide away from some of the tougher aspects of the challenge we face: the full social adjustment challenge. Some Canadian business managers are acknowledging that to put the new technologies to work, you have to involve the people whose work is to be affected by them; involve them in planning the change process, reorganizing work and identifying reeducation and training needs. With a purely technical focus on change, you might get a computer system up and working. But it requires a socio-technical approach to put that computer system to work, to really exploit it.

Finally, trade unions have begun to extend their focus from jobs to broader employment and economic questions. If Jean-Claude Parrot had been at this conference, he might have talked about the survey that the postal union conducted among its members to get their ideas on what new work postal workers could take on. They got quite a list. I am told everything from meter reading to electronic mail services. Now they've trying to use those suggestions as the basis for negotiating new employment opportunities for their members.

I like to think that if we had had a better representation of labor, and of women too we could have begun the dialogue that we need. We need to trust one another a lot more. The times require it.



CCLow Across The Provinces

Manitoba

Interest in CCLow-Manitoba continues to grow. Under the leadership of Marilyn Kenny and Heather Henderson recruitment of membership has become a priority. Members are working with the women's caucus of the Canadian Guidance and Counseling Association to ensure inclusion of sessions relevant to women's issues and an opportunity to address women's issues at the conference.

A pre-conference workshop is being planned. It will be held May to generate interest in CCLow August Conference: "Educating for Change: Women in the Next Decade." We are working with CBC TV (research program delivery) on two programs about women and the future of work.

Prince Edward Island

CCLow has worked in cooperation with the University of P.E.I. - Department of Extension to develop a seven week course titled "Women and Educational Leadership". Clearly women have been denied advancement since over 60 percent of the teaching profession in the province is female, and only 5 of 7 principals are women.

CCLow contracted with Heather Irving to carry out a feasibility study to determine if there was enough information about the lives and times of P.E.I. women. The feasibility study determined that there was enough information albeit hidden, buried, almost forgotten and certainly ignored by mainstream male historians. The next step will be to seek funding to hire two full-time researchers to carry out Phase II.

CCLow is well represented in a newly formed and highly active ad hoc group against pornography. In a three month period we have developed and submitted a Secretary of State proposal for \$5000 to educate people on the issue of pornography, lobbied to have a film ceased from a local cinema, took to the streets demonstrating in January to protest the first anniversary of Playboy Pay T.V. and the actions of the C.R.T.C. We will cosponsor a 3 session workshop in March at the University of P.E. I. titled "Pornography: A Social Issue.

A committee of CLOW will again sponsor a Federal Government outreach program funded by Canada Employment & Immigration, Women's Employment Development Program. The program offers a counseling service for entry and re-entry women.

Nova Scotia

A program committee was formed in January which will be headed by Kaireen Vaisson, Coordinator, Continuing Education, Dentistry Department, Dalhousie University. Christine Ball McKeen, Institute for The Study of Women, MSVU has volunteered to develop a questionnaire and survey the membership for program preferences results to be available for program planning in September.

Joan Brown-Hicks prepared the CLOW N.S. Brief which has been submitted to the Royal Commission on Post Secondary Education. CLOW will be represented at the hearing February 18 by Marie Macdonald. Janet Eaton, Joan Brown-Hicks and Linda MacDonald.

Janet Eaton, Joan Brown-Hicks, Marial Mosher all of Halifax and Margot Metcalfe of Sheet Harbor represented CLOW N.S. at the provincial Secretary of State Consultation held in Halifax in November 1983. CLOW N.S. is working toward a field worker/coordinator.

A project Advisory Committee composed of Linda MacDonald, Miere Nyenhuis, Janet Eaton has prepared and submitted a proposal to Secretary of State requesting \$1,900 to do a survey of learning needs of women in rural Nova Scotia. The project will entail design of a suitable questionnaire, utilization of local CLOW contacts to perform the survey, training session for the women involved in survey, analysis of data and follow-up session with community contacts reanalysis implications. The information will be used to determine the geographic locations where-in to concentrate field worker services and the kinds of services most required in the individual communities.

