



WOMEN'S EDUCATION  
DES FEMMES



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*cclow* Canadian Congress for Learning  
Opportunities for Women

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*ccpef* congrès canadien pour la promotion  
des études chez la femme

*To our Readers,*

*CLOW Staff at the national office in Toronto  
would like to extend to you our warm wishes  
for a very happy holiday season.*

*MERRY CHRISTMAS, HAPPY CHANUKAH & HAPPY NEW YEAR!*

*JOYEUX NOËL ET BONNE ANNÉE!*

*Sema*

*Lori*

*Susan*

# WOMEN'S EDUCATION DES FEMMES

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## CLOW NEEDS MORE MONEY!

So what else is new? Doesn't everyone? As our credibility and National profile have expanded this year, so too have our expenses.

We attend more national conferences, present position papers to more government task forces and inquiries, and consult with an increasing number of women's organizations

We want to be able to do much more!

Due to government cutbacks, the growth of technology in the work place and the National Training Act, the issues of concern for women's education are increasing. CLOW has a critical role to play in presenting women's views to policy makers.

We presently have a contribution agreement with Secretary of State, Women's Program, for which we are most grateful. Our only other sources of revenue come from your membership fees and donations. We now have the potential to increase our revenue through sales of subscriptions to WOMEN'S EDUCATION DES FEMMES.

## HERE IS HOW YOU CAN HELP:

- \* Recruit new members for CLOW. This journal is free with membership
  - \* Make a tax deductible donation to CLOW
  - \* Buy gift subscriptions to WOMEN'S EDUCATION DES FEMMES for your friends.
- FORM on back page

*Susan VanderVoet*

National Coordinator

*cclow*

Canadian Congress for Learning Opportunities for Women

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*ccpef*

congrès canadien pour la promotion des études chez la femme

## WOMEN'S EDUCATION DES FEMMES

A resource publication on women and learning

PROGRAMS

ISSUES

STRATEGIES

Do you have....

- \* New programs other women should be hearing about?
  - \* Issues about which you are concerned - but around which little is being done?
  - \* Strategies you've used with success?
  - \* Announcements of interest to our membership?
- Original feminist cartoons?



## President's Message



*The Council of Education Ministers recently held a national conference to look at issues and trends confronting post-secondary education in Canada. This conference was a first in Canada. There were 400 invited participants from a cross-section of institutions, government, teachers, administrators, students, business people and interest groups, such as CLOW and CAAE.*

*CLOW prepared a background paper in preparation for this conference called "An Overview of Women Students in the Post-Secondary System in Canada". This paper is available from the national office.*

*After much lobbying at the provincial level, CLOW was asked to react to the panel that addressed the issue of Access to Post-secondary Education. We were very pleased to be asked, not only because we were from a community organization, but also because we*

*represented women's perspective. As you can imagine, there were very few women present at the conference.*

*In our response to the Access panel we reaffirmed that "equal access to education, training and employment is a right to which women are entitled". We charged the post-secondary institutions with the responsibility for re-training women effected by technology. "We believe it is incumbent upon all policy and decision makers to be accountable for and responsible for women's equal participation in all areas of post-secondary education".*

*We told the conference that "in order to access new training, women will need a variety of special measures including equal opportunity legislation".*

*I believe that we are in a situation that requires some very urgent measures. The gap between people with training and those without is getting wider. Women must not be caught in this gap disproportionately.*

*On a more pleasant note, CCLOW has been asked to represent Canadian women at an International Exchange program at the National Women's Education Centre in Japan. The seminar will hear reports from six countries on "Women's Participation in the Decision-Making Process in My Country". I am very honored to be able to present to women from other countries how Canadian women fought for and won equality in our Charter of Rights. We have much to be proud of.*

*Sincerely,*



*Lenore Rogers*

## **Message de la présidente**

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*Récemment, le Conseil des Ministres de l'Éducation a tenu une conférence sur les grandes questions auxquelles est confronté l'enseignement post-secondaire au Canada. Cette conférence sans précédent réunissait environ 400 personnes, toutes venues sur invitation. Les délégués appartenaient à des groupements divers: institutions, gouvernements, enseignants, hommes d'affaires et organismes tels le CCPEF ou la CAAE.*

*À cette occasion, le CCPEF avait rédigé un exposé intitulé "les étudiantes et l'enseignement post-secondaire - Aperçu général". (On peut se procurer ce texte auprès*

*du siège national du CCPEF).*

*Après bien des pressions au niveau provincial, le CCPEF a été invité à prendre la parole lors de la séance sur l'Accès à l'enseignement post-secondaire. Cette invitation nous a fait grand plaisir, non seulement parce que nous allions représenter un organisme communautaire mais aussi parce que nous allions exprimer l'opinion des femmes. Car, bien entendu, peu de femmes participaient à cette conférence.*

*Dans notre réponse à la discussion sur l'Accès à l'enseignement post-secondaire, nous avons réaffirmé que "l'égalité en matière d'enseignement, de formation et d'emploi est un droit des femmes". Nous avons précisé qu'il appartenait aux établissements post-secondaires de recycler les femmes touchées par l'évolution de la technologie. "Nous jugeons qu'il incombe aux décideurs d'assurer et de garantir l'égalité des femmes dans tous les secteurs de l'enseignement post-secondaire."*

*"Des mesures spéciales s'imposent pour permettre aux femmes d'accéder à de nouveaux programmes de formation", avons-nous déclaré. "Et nous sommes convaincues que le meilleur moyen d'y parvenir est la loi sur la promotion de la femme."*

*Il est clair que la situation exige des mesures immédiates car le fossé entre main-d'oeuvre qualifiée et main-d'oeuvre non qualifiée ne fait que s'accroître. Et les femmes ne doivent pas souffrir excessivement de cette situation.*

*Terminons sur une note plus plaisante. Dans le cadre d'un programme d'échanges international, le CCPEF a été invité à représenter les femmes canadiennes au Centre national d'éducation des femmes, au Japon. Lors de cette conférence, six pays étrangers feront un exposé sur le thème suivant: "Comment les femmes participent au processus décisionnel dans mon pays". Je suis profondément honorée d'avoir l'occasion d'expliquer à des femmes d'autres pays comment les Canadiennes ont lutté, et obtenu gain de cause, pour que la Charte des droits affirme leur égalité. Nous pouvons être fières de ce que nous avons accompli.*

Cordialement,



Lenore Rogers



# National Features

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Toronto: Conférence sur l'enseignement post-secondaire au Canada dans les années 1980

La conférence qui s'est déroulée à Toronto du 19 au 22 octobre à Toronto rassemblait pour la première fois les ministres de l'Éducation des 10 provinces (et des deux Territoires). Cette conférence faisait suite à celle qui s'était tenue à Paris en septembre 1981, sous l'égide de l'Organisation pour la coopération et le développement économiques. Elle se proposait quatre grands thèmes: évolution du secteur post-secondaire au Canada, grandes questions auxquelles ce secteur doit faire face; comment traiter de ces questions dans le contexte socio-économique des années 80; et enfin, double problème de l'accès à l'enseignement supérieur et des rapports entre cet enseignement et la vie active.