The Director for Nova Scotia as Vice-President of CLOW's, The Continuous Learning Association of Nova Scotia has assisted in the preparation of the CLANS Brief to the Post-Secondary Commission, among other responsibilities. She has been appointed as CLOW representative to a Provincial Council on Continuing Education which will advise the minister on developments, structure, policy and implementation strategies re continuing education in the province.

Yukon

We have been meeting monthly, decided to work on a project, a resource book on non-traditional employment. The groups we are trying to reach are junior high school students and school counselors. Developing a project we can work on locally is a real incentive and assists in increasing our membership as new people express interest in working on the project.

CLOW member Janeane MacGillivray will be going to Russia for three weeks, in April as the only Canadian delegate on an American tradeswomen group tour. Pam Evans has been appointed an insured persons' representative on the CEIC Board of Referees for Whitehorse and was re-elected in September as an executive "member at large" of the Yukon Status of Women.

Alberta

The major activity of CLOW in Alberta remains the Women's Education Research Project. The following is from a report by Christine Kulyk, one of the researchers on the Project which appeared in the newsletter of Every woman's Place, the Edmonton women's centre:

The project is studying learning opportunities for women in Alberta. We want to find out what opportunities do exist, both within educational institutions at all levels, and in less formal settings. We also want to document some of the historical changes in education in this province, and we especially want to know what changes need to be made in the present system to give women a more equal chance to use the existing opportunities, and to create new opportunities.

We are also looking at employment opportunities and career counseling available, to see where these do or don't meet women's needs, and to see how employment does or doesn't relate to women's educational background. The project began in August, and will continue until May, when the term of our funding expires. However, we are investigating other sources of funding so that the project may continue beyond May, in some form. By the end of the project, we will have a written report, with a summary of our findings and a set of recommendations. This report will be made available to the general public.

Ontario

Ontario CLOW members have been active on a number of national projects. A number are on the Advisory Committees of the Adult Basic Education project and the Women's Learning Resource Centre. A group of members went before the Macdonald Commission on December 5 to discuss the issues raised in the CLOW brief on Women and The Labor Force: What Does The Future Hold?

The Waterloo and Ottawa caucuses have been meeting and working on issues related to

the access of women to training and employment. Members of the Ottawa network represented CCLOW at the Canada Tomorrow Conference, a conference on micro technology sponsored by the federal government. Our members were instrumental in raising critical issues about women and technology. The conference had been organized to ensure that these issues would be "glossed over", at best, or no raised at all.

In November a Toronto caucus of CCLOW women was formed, and a representative of this group attended the Regional meeting of the Jobs for the Future Conference sponsored of the new Ontario Women's Directorate. The meeting was very successful in focusing on women's training and education concerns, and resulted in a commitment from the employer representatives and from Robert Welch, Minister responsible for Women's Issues to expand the government Affirmative Action program.

Saskatchewan

CCLOW Saskatchewan has been active over the past months with activities surrounding our proposal to the Skills Grant Fund for \$50,000.00 proposal development monies. The plan we will be developing is the setting up of an "institute" for women. This will use a brokerage model to access training and education of all kinds. It would have a large counseling component with vocational testing and, where necessary, funding advice for the women. Women would be helped, in one place, through the myriad hurdles that are now stopping them. Although we encountered difficulty because the project would not lead women directly to employment, we have been told that we will get the funds and are awaiting notice.

Along with the Saskatchewan Association of Lifelong Learning we sponsored a conference looking at new innovations in education and training in Saskatchewan held December 9, 1983. Representatives for CEIC, the Ministry of Advanced Education and Manpower, The Paid Skill Development Leave Task Force, Women's issues, Native issues and labor and business all spoke about the various programs now available.

A brief was submitted to the minister of Social Services as a response to their Cay Care study. Saskatchewan is to have a new women's Secretariat responsible to the only woman minister. Its strength will only be determined by the quality of the appointments to the high level positions. We released the National Training Act Study and recommendations at a press conference in February. (Details unavailable at press time)

Quebec

Our most important event this past year was planning and holding our conference a day of talks and workshops on the subject: **WOMEN AND POWER: MAKING A DIFFERENCE**. After the keynote address by Chaviva Hosek, participants divided into small groups to discuss the topic from a personal point of view. The afternoon offered a

variety of workshops focusing on the concrete "how to do it" factors of exercising power.

We've been involved in correspondence with the appropriate Federal ministers regarding changes in the Indian Act and in laws regarding the payment and benefits of part-time workers. Greta Nemiroff, Quebec Director, represented the Quebec CCLOW at the 10th anniversary celebration of the Canadian Advisory Council on the Status of Women in its Montreal Office. A joyous occasion.



Books In Review

*Learning Liberation: Women's response
to men's education by Jane*

L. Thompson, Croom Helm, \$30.00

(Radical Forum on Adult Education Series.)

Reviewed by Liz Burge

Learning Liberation is dedicated to "strong women and... those of us who are becoming stronger." Readers of Jane Thompson's latest book need to be as strong as the women learners and educators in it if they are to confront in their own practice the issues around male supremacy in education which Thompson outlines. This supremacy she calls patriarchy, and uses a broad definition - "the explicit and implicit subordination of women by the rule of men" given that "all men... exercise this oppression and share a very real interest in ensuring its preservation", her intention is to examine ways in which women can effectively counter this oppression - "not to describe women's education as an object of interest, but to illuminate the process through which women, against considerable odds, are learning liberation."

Her illumination is impressive: for its scholarship, its astute analysis of patriarchal attitudes and values in education, and its documentation of a key U.K. experience of women learning their liberation. Although the volume is slight (207 pages), its content is wide ranging. Arguments and experience from sociology, politics and education arenas are based in international and specifically Anglo-American perspectives. Extensive citations at the end of each chapter lead to a very broad literature base. The clarity and precision of her prose style supports yet contrasts with her evident passion and commitment to radical change.

Key themes are that women need to control their own learning, and men must learn to accept the validity of women's learning as a distinct and different form of education. Recognition of differences between women's and men's education is needed so that women's education is taken seriously. Cogent argument and arresting anecdotes from women learners support these themes.

The first four chapters outline sociological, political and economic aspects of patriarchal education, especially as these results in women's isolation, oppression and dependency. In chapter three, "The Schooling of Girls", Thompson argue that education is a tool for male capitalist domination and a powerful behavioral modifier for the voluntary "consignment to low status, low-paid jobs as a temporary diversion before marriage and family responsibilities". In chapter four, she presents evidence of the crippling effects of subordination: this evidence acts as strong contextual background to three further chapters of a feminist critique of British adult education. Undoubtedly Canadians can find equally as depressing evidence of patriarchy in official reports.

Readers can gather strength, however, once Thompson states her conclusions for Learning Liberation: the justifications of Women's Studies courses and evidence of how those courses help women resist "the social stronghold of patriarchy". Women's Studies are defined as "a commitment to not letting the process of deletion (from social records) continue but also to a study of the process itself ... the implication of Women's Studies is that we need a radical definition of subject matter, different lines of enquiry and new ways of learning".

These chapters, eight, nine and ten are required reading for any feminist adult educator. Many points made will be familiar to educators beyond Britain, but there is some consolation in solidarity and recognition of common experience. One significant point is that the nature of adult education makes it a more hospitable arena than formal education for learning one's liberation. But this is not to deny the professional risks for educators: "contempt for women, although lightly disguised, remains rampant".

Chapter ten "Work in Progress - a report from Southampton" is a first rate description and analysis of the "Second Chance" program - a series of women's studies courses organized by Thompson and her colleagues. (She is a lecturer in Community Education at the University of Southampton). The chapter could be used as a case study, or for the development of some criteria that could help inform and evaluate similar development in Canada.

Thompson's observations go beyond the women's graduation from "Second Chance" to some reflections on how they fared in more formal and patriarchal contexts. She includes some wickedly irreverent comments from women who had the wit and self confidence to survive - for example, "Rationalism' meant nothing to me and Weber was a neighbor I used to know. The language used by lecturers is still rather strange and a scrambler is a definite advantage, but once you realize that intellectualism is just an excuse for an ego trip you're alright."