## **TORONTO: POST-SECONDARY**

### **EDUCATION FOR THE '80'S**

by Susan McCrae Vander Voet

*The Council of Ministers of Education, Canada*

From October 19th - 22nd, Lenore Rogers and I attended a national conference sponsored by the Council of Ministers of Education. Following is a report on the conference and our presentation to it. Background information on the Council and the origins of the conference is presented first to provide a context.

In September 1967, the provincial ministers established the Council of Ministers of Education as a formal organization with clearly defined purposes. It is composed of the ministers responsible for education in each province. (Since 1980, the ministers in the two northern territories have been participant-observers). The Council structure allows ministers to consult regularly on education issues of pan-Canadian interest. Committees and work groups of provincial officials are struck to exchange data and information, or carry out cooperative projects, in a number of areas at the elementary, secondary and post-secondary levels. Over the years the Council has been particularly active in curriculum, educational media, education statistics and finance, international education matters, and as the focus for provincial/federal consultation on education-related matters.

### *The Conference*

Canadian delegates to a conference on Higher Education in Paris in October, 1981, sponsored by the Organization for Economic Cooperation and Development, strongly recommended that a similar conference be held in Canada for Canadians.

The Council therefore set up a planning and organizing committee of provincial officials along with an advisory group made up of representatives of educational organizations. (CCLOW was not included). They were given the following conference objectives:

1. *to review recent trends in the development of post-secondary education;*
2. *to discuss major issues confronting post-secondary education;*
3. *to consider ways and approaches by which these issues can be addressed in the social and economic context of the 1980's.*
4. *to concentrate deliberations on the themes:*
  - *access to post-secondary education*
  - *changing relationships between post-secondary education and working life*
  - *patterns of governance*
  - *financing and redeployment of resources*

A broad spectrum of people involved in the post-secondary system attended the conference. Representatives from government, universities, colleges, faculties, educational, associations, and students participated in active discussion on major themes.

*Accessibility:*

### *CCLOW Participation*

CCLOW board members had lobbied to have us invited as delegates to the conference and to be able to speak to the conference. We accomplished both aims and were invited to respond to the panel on access to post-secondary education. In her response, Lenore Rogers asked those present to look around them and note that very few women were present at the conference. This was the case, she pointed out, in spite of the fact that women make up almost half of the post-secondary students in Canada. Women are 46% of university under-graduates and 51% of community college students (1980-1981). Although women do have access to education, as enrollment statistics indicate, they do not have equal access. As Ms. Rogers stated:

*"If women were equally distributed in all courses, we would expect them to be about 50% of students in each area. However, they are not. Women are most seriously under-*

*represented in engineering and applied sciences (9%) and most seriously over-represented in nursing (97%). Sex-stereotyping is clearly operative in both these areas.*

Systemic sex discrimination extends to the labor market where women, on average, earn 60% of men's earnings, and most of the gap cannot be accounted for by differences in seniority, experience or qualifications. Ms. Rogers emphasized that:

*"Equal access to education, training and employment is a right to which women are entitled. Sex discrimination, entrenched in a wide variety of beliefs, practices and procedures has been developed and transmitted for generations. These practices have prevented women from gaining equal access in all areas. We can no longer blame individual women for not becoming engineers. We must intervene in this process to interrupt and dismantle it."*

She went on to state that CLOW believes it is incumbent upon all policy and decision makers to be accountable for and responsible for women's equal participation in all areas of post-secondary education.

*"We believe that the best vehicle for ensuring this accountability is Equal Opportunity Legislation. Such legislation would need to include prescriptions for implementing equal opportunity, affirmative action and contract compliance. Affirmative action, applied to the education field would cover the hiring of both faculty and administrative staff, the distribution of student enrollment present and future and curriculum. Contract compliance would apply to both transfer payments and wage subsidies in industrial training.*

*The procedures and practices involved in sex discrimination in education, training and employment are not easily dismantled. Change will only be effected through firm, committed and decisive action."*

### *The Changing Relationship Between Education and Work Life*

In this workshop, the conference missed a major point by not acknowledging, and therefore not addressing, the impact that technology is having on the workplace. There was little discussion of the projections that by 1990, 1-1½ million jobs will disappear in the clerical and service sectors alone, with large numbers lost in the manufacturing sector due to automation. The role and responsibility of the post secondary system for retraining displaced workers throughout the next decade was only glanced at. Discussions demonstrated little understanding of the magnitude and scope of the problem being created by technology. There was some discussion of the problem presented for adults by the lack of an educational continuum between colleges and universities. Throughout the discussions on Education and Work, there was tension between those who believe in education for jobs, education for its own sake and education for economic development.

### *Patterns of Governance*

One of the strongest undercurrents and sub-themes at the conference was how to make the University system more accountable for their expenditure of public dollars while maintaining the traditional, autonomous role of the university. The issue was not resolved, but permeated discussions in all of the designated theme areas. It arose, particularly in relation to the theme of Patterns of Governance.



There was general recognition in these discussions, that the post-secondary system has a major public relations and public image problem. Strong suggestions were made that one of the roles of a Minister of Education should be that of explaining and representing the post-secondary system to the public.

### *Financing*

The Financing workshop focused on the fact that growth in the post-secondary system is over and that constraints must be lived with. In discussions of how to effectively redeploy resources, the priorities for participants were clearly the preservation or enhancement of quality, variety and accessibility of education. The need to set clear goals for accessibility was identified in order to redesign student programs and to include financial assistance to part-time students.