The summary call for future action in terms of women's responses to men's education demands strength and autonomy - "Until we women can reconstitute this tradition and enjoy equal respect within it, simply increasing our accessibility to what it has to offer is largely irrelevant. The only real opportunity of equality for us is to develop our own education tradition alongside men's education, to create the conditions in which as women we can make our own knowledge, become our own teachers and be in control of our own resources. "



Resources

Publications

In March 1983, a Special Committee was named to act as a Parliamentary Task Force on Pension Reform. Its assignment was to report upon proposals outlined in the government's green paper "Better Pensions for Canadians." Its report was released in December 1983. It can be obtained from the Special Committee on Pension Reform, Committees and Private Legislation Branch, House of Commons, Ottawa, KIA OA6.

The report from the Commission of Inquiry into Part-time Work, by Commissioner Joan Wallace is now ready. It contains many recommendations for dealing with discrimination. Write to the women's Bureau, Labor Canada, Ottawa, KIA OJ2 (819) 997-1550.

The Canadian Advisory Council on the Status of Women has also published a study dealing with part-time work, Women and Part-time Work by Julie White. The study examines the problem as it relates to the economy, trade unions and by law. Available the Canadian Government Publishing Centre, Supply and Services Canada, Ottawa KIA OS9.

Frontier College has developed a Student Centered Individualized Learning (SCIL) literacy materials package for use in its SCIL programs. This "how to" package which consists of two books and a video-tape, contains the synthesis of Frontier College's teaching philosophy and practice, and is intended for tutors, and organizations of literacy programs. "The Right to Read: Organizers' Guide" (\$16.50) by Marlene Weber is a guide for coordinators of existing literacy projects and for those wanting to start new programs. "The Right to Read: Tutor's Handbook" (\$12.50) by Tracy Carpenter is a teaching resource for tutors offering suggestions for helping adult learners at all levels. To order copies of

these books write Frontier College, 31 Jackes Ave., Toronto, Ontario M4T 1E2.

The Women's Braille Press, Inc. offers over seventy-five feminist and lesbian books on tape, to women who are blind or physically disabled. WBP also circulates several feminist periodicals on tape. Subscribers receive a quarterly newsletter in Braille, print or on tape. Contact Women's Braille Press, Inc. P.O. Box 8475, Minneapolis, MN.55408.

The University of Manchester has published a Handbook on Distance Education for those implementing correspondence education in many varieties of communities (£1.80 plus 27p. postage) Publications Secretary, Dept. of Adult and Higher Education, University of Manchester, M13 9PL U.K.

The Women's International Network: (WIN) Newsletter (WEDF September 1983) is a separate publication published by WIN through the International Council for Distance Education. WIN also offers a membership directory giving detailed descriptions of members' work areas and professional interests for the purpose of networking. For WIN membership, newsletter and directory information contact Liz Burge, Department of Adult Education, OISE, 252 Bloor Street West, Toronto M5S 1V6.

The International Council for Adult Education is now publishing a Women's Program Newsletter. It is a networking mechanism for women involved in adult and non-formal education, especially the teaching of other women in all parts of the world. Contact Lynda Yanz, ICAE, 29 Prince Arthur Ave., Toronto M5R 1B2.

The proceedings of the Learning Equals Earning? Conference sponsored by the Social Planning Council of Metropolitan Toronto and World Literacy of Canada last February, are now available at a cost of \$3.00. The conference focused on the relationship between literacy and employment. Write to the SPC of Metropolitan Toronto, 185 Bloor St. East, Toronto M4W 3J3.

Immigrant Women in Canada is a resource handbook for action by Sharon McGowan (\$3.00) being distributed by the B.C. Task Force on Immigrant Women. The handbook is designed to act as an organizing tool for individuals, community groups and governments concerned about the problems facing immigrant women in Canada. Send cheque to B.C. Task Force on Immigrant Women, 622 Seymour Street, Vancouver, V6B 3K4.

The National Survival Institute is an organization that works through educational ways on all aspects of many environmental problems. For dealing with the arms issue, they have developed a teaching aid (for older students) included in the first issue of their teaching journal Environmental Questions for Educators: Nuclear Arms, Issue one. The institute, which also works in an advisory capacity with boards of education is calling for memberships and contributions. 229 College St., Toronto, M5T 1R4 (416) 593-1299.

Volume III of the Report from the Commission on Canadian Studies, by Thomas Symons and James Page is now available. Titled Some Questions of Balance, the report deals with human resources, higher education and Canadian studies, and is published by the

Association of Universities and Colleges of Canada. (\$10.00 plus \$3 postage). AUCA, 151 Slater Street, Ottawa K1P 5N1.

Maîtresses de maison, maîtresses d'école by Nadia Fahmy-Eid and Micheline Dumont, Boréal Press, is a study of women, education and the family throughout the history of Québec. On sale in bookstores.

The Midwifery Task Force of Ontario is now publishing a newsletter called ISSUE. Members receive it automatically. Dues are \$20.00 for individuals, \$25.00 for couples, and \$50.00 for a supportive membership. Write to the group at station T, Box 489, Toronto M6B 4C2.

The Ottawa Council for low Income Support Services has published What's Where and How to Get It: Survival Guide for Single Mothers. It contains information for those in the Ottawa-Carleton area on social assistance, daycare, housing and more. Available in French. \$3.00 plus \$1.00 postage. Discounts for four or more copies. OCLISS, 95 Beech Street, Ottawa, K1S 3J7.

FILMS AND VIDEO

Le Groupe d'intervention vidéo is a non-profit company which produces and distributes videos on and by women. For a catalogue write to GIV, 130 Gilford Street, Montreal, H2J 1R5.

The Conseil du statut de la femme of Quebec is published Répertoire des productions audiovisuelles sur la condition féminine. This is a listing of over 350 titles available about women. The listing includes content and production notes. Free. Write CSF, 8 Cook Street, 3rd Floor, Suite 300, Quebec City G1R 5J7.

The National Gallery of Canada will be showing several films (French and English) to celebrate International Women's Day, among them, a film on Georgia O'Keefe on March 15 at 7.30 p.m., and Vieira Da Silva (en français) on March 14.

The National Film Board of Canada has announced the release of Attention: Women at Work! produced by its Studio D. This 28 minute documentary profiles four women in non-traditional occupations. Free on loan from NFB. Aussi produit par le Studio D de l'ONF, est ce film documentair Nous sommes les ingénieures. Ce film dissipe de femmes qui mènent de front une carrière et une vie de famille.

Announcements

ONTARIO IMMIGRANT WOMEN'S NETWORK TORONTO PROVINCIAL MEETING

The Ontario Immigration Women's Network (OIWN) will have a provincial meeting on March 17, 1984 to report on progress discuss future direction, structure of the network,

and elect new reps. OIWN was formed in August 1983. The long term objective of the network is to establish a strong province-wide network of regional immigrant women's groups and organizations which identifies and speaks for the specific needs of immigrant women. In the short term, OIWN is developing five community based, regional networks in the south east, south west, north east, north west and Metro Toronto areas of Ontario.

The meeting will be from 10 a.m. to 4 p.m. at the YWCA, 80 Woodlawn Avenue East, Toronto. All welcome. Contact regional rep. or OIWN c/o 815 Bloor Street West, Toronto, M6G 1M1.

ANNUAL AWARDS AND PRIZES PRESENTED AT CRIAW'S 1983 CONFERENCE

The Canadian Research Institute for the Advancement of Women, at its Annual General meeting and Conference in November in Vancouver, awarded the Marion Porter Prize to the late Larry D. Collins and Atlantis for "The Politics of Abortion: Trends in Canadian Fertility Policy" (edited by Donald Higgins, Spring 1982). The prize is awarded annually for the best feminist article published in a journal or anthology.