In her closing remarks, Dr. Bette Stephenson, present chair of the Council of Ministers of Education, made the following observations. She stated that efforts of the past 20 years have been successful in making the post-secondary system accessible to larger numbers of people. However, those efforts have not made for equality of access to all socio-economic groups nor to women, native peoples, part-time students, inhabitants of isolated communities and minority language groups. She stated that the Council of Ministers is committed to allowing full accessibility to all who wish to participate. She recognized that with constraints, accessibility goals would be difficult to achieve, but still possible.

With regard to the question of university autonomy, Dr. Stephenson acknowledged the need for autonomy, but that the university must now accept an additional role: that of responsibility to society. Governments should set general objectives for universities based on availability of financing but universities should maintain control of expenditures. The quality of programs needs to be examined; quality should not be equated with amounts of money spent nor with growth.

She emphasized that economic development is clearly the primary goal of governments during the 1980's. Post-secondary institutions must examine and clarify the roles they have to play in this development.

She urged individuals and organizations to send their concerns and thoughts on these issues in writing to their provincial Education Minister or to the Council of Ministers of Education. Many important questions and issues were raised about the post-secondary system at the conference, but few answers or solutions were found. Solutions will need to

be developed in the very near future.

Susan McCrae Vander Voet is the National Coordinator of CLOW. She has developed a wide variety of social service and educational programs for women over the past fifteen years.



## Two

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### FEMMES ET FRANCOPHONES: DOUBLE INFÉRIORITÉ

#### PAR LYSE HUOT

Francophone women living outside of Quebec find themselves in unique circumstances. Because they are French, and because they are women, they must overcome a dual inferiority. Such is the conclusion of an important study done by Pauline Proulx, for the Fédération des Femmes canadiennes-françaises, a national organization of francophone women.

The study comprises three main objectives: to define the situation, the needs, and the aspirations of francophone women living outside of Quebec; to determine problems specific to different regions; and to present recommendations for bettering the condition of francophone women throughout Canada. The author looks at women in three contexts: private environment (at home); public environment (at work); and what she calls para-domestic environment (volunteer work in non-profit organizations, hospitals, etc.) Informing francophone women and deepening their awareness is essential to their progress. Such is the main conclusion of the report.

The report can be obtained from FFCF, 325, rue Dalhousie, piece 25, Ottawa, K1N 7B2 for \$6.00.

*(From a review published in Le Nouveau Tablier Depose, for which a rough translation would be "Let's drop our aprons" )*

Le rapport de recherche intitulé Femmes et francophones: Double infériorité, qu'a publié la Fédération des femmes canadiennes-françaises à l'automne '81, se veut un premier effort d'analyse et d'interprétation des conditions particulières de vie des femmes francophones vivant en milieu minoritaire. L'étude vise à favoriser une prise de conscience et une réflexion chez les femmes francophones. Réalisé par Pauline Proulx pour le compte de la FFCF, ce rapport est le résultat de deux ans de rencontres pancanadiennes avec des groupes de femmes de toutes les couches sociales, de compilation et d'analyse de données et de statistiques encore jamais présentées dans un contexte semblable.

L'objectif général de cette recherche consistait à "définir la place occupée par les femmes dans les différentes communautés francophones autres que le Québec afin d'identifier les problèmes spécifiques que rencontrent les femmes francophones et dégager les moyens à mettre en oeuvre pour améliorer la situation". C'était la première fois qu'on tentait de peindre un portrait spécifique des femmes francophones vivant en dehors du Québec. Ce n'était pas une mince tâche!

### *Double réalité*

Le simple fait d'être femme détermine des conditions spécifiques qui rendent les femmes francophones différentes des hommes francophones vivant à l'extérieur du Québec; le statut minoritaire du groupe auquel elles appartiennent les distingue aussi des autres femmes. C'est donc en se basant sur cette double réalité (femme et francophone) que l'auteure décrit les changements qui se sont produits dans le rôle des femmes francophones avec le développement de leur communauté. Elle dépeint l'évolution de la situation passée et actuelle telle que vécue par ces femmes, à trois niveaux:

1. au niveau de la sphère domestique, soit la famille et l'environnement immédiat;
2. au niveau de la sphère publique, soit le marché du travail
3. au niveau de la sphère paradomestique, soit la zone à côté de la famille où les femmes ont pu exercer et exercent une certaine forme de pouvoir - bénévolat ou l'action sociale.

Pauline Proulx démontre dans son rapport que "tout le problème de la dévalorisation et de la non-reconnaissance du travail des femmes francophones, comme de toutes les femmes vivant dans un système social comme le nôtre, tient au fait qu'elles sont assignées d'abord et avant tout à la sphère privée où les tâches qu'elles exécutent ne sont pas monnayables alors que toute notre société s'évalue en terme monétaire". Elle poursuit cette réflexion en déclarant que "cette dévalorisation de leur main-d'oeuvre permet aux employeurs de les sous-payer lorsqu'elles se présentent sur le marché du travail et de les considérer comme un groupe qui n'a pas vraiment besoin de travailler et qu'on peut facilement retourner dans leur famille en période de chômage". "C'est aussi", rajoute-t-elle, "cette même idéologie de la femme au foyer, dont le travail n'a pas de valeur "réelle", qui permet aux institutions, gouvernements, partis politiques et églises de recourir au travail gratuit des femmes pour combler les besoins financiers ou autres auxquels ils ne peuvent répondre. "

### *Double infériorité*

Dans cette perspective, l'auteure identifie certains problèmes qu'ont exprimés nombre de femmes qu'elle a rencontrées au cours de sa recherche:

"- Difficulté d'accès à la formation professionnelle et personnelle (Combien de cours ou stages de formation sont offerts dans l'est ontarien?)

- Manque d'information sur leurs droits et sur des sujets qui les préoccupent comme l'éducation des enfants, la santé, etc. (Où peut-on s'informer dans l'est ontarien?)
- Isolement et besoin de contacts avec d'autres femmes francophones de leur région
- Problèmes de garderies (Combien de difficultés subissent les quelques garderies qui existent dans l'est ontarien?)
- Manque d'emplois, surtout dans les régions rurales (dans l'est, les seuls emplois disponibles sont souvent mal rémunérés - dans les usines de textiles, soutien administratif, aide-infirmière, etc.)
- Problèmes des femmes chefs de famille qui se sentent souvent rejetées socialement parce qu'elles ne correspondent pas au modèle familial traditionnel
- Problèmes des femmes du deuxième âge qui ont de la difficulté à se réorienter lorsque la famille est élevée
- Difficulté à mobiliser les femmes de 30 ans et moins qui sont aux prises avec les responsabilités familiales et n'ont pas le temps de s'impliquer au niveau communautaire.
- Manque d'information sur les activités et sur les ressources des femmes francophones des autres provinces (Quelles revues, journaux, etc. sont disponibles chez vos dépanneurs?)
- Non-reconnaissance de la situation spécifique des femmes par les associations francophones et quasi-inexistence de programmes ou de services spéciaux à leur intention."