Two honorable mentions also went to Atlantis articles: "The Sales Clerks: Alienation and Obstacles to the Collective Expression of Discontent" by Paula Sugiman (Autumn 1982) and "Feminism and the Writing and Teaching of History" by Ruth Pierson and Alison Prentice (Spring 1982).

The 1983 CRIAW Honorary Membership was awarded to Muriel Duckworth. The 1983 Muriel Duckworth Award was presented to Milnor Alexander.

MOUNT SAINT VINCENT TO OFFER COURSE DEALING WITH ARMS RACE

The Politics of the Arms Race will be offered as a half-credit course by Mount Saint Vincent University in the Fall of 1984. The Political Studies department is introducing the new course in an attempt to contribute to an understanding of the dangers of the nuclear arms race, and to explore the possibilities for peace. The course will be taught by Dr. Larry Fisk. The course reflects a long-standing concern in various academic and administrative quarters that Mount Saint Vincent contribute to peace research.

CANADIAN COALITION AGAINST MEDIA PORNOGRAPHY ANNOUNCES NATIONAL GROUP

"Media Watch" has recently become a national organization. With a head office in Vancouver, it now has a national Board of Directors and a representative in each province and the territories. Media Watch is dedicated to improving the portrayal of women and girls in the media by eliminating sexist and pornographic images and encouraging the creation of images that reflect the changing and diverse roles of women in Canadian

society. Media Watch is partially funded by the Secretary of State Women's Program and will focus on facilitating, education, communication (workshops, videos, info. kits), research and advocacy. For information about services, or starting a group contact Media Watch, 209-636 West Broadway, Vancouver, B.C. V5Z 1G2

CBC OFFERS ACCESS TO "IDEAS" RADIO SHOW TO ACADEMICS

The CBC is now looking to universities for content for its IDEAS, a national information and opinion program aired on CBC stereo radio. Until recently, journalists have been responsible for most of the shows. A special effort is being made to shift the balance back to the academics. IDEAS hopes that interested participants will not just submit program proposals, but also conduct interviews, provide material, and script and narrate the series they have put together. Professional production help will be available. Those interested in submitting a proposal contact Geraldine Sherman, executive producer, IDEAS CBC, P.O. Box 500, Toronto, Ontario, M5W 1E6 (416) 925-3311 X 2084.

NEW NATIONAL PEACE GROUP CALLS FOR WOMEN'S GROUPS TO JOIN

The Metro Toronto area has called for women's groups and interested individuals to get involved in a new national peace initiative. The Peace Petition Caravan Committee, founded in January will be a year long program of activities designed to increase the public profile of disarmament issues, and to make the peace movement more effective politically. Nationally, a door-to-door canvas is planned. Many other activities will be locally planned. Over the past year it has become evident that peace is an important issue for women. The Caravan is endorsed by the National Action Committee on the Status of Women, and local feminists believe it will be the largest peace campaign in 1984. For information contact the Voice of Women, the International Women's Day Committee, or the Toronto Disarmament Network.

ABORTION CLINIC COALITION CALLS FOR BENEFITS, CONTRIBUTIONS

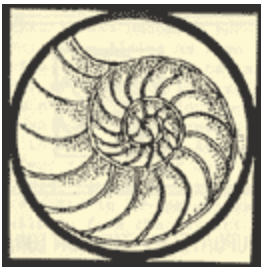
The Ontario Coalition of Abortion Clinics (OCAC) is asking women's groups to plan one activity over the next six months to raise money for the pro-choice defense fund. This is a nation-wide appeal to help defray legal costs for the clinic trials and appeals in Winnipeg and Toronto. Both cases will doubtless be appealed all the way to the Supreme Court of Canada, no matter what the outcome and costs will be high. In lieu of a fund-raising activity, they ask for donations. Contact OCAC, P.O. Box 753, Station P, Toronto, Ontario M5S 1Z1 (416) 532-8193.