En plus de ces problèmes sous-mentionnés, l'auteure fait aussi ressortir des problèmes spécifique à certaines régions. Entre autres, elle mentionne que dans l'est ontarien, comme en Alberta et en Saskatchewan, la formation et l'information aux femmes collaboratrices de leur mari dans une entreprise familiale semblent être prioritaires. (Mis à part un regroupement de femmes en agriculture, pourquoi les organismes féminins (UCFO, AFO) de la région n'ont-ils pas encore agi sur ce sujet?). Enfin, la liste est longue et loin d'être exhaustive. En somme, les problèmes exprimés se résument à un manque d'information et de formation et de ressources. Face à cette situation, Pauline Proulx propose à la FFCF que son objectif général en tant qu'association nationale soit "de se mobiliser dans un effort commun de reconnaissance du travail des femmes à toutes les sphères de la société. Et plus spécifiquement:



1) de sensibiliser les femmes elles-mêmes, l'ensemble des francophones hors Québec et toutes les instances concernées par le dossier aux besoins et aux problèmes particuliers des femmes francophones;

2) de mettre en oeuvre toute forme d'action visant l'amélioration de la situation spécifique des femmes francophones".

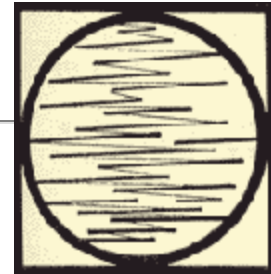
En guise de conclusion, l'auteure propose à la FFCF certains moyens qu'elle pourrait mettre en oeuvre pour améliorer la situation des femmes francophones vivant en milieu minoritaire tels que diffuser de l'information, mettre sur pied des cours de réintégration des femmes sur le marché du travail, d'affirmation de soi, encourager et appuyer la mise sur pied d'équipements collectifs (garderies), poursuivre la réflexion et la recherche sur les conditions de vie des femmes francophones afin de développer des dossiers particuliers.

Elle termine en rappelant que cette recherche "n'a été qu'un survol de la situation" et qu'il importe d'élaborer des moyens pour que ce début de réflexion mène à des "actions cohérentes, structurées et efficaces.

Face à l'importance d'un tel rapport, il serait intéressant de reprendre et de pousser cette réflexion dans les UCFO, AFO, et les autres groupes de femmes dans l'est ontarien. Pourquoi une des sections de la FFCF n'organiserait-elle pas une session d'information et de discussion sur le rapport et ses révélations? Un dossier à suivre de très près...

## **CLOW Across The Provinces**

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### **Yukon**

CLOW in the Yukon has an active, growing group. They recently met to discuss the possibility of becoming further involved in working with the Department of Education as advisors on women's issues. One of the group's main concerns is to find ways to insure that in these difficult economic times women who are often at the bottom of the economic scale, do not lose any of the hard-won benefits that they have gained over the past years.

Pam Evans, CLOW Director for the Yukon, was recently elected as Member at Large of the Yukon Status of Women Executive. In that capacity, she will be presenting a brief to the N.D.P. task force on Older Women.

### **British Columbia**

This fall, Claudette Everitt, CLOW Director in British Columbia, met with a group of seventy women from the interior of the province at a workshop in Kelowna. The workshop was sponsored by Okanogan College for general networking purposes and presented Claudette with an opportunity to introduce CLOW to the group.

Claudette has invited the new Minister of Education, Mr. Van Derzalm, to meet with her to discuss his strategies for accessing women's educational opportunities in the 1980's and in particular to investigate ways of participating in the implementation of the new National Training Act as it pertains to women. In Kamloops, Claudette met with the Women's Access Coordinator at Caribou College regarding the work they have been doing in the area. In December, while in Vancouver for work, Claudette will be making herself available to members from Vancouver and Victoria. Meetings are planned during December 6th to the 17th. .

## **Alberta**

Membership in the Edmonton CLOW continues to grow and regular monthly meetings are being held. Hopefully, a similar Calgary group will begin in the new year. In preparation for the October Education Ministers' Conference in Toronto, the Edmonton group conveyed their concerns via letters to the ministers and deputy-ministers attending from Alberta.

In November, several CLOW members are organizing a one-day seminar for young women from an Edmonton high school. Topics will include the historical trends in women's work (paid and unpaid), the socialization of women and how that impacts on job choices, and a panel discussion on the present reality of choices for young women in careers, family, etc.

## **Manitoba**

On November 19th, Margaret Fulton, Chairperson of the Federal Task Force on Micro-electronics and Employment is presenting a workshop to Manitoba CLOW members on the works of the task force.

Manitoba CLOW is presently preparing a brief, to be presented this month, to the Provincial Task Force on Social Assistance. Membership is growing!

## **Saskatchewan**

In Saskatchewan, the main focus this fall has been work on "*Women and the Computer Age, the Future is Now*" conference held in Regina on November 19th to 21st. Sue Smee has resigned as Director of CLOW in Saskatchewan and is followed by Kathy Stedwill, of Moose Jaw, who is acting as interim Director.

In September, CLOW members met with Gordon Currie, Minister of Education and Continuing Education to present a brief on "Improving Women's Access to Education and Training." As well, they met in October with Pat Smith the Saskatchewan Minister of Social Services. An article written by Sue Smee on these meetings has been published in the Saskatchewan women's newspaper *NETWORK*.

## **Ontario**

Audrey Swail, CLOW Director in Ontario, is pleased to announce that an Ontario Newsletter will be circulated regularly. The newsletter contains a survey-questionnaire for CLOW members in Ontario to aid in locating women who are presently active or who wish to become more active provincially. As well, it is hoped that the survey will identify existing networks and the need for more.

The first edition of the Ontario newsletter was produced by Elaine Jacobson, a student at the School of Social Work at the University of Toronto. She is presently spending a two-month placement with CLOW in Toronto. An article on day care in Ontario, researched and written by Elaine, appears in the Ontario newsletter.

## **Quebec**

After the very successful conference on Resources for English Speaking Women, a follow-up questionnaire indicated the need for a workshop on Women and Work. At an October planning meeting the discussion focused on whether preparation for the workforce, in the present economic situation, is a relevant theme. Is it worthwhile to raise hopes and expectations at this time or could the group's energies be better spent? The group will meet again to decide on a focus. Possible alternatives suggested: survival tactics, support for women whose jobs are threatened by micro-technology, and political action for job creation. Greta Nemiroff, Quebec Director of CLOW, would appreciate receiving any feedback from women who are experiencing the same difficulties or would like to contribute to the discussion on developing strategies to deal with the issues.

## **New Brunswick**

Ellen King, Director of CLOW for New Brunswick, has been focusing on increasing membership by mailing out CLOW materials across the province. The New Brunswick

network will be meeting in early December.

## **Newfoundland**

Stephanie Squires has recently resigned as Director of CCLOW for Newfoundland to pursue university studies in Anthropology. Good luck Stephanie! Members in Newfoundland will be notified in the near future regarding her replacement.

## **Nova Scotia**

Janet Eaton has completed a Networking report on Sheet Harbour & Antigonish. The Nova Scotia Network held a meeting in October with the Minister of Education regarding the recommendations on Adult Education made at the Connections Conference in October, 1980. They have since met with the Deputy Minister of Social Services and the Deputy Minister of Education. They explored the needs of social service recipients for day care and financial assistance in order to access educational programs. The ministers were not familiar with each other or the issues. The Ministry of Education has taken it upon themselves to set up a way to make education more accessible to social service recipients.

A community project in Halifax has produced a successful model for making upgrading programs accessible which the Ministry of Education will be looking at.

A meeting will be held to discuss the relationship of the CCLOW Halifax group to the Provincial Network. An application to Secretary of State, local branch, has been made for funding for the Provincial Network Meeting in March, in Truro, N.S.

## **Prince Edward Island**

The first fall meeting of CCLOW in P.E.I took place on November 22nd with twenty-two women present. Membership has been increasing steadily. The main focus has been organizing a three-part lecture series for women, with CRIAW On November 4th, Kathleen Gallagher-Ross spoke on "*Working parents and the Child Care Dilemma*". For more information on upcoming lectures contact Heather Orford at (904) 894-9505. Heather Orford, CCLOW Director in P.E.I. as well as a representative from the National Association of Women in Law met with Pat Brownlow, information officer for the Federal Department of Health and Welfare, to request that Health and Welfare do more education and promotion on the issue of pension credit splitting upon divorce.

## **WOMEN INTO TRADES AND TECHNOLOGY BY WENDY VERMEERSCH**

The curriculum for the W.I.T.T. Program was put together in November 1981 by Susan Booth, Carol Brooks, Ken Murch and Barbara Brown of the Women's Workshop, London, Ontario under the auspices of the Ministry of Colleges and Universities in Ontario.

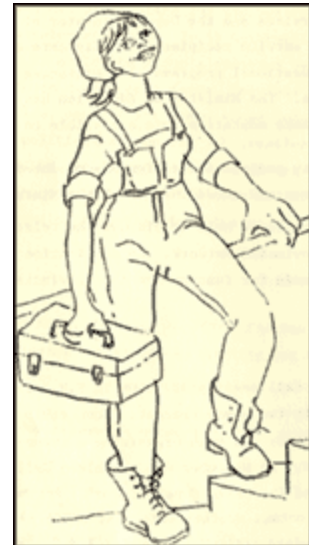
In the spring of 1982 five colleges: Fanshawe, Mohawk, Niagara, Canadore and Sheridan, ran the pilot programs. These were favorably received by the students and the success rate was high. Across the province, of 22 colleges, approximately 15 will deliver this program during the 1983-1984 fiscal year.

### **GOALS:**

The goal of this course is to respond to future needs in the Canadian economy by training women, an untapped source, in trades and technology.

The objectives of the W.I.T.T. Program are three:

- to prepare women to enter skilled trades or technical training in the colleges.
- to qualify women for apprenticeship or employer sponsored training
- to secure employment for participants in the fields of trades or technology.



Who qualifies for a W.I.T.T. Program? The women must meet college and or/ CEIC eligibility criteria and have a demonstrated interest in pursuing a non-traditional, industrial career. Any women who wishes to enrol as a fee-payer may do so. A woman on U.I.C. Benefits will continue to receive them while taking this program. Also, CEIC training allowances are available to those women who meet the criteria.

The W.I.T.T. Program runs for 18 weeks and includes: one week orientation, 7 weeks of training in generic tool skills, 6 weeks of family occupational skills and 4 weeks of work placement training.

Sixty percent of the time is spent on skill trades and technology and students learn welding, machine shop work, electronics, drafting, carpentry auto body and mechanics, electronics, appliance and computer repair. The balance of the time is spent in life skills courses plus a technical math refresher course, blur print reading, St. John's Ambulance, and a self defense course for women.

Among the Life Skills topics covered are: assertiveness training, sexual harassment, decision making, goal setting, labor market information, stress and time management. Testing includes career interest, aptitude, academic and mechanical reasoning testing. Students examine career choices in a number of ways. Speakers and women from industry, who can be seen as role models, make presentations, (CEIC and MCU Apprenticeship Branch). A variety of industry and college tours are arranged. These enable the students to experience these trades in the "World of Work". For 4 weeks, the students experience "hands-on" placement in the college shops and industrial settings.

#### RESULTS:

The results of one pilot program are typical. Of the fourteen students who completed the course, one has obtained an apprenticeship and two are pursuing jobs. Ten chose courses for developing trade skills such as: appliance repair, welding, electronics, computers, camera repair, precision instrumentation, printing, upgrading, (to prepare for Computer Repair Program).

One student was accepted for the Women Into Machining training project, a LEAP Program of CEIC.

The fourteen students all evaluated the course as one that offers a valuable opportunity for skill development and personal growth.

Wendy Vermeersch is Coordinator of Women's Programs, Retraining Division at Sheridan College and has been involved in women's programs at St. Laurence College in London, Ont. and at Seneca College in Toronto.

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WELL CONCEIVED....  
BUT NOT WELL HATCHED

By SUE SMEE

The Women and Education Summer Institute (WESI) is a six week summer program of women's studies. The program includes undergraduate credit courses, seminars, workshops and public lectures, as well as cultural and social evenings, focusing on women's history and accomplishments.

women's studies. The program includes undergraduate credit courses, seminars, workshops and public lectures, as well as cultural and social evenings, focusing on women's history and accomplishments.