NATIONAL WOMEN'S MAILING
LIST CALLS FOR INPUT

The WEB women's Information Exchange project to set up a national mailing list (see WEDF September 1983) has prepared an extensive brochure to explain how the voluntary listing system work and enlist participants. Names and addresses of self-selected women and groups are being compiled to be used as a resource by groups. They hope groups will mail their brochure out with other material and offer an equal number of labels free. Contact WEB at 9280 Arvida Road, Richmond, B.C. V7A 3P4 (604) 272-5335.

TORONTO COMMUNITY COMPUTER
PROGRAM NEEDS INSTRUCTORS

"Computers in the Community", a community-based programs designed to aid in upgrading job skills of disadvantaged adults in the Regent Park area is offering short term courses and activities free of charge to the unemployed. They are urgently in need of instructors with micro knowledge (hardware and software). Honorariums will be provided. Contact the group at Dixon Hall, 58 Sumach St., Toronto, M5A 3J7 - (416)863-0498 -



Upcoming & Current

UPCOMING AND CURRENT

INTERNATIONAL

*FIRST INTERNATIONAL CONFERENCE ON EDUCATION IN THE
90's - Equality, equity and excellence in education.
Tel-Aviv, Israel, December 17 - 20, 1984. (Call for papers.)*

This multi-disciplinary conference will discuss research, strategies and international cooperation for the future on matters such as school reform, the information age, the world crisis in education, financing, and equality. Fee \$165 U.S. to September 30, 1984, very reasonable accommodation available. Contact International Ltd. P.O. Box 29313,

61292 Tel Aviv, Israel. Telephone (03) 654541, Telex 033-554.

BRITISH COLUMBIA

*WOMEN'S HISTORY IN BRITISH COLUMBIA, CAMOSUN COLLEGE, VICTORIA,
April 28 1984*

The conference will discuss research since 1980 and on-going projects. Contact Barbara Latham, Camosun College, Pac/Con/RD Centre, 3100 Foul Bay Road, Victoria V8P 4X8. (604) 592-1281 X337.

*THE UNIVERSITY INTO THE 21ST CENTURY An international on social and
technological changes. University of Victoria, May 2-5, 1984.*

This conference will consider the future role and responsibilities of universities. It will have a university - wide focus and avoid the temptation to assume that established frameworks will be appropriate in the future. For further information contact Tom Lietaer, Tomorrow's Universities, University Extension Conference Office, University of Victoria, P.O. Box 1700, Victoria, B.C. V8M 2Y2. (604) 721-8475.

SASKATCHEWAN

*THIRD ANNUAL CONSULTATION ON RESIDENTIAL LEARNING, Fort Qu'Appelle,
April 15-17, 1984.*

The conference will feature report and discussion about the 1983 Bishop Grundtvig celebration in Denmark. Minimal fee. Contact the Canadian Association for Adult Education, 29 Prince Arthur Ave., Toronto, Ontario M5R 1B2 (416) 964-0559.

ONTARIO

*CANADIAN ASSOCIATION FOR THE STUDY OF ADULT EDUCATION Annual
Conference Guelph, June 8-10, 1984.*

This year's conference will coincide with the Learned Societies Conference. Emphasis of discussion will be in the area of applied settings. Fee \$75.00 Contact CASAE, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5S 1V6 (416) 923-6641 X347.

*LEARNED SOCIETIES CONFERENCE,
University of Guelph, May 27-June 13, 1984.*

Those interested should address inquiries to The Secretariat, 1984 Learned Societies Conference, Room 054, MacKinnon Building, University of Guelph, Guelph, N1G 2W1 (519) 824-4120, X 2485 or 2529.

WOMEN MOBILIZING FOR POWER, 12th Annual General Meeting of National Action Committee on Status of Women Chateau Laurier Hotel, Ottawa, March 16-19, 1984.

Annual elections, discussions on women's power as it relates to the vote and strategies for the future, and a Monday morning lobbying session on Parliament Hill. Fee \$80, contact NAC, Suite 306, 40 St. Clair Avenue East, Toronto M4T 1M9 (416) 923-3246.