The concept of WESI was developed in 1980 by a group of people working at the University of Saskatchewan. Organization of the Institute was to be done by the Department of Educational Foundations. Through the fall and winter of 1980-81, the Department called upon a number of organizations to act in an advisory capacity to develop WESI.

A number of concerns were raised during this time about who WESI was designed to benefit: the academic community and the university, the women's movement, or some other constituency) Questions were raised about the philosophy of the program: was it based on some analysis of women's oppression? Who had the power to make decisions about courses, lecturers, or administrative policy? Because the Department of Educational Foundations had decided to proceed with organizing the 1981 program, there was not time to fully address these questions. The funding agencies: the Department of Educational Foundations, Department of Sociology, Saskatchewan Teachers Federation and the Saskatchewan Department of Education, sponsored the 1981 program with Educational Foundations assuming responsibility. Although other government and quasi-governmental agencies continued to have input, the voluntary sector was not successfully included. The absence of feminist organizations in the development of WESI was and continues to be a serious omission.

In 1982, the WESI program experienced additional setbacks. A lack of initial developmental work in the community and a clear statement of who WESI is for and why it exists have been significant factors. Labor-management problems also erupted this year, resulting in the resignation of the WESI staff. Fifteen workshop leaders and seminar lecturers, who are leaders in the feminist community, withdrew their services in support of the staff resignations. This was done with mixed feelings, for all of them want a good women's program. Since the internal problems of WESI have become more public, four additional lecturers have withdrawn.

For the second year in a row, Educational Foundations moved with swiftness. This spring the concerns, anger and actions of leaders of the women's movement in Saskatchewan were bypassed as new staff and lecturers were hired and WESI 1982 took place.

Now feminist groups are faced with the question: Do they lobby the Department of Educational Foundations and its fenders to make changes or do they initiate an alternate women's studies program and seek funding for that? In an effort to answer this question, a caucus of feminists, including former staff of the institute developed an analysis of the present WESI structure and proposed an alternative.

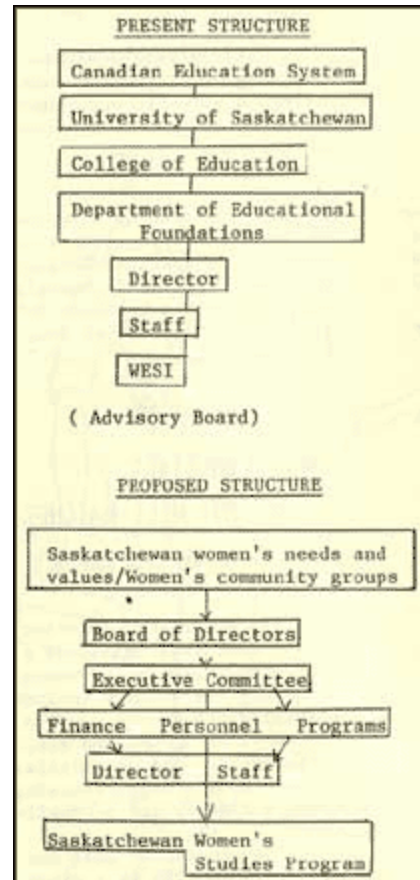
The underlying premise of the alternative structure is that women must control women's education and the program must reflect the needs and values of Saskatchewan women. This promise is reflected in the proposal that a Board of Directors come from the women's

community and that the staff of a Women's Studies Program be accountable to such a Board. This structure would ensure that women's voices are heard when program and policy decisions are made.

The Board of Directors would be empowered to negotiate with educational institutions for administrative services, registration and the provision of facilities, as well as negotiating funding agreements.

The Purpose: to create a community based feminist Women's Studies Program in Saskatchewan.  
Saskatchewan women need an alternative to WESI.

Sue Smee has been active in the women's movement for 10 years and is presently working with women's organizations across Saskatchewan in her position with Secretary of State, responsible for Women's Programs.



**INTRODUCING -**

**EDUCATION: WIFE ASSAULT  
BY BARBARA WAISBERG**

Support Services for Assaulted Women, a non-profit organization based in Toronto, was established four years ago to carry out education on the issue of wife assault. We write, publish, and distribute educational materials, sponsor public education events, provide training and speakers, and work cooperatively with others concerned about the problem.

We have designed a number of educational programs and have created a variety of education materials. Of particular interest in our "Facts Sheet on Wife Assault" containing information on the problem in Canada, with Canadian references and statistics, plus a brochure addressed to battered women, entitled "Wife Assault : The Silent Crime". This short pamphlet offers practical advice, and lists contacts as sources of help. It is available in 9 languages. We also have a Handbook for Health Professionals", several essays and bibliographies; and an annotated catalogue of materials on wife assault produced in Ontario.

We have just received a small developmental grant from the Solicitor General Canada. This grant will be used to develop a proposal for a program to train lay women to counsel and support battered women. With the large numbers of battered women requiring help, we see the need for a variety of services in a variety of settings, and hope to develop a model that can be adapted to, and instituted in, any region of the country. This program could supplement existing programs, or be the first of a range of services in a community.

Once the developmental phase is completed, we will be seeking funds for a pilot program and the production of the training materials. Doreen Lichtenstein and Barbara Waisberg are designing and coordinating the project and will be happy to answer any enquiries and share any information.

If you have any questions or requests, please contact us at:

Education: Wife Assault  
427 Bloor Street west  
Toronto Ontario  
(416) 968-3422

Now that you know of our existence, we want you to know about our new name. From now on, we are going to be called "Education: Wife Assault". This new name reflects more accurately (and more concisely) the work we do.

Barbara Waisberg, employed by Education: Wife Assault, is also a student in the Department of Adult Education at O.I.S.E. She has worked on women's issues for the past 10 years, particularly in regard to violence against women.



## Books in Review

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*The Cinderella Complex: Women's Hidden Fear of Independence*  
by Colette Dowling. New York: Summit Books, 1981. Also  
available in paperback.

by Ann W. Fales, Ph.D.

*The Cinderella Complex* is an all too familiar phenomenon in popular literature dealing with the psychology of women: a personal growth episode turned into a universal truth without adequate scholarship and with enormous personal bias. However, it is also a book which surfaces an inner truth with which most women can, in some way, identify.



The central point of the book is that women are their own worst enemies because they are constantly controlled by their own deep-seated psychological need to be dependent on men. The fallacies of the book are that: a) this is unique to women; b) that it is universal for women; c) that it is a primarily personal problem; and d) that it is a resolvable issue, once and for all.

All human beings are conflicted at times in their lives by the basic human dilemma of dependence/independence. And early learned social values do reinforce the dependent side of this dilemma for women. The "truth" of the issue is not, therefore, in dispute. But Dowling's interpretation of such dependence as resulting in an overwhelmingly negative, self-destructive, unfulfilled, victim psychology almost universally to women is a gross oversimplification and over generalization. Unfortunately, such an interpretation merely reinforces the learned assumptions and perpetuates the condition.

Dowling's interpretation of the hidden dependency needs of women appears to be based on a number of unarticulated assumptions:

1. That consistent competitive achievement (male-defined achievement) is the only valid indication of psychological independence. (There is a "Catch 22" here, because Dowling manages to make even the "successful" woman suffer from overwhelming dependence needs by labelling her achievement as counterdependent).
2. That dependence and independence are dichotomous and independence the desirable state. Dependency is clearly "bad" in this book; although token acknowledgment is given to the "normal" dependency needs of all humans, there is no indication of what is "normal" for a woman or what constructive forms these needs may take. The goal is to rid oneself of dependency needs lest they sneak up on you in some destructive form to become autonomous (defined as the opposite of dependency). There is no discussion of the possibility of healthy trust or interdependence and little consideration of the need to develop different forms, personally and socially, through which women (and men) might resolve the dilemma by accepting and meeting the inevitable human dependency needs, in different ways.
3. That individual, deep psychological needs are solely the responsibility of the individual. That an individual woman can and should be able to overcome her early socialization without requiring any change in the social constraints which reinforce that learning or needing any form of social-psychological support during the process. The corollary of this assumption is that men are, in fact, independent and have overcome such needs, if they ever had them. There is no mention of the strategies adult men have available to support themselves when they feel dependent: the nurture available from women, the predictability of their life course demands, the esteem building structures of work organizations, the security of knowing what the norms and expectations of life are, and the permission to seek support from women, and often from other men. Dowling's interpretation of women's dependency needs is rehashed Freud, based on an idealized image of men and a "by-definition-incomplete" image of women.

4. That it is dependence on *men* which is the source of women's problem and that, if necessary, relationships with men must be sacrificed to achieve personal independence. Men are somehow portrayed as the villains, (even though it was Dowling's husband who "rescued" her from her own slide into escaping responsibility for her own life by insisting on the necessity of her attaining her own economic independence). Men are never presented as potential allies in women's fight to develop their autonomy (in my experience, men are often far more supportive of my autonomy than are other women without rejecting my occasional needs to be dependent).
5. That overcoming one's dependency needs is an *achievement* -- an *outcome* of some process (essentially undecided) which occurs once in the adult woman's life and is forever accomplished. There is no recognition of the developmental timing of the process, nor of its cyclical nature in the lives of most women. It is as if Dowling has fallen victim to the myth that the adult woman "arrives" at age 21 and never again struggles with feeling vulnerable or afraid or confused with the events and demands of living through the phases of her adult life. Dowling makes no acknowledgment of the by now extensive literature which reflects these developmental themes -- a serious omission in light of the similarity of the issue identified here and the assumptions identified by Gould (*Transformation*) and the mid-life reexamination issues prevalent in men's lives identified by Levinson (*Seasons of a Man's Life*), as well as work more clearly focussed on women's developmental experience such as Rubin's *Women of a Certain Age*.

The strength of the book is that it raises the issue of women's dependency needs and describes so many of the non-constructive forms such dependency *may* take in women's lives. Dowling has vividly supported her premise with anecdotal examples of women who experience their own dependency as paralyzing and debilitating. Its major weakness is that it takes the initial premise as a given and provides almost no alternative models or processes for attaining more constructive forms of living with these needs. The final chapter in the book, titled "Spring Free", is primarily a recounting of Dowling's own experience of recognizing and dealing with the "hidden dependency needs". A few additional vignettes are presented and the overall process of "springing free" is characterized as a sudden transformation -- a magical awakening where all the constraints and conflicts fall away and a new person full of the requisite self-love (and achievement motivation) arises full-blown, never again to face the fear of abandonment within. Sounds a bit like a different version of Cinderella, doesn't it?

Such transformations do, of course, occur in women's lives. And, they occur over and over again as we test new dimensions of ourselves against the world and against the inner obstacles of fear and uncertainty and confusion. They occur for men and women, as persons grow and move through the cycles of life, facing new inner and outer life events and demands. There is good evidence that they continue well into old age for women. But they are not magical -- they are a stage in an identifiable cycle of personal learning which is not unique to women and which has been well documented in women's lives and in men's. When a man experiences such mid-life uncertainty and change of values (which

many men do) his sense of helplessness, his looking to family for a sense of security, his choosing to give up a successful business career to be a kindergarten teacher or a potato farmer would be labelled a mid-life transition or a restructuring of the life course. It would not be assumed to be a nearly hopeless struggle against infantile dependency needs which "should" have been overcome much earlier in life.

What Dowling has failed to recognize is that the process of coming to terms with one's dependence needs is a generalized growth process occurring over and over in our lives. This process -- basically one of identity formation and maintenance -- is more likely to occur first in the early twenties in men's lives simply because of socialization. Women's life course development is much more variable than men's; it appears that many women bypass the establishment of their own independent identities temporarily, develop skill in forming intimate relationships first, and then are faced with having to establish their own independent identities in later life periods. While this pattern may help explain some of Dowling's panic-stricken women who are just discovering that they haven't yet worked through their dependency needs, it also provides a basis for suggesting that it need *not* be normative to expect oneself to have resolved this issue. In fact, it appears that women also experience many more role shifts in adult life and thus must go through the reestablishment of identity several times. Far from being a negative characteristic, this factor may contribute to good mental health in old age and to enhanced ability to cope with stress. The reformulation of our identities is always a painful, but not necessarily a destructive, process.

One last word -- the title of the book; *The Cinderella Complex*, might easily be taken as symbolic of Dowling's personal projection onto the Cinderella myth rather than of the symptomatology of the women it purports to represent. In the story of Cinderella, Cinderella wants to go to the ball, so she takes a risk and, with the help of a wise, good woman, manages to get what she wants, overcoming the oppression of her misguided step-sisters and step-mother. She is not paralysed and waiting for the prince; when he comes around to the house she steps forward and allows him to recognize her. And for all we know, she may become a powerful queen in her own right. I recommend Dowling's version to you only on the condition that you read it with critical faculties intact. It is useful for what it does say about how we can and do misuse our own needs to be dependent; it is potentially oppressive in the ways in which it interprets those needs and in the lack of constructive alternatives it presents.