THE LITERACY FAIR, ONTARIO LITERACY CONFERENCE - "Fare for All", Huron College, University of Western Ontario, May 10 (ev.) - May 12, 1984

Workshops on materials, programs, policy, and a "literacy fair"! for the exchange of ideas, resources, methods, song and theatre. A strong emphasis is being placed on student attendance and participation at the conference. Fee \$100.00 (March 30), thereafter \$125.00 - Fund-raising materials are available to groups to help them raise fees. Contact Ontario Literacy Conference c/o Lorne Avenue Public School, 723 Lorne Ave., London, N5W 3K7.

CANADIAN COALITION AGAINST MEDIA PORNOGRAPHY (CCAMP) is planning a national conference on pornography with emphasis on child pornography, in Ottawa. Contact P.O. Box 1065, Station B. Ottawa, K1P 5R1.

QUEBEC

L'ÉDUCATION: UNE DÉMARCHE D'ÉMANCIPATION POUR LES FEMMES?
Colloque de formation Action Éducation des Femmes, Montréal, 9-10-11 Mars, 1984.

AEF veut rejoindre des femmes oeuvrent dans divers milieux de formation, éducation, apprentissage dans les différentes régions des provinces. Pour renseignements contacter la représentante d'Action éducation des femmes de votre province ou contacter, AEF, 5 avenue Myrond, 2e étage, Ottawa, K1N 7X9 (613) 563-1301.

FIFTH INTERNATIONAL CONGRESS ON CHILD ABUSE AND NEGLECT. September 16-19, 1984. Montreal.

This Congress, the first of the International Society for the Prevention of Child Abuse and Neglect in North America, will be held under the auspices of the Comité de la protection de la jeunesse, the provincial protection agency of Quebec.

The congress will focus on the need for collective community responsibility in preventing child abuse and neglect. If you wish to attend, submit a paper or want further information, contact Child Abuse Congress Secretariat, 3450 University Street, Montreal, H3A 2A7, (514) 392-6744.



Skills Bank

THE RESOURCE CENTRE

by Sema Aksoy

The CLOW Resource Centre is an integral part of the Skills Bank and the organization itself. It is located at 692 Coxwell Avenue, Toronto, Ontario.

Our Resource Centre has a purpose of gathering, organizing and sharing materials and information related to women's learning, education and training, and to fulfill the need for a centralized set of resources with this focus.

CLOW hired two women to organize the collection, to catalogue it and to develop it in such a way that it can be accessed by the members of the organization. Shirley Brazer, the librarian and Gheorghina Szasz, the librarian technician have been assisted by an advisory committee which is composed of women who are managing collections themselves. Frieda Forman of Women's Educational Resource Centre, Joan Fulford of North York Library and Judy Tobin of T.V. Ontario have been helpful in decisions regarding acquisitions.

Shirley Brazer, who is a member of the CLOW Skills Bank and Resource Centre Committee, is a woman with wide variety of interests. She has done two of her degrees in the area of Library Science. She is also a certified travel consultant.

Prior to coming to CLOW, Shirley worked as a travel consultant and a free-lance information consultant. In addition to her consulting job, she was able to pursue a career in sales. Her interest in children's literature has enabled her to acquire experience in this area and gave her the courage to try out her entrepreneurial skills.

Shirley believes that she will continue pursuing her variety of interests through her career involvements. She will be returning to her free-lance work upon leaving CLOW.

Gheorghina Szasz, who is our library technician, is a native of Rumania who came to Canada two years ago via Israel. Gheorghina is a graduate of the University of Timisoara and the University of Cluj-Napoca, Rumania.

Her experiences in Haifa Institute of Technology and in Bucharest Institute of Technology as a library technician, bibliographer and cataloguer makes Gheorghina a skillful and a competent member of the Resource Centre.

Gheorghina will be helping to further develop our collection and facilitate its use by our members within the next few months.

The Skills Bank is happy to be working in cooperation with the Resource Centre. We will be pleased to have you write to the Skills Bank coordinator with any questions that you may have on women's educational issues and about our resource collection by completing the Information Requester Guideline (blue form) and returned it to us.