Ann Fales is an Assistant Professor of Education in the Department of Adult Education at O.I.S.E. She is very interested in women's growth and development and teaches in the areas of adult development and aging. As well Ann does counselling for individuals, couples and families.

## THERESE CASGRAIN AWARD

The Therese Casgrain Award will be given annually to a Canadian man or woman "whose avante garde spirit, social commitment and persistent endeavors have contributed significantly to the advancement of a social cause and the well-being of their fellow citizens".

Monique Begin, Minister of Health and Welfare, Canada announced the establishment of the award to honor the memory of Madame Casgrain. To be eligible for the award. A candidate must be a Canadian citizen involved in social action at the national level, one who has recognized a previously unnoticed problem or social need and had a strong influence in making others aware of it. The first award will be presented in the spring For further information:

Therese Casgrain Award  
Public Affairs Directorate  
Health & Welfare Canada  
Ottawa, Ontario  
K1A 0K9  
(613) 995-8452

## Resources

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### Publications

*Transition House - How to Establish a Refuge for Battered Women*  
by Flora MacLeod, United Way of the Lower Mainland, Vancouver.

This book gives very practical information about: Discovering the Need, House Objectives, Steps in Establishing a House, Public Education and Publicity, Administration and Management, Record Keeping, Operating Resource and Referral Network, Trends and Long Term Considerations. It is available from the National Clearing House on Family Violence, 924 Brooke Claxton Bldg. Tunney's Pasture, Ottawa, Ontario, K1A 1B5.

*Still Ain't Satisfied: Canadian Feminism Today* (Maureen Fitzgerald, et. al., editors) is a "one of a kind collection which addresses the major issues of concern to Canadian women". This book examines "issues such as pornography, family violence, abortion, sexuality, and women in the work force." The authors speculate "on the possibilities for the future as they discuss non- traditional jobs for women, day care, rape, and the special

concerns of immigrants lesbians, Québécoise, and native women. The influence of the women's movement on education and the rise of lobbying groups are examined as they pertain to social attitudes and the law". Available from the Women's Press, 16 Baldwin St. Toronto, Ontario M5T 1L2. The cost is \$9.95 plus postage.

*The Development Guide: A Feminist Critique of Development* will be an excellent resource for those involved in community development and popular education for women. For information about the guide, write to ISIS, 1211 Geneva 2, Switzerland.

*Passage to the Great Adventure: A Traveler's Handbook for Counsellors and Educators of Women.* The purpose of this witty, fun manual is to help counsellors/educators of women expand their personal consciousness of the; counselor-human being while providing exercises, questions, homework, journal assignments, and discussions of importance to the client human being. It is a fast-paced journey into the Great Adventure of feminist health. Section headings include the effect of conventional counselling methods on women, facilitating vs. counseling, women's history/biography, thinking well, and group involvement. The manual is produced by the Women's Workshop P.O. Box 7083, Station 'E', London Ontario, N5Y 4J9.

*Canadian Governmental Report on aging.* This report indicates that: "The results of the 1981 census, just leased by Statistics Canada, show "rapid population-aging". If present trends continue, Statistics Canada predicts" that by 2031 there could be one pensioner for every two workers, down from the current ratio of about one-to-five. Women make up the majority of the aged, and within ten years women over 80 years will outnumber men over 80 years by two to one. These trends will have powerful repercussions on Canada's economy and social fabric". The report is available from Public Affairs Directorate, Health and Welfare Canada, Tunney's Pasture, Ottawa, Ontario K1A 0K9

Fitness Canada has just published a booklet entitled *Fitness and Pregnancy* to aid women who want to maintain their physical fitness throughout pregnancy. Copies are available free of charge from " Fitness Canada, 365 Laurier Avenue West, Ottawa, Ontario K1A 0X6.

*The Canadian Association of Elizabeth Fry Societies' National Survey Concerning Female Inmates in Provincial and Territorial Institutions.* This report is based on questionnaires completed by provincial and territorial governments regarding national analysis of age, marital status, employment, length of sentence, offence and Native/non-Native comparisons. The report costs \$4.00 and can be obtained from the CAEFS, #302, 151 Slater St. Ottawa, Ontario K1P 5H3.

The Canadian Secretary of State has recently published a number of reports on Human Rights in Canada. Their titles include: *The International Convention to Eliminate all forms of Discrimination Against Women; International Covenant on Economic, Social and Cultural Rights; International Convention of the Elimination of All Forms of Racial Discrimination; and , Human Rights: A Compilation of International Instruments.* Copies of these reports can be obtained free of charge from Mr. Andre Lefort, Human Rights

Directorate, Room 11H11, Secretary of State, Ottawa, K1A 0M5

*Fair Ball; Toward Sex Equality in Canadian Sport* by M. Ann Hall and Dorothy Richardson. This book examines Canadian women's participation in sport and the problems of discrimination associated with it. Copies are available from the Canadian Advisory Council on the Status of Women, 66 Slater Street, 18th Floor, Box 1541, Station 'B' Ottawa, Ontario K1P 5R5.

*"Technology should be molded to individuals, not individuals to technology". Dr. Diana Carl Mount Saint Vincent University*

## MEDIA

*MAKE IT HAPPEN - a film about alternatives to the usual rewards directed towards girls and women*, is an informative new film available from Mobius International, 175 King St. E., Toronto, M5A 1J4 (416) 862-0255. This film is cosponsored by The Toronto Board of Education and the Women's Bureau, Ontario Ministry of Labour, produced by Vision Associates, directed by Donna Price with music by Nancy White and was written by Fiona McHugh. *Contact Mobius, for a free preview-to-purchase screening. The film is about recognizing and breaking out of the stereotyped reward patterns experienced by girls and women.*

*Weaving our Lives* is a slide-tape program about a women's weaving cooperative in Botswana in Southern Africa. Through 26 colorful tapestries in this slide-tape the women describe their history, their work, their traditions, and the effects of men leaving to work in South African mines. Each tapestry is described by its weaver(s) to produce an authentic and uncommon perspective -- Africa as seen by African women. These tapestries and commentaries capture some of their joys and hardships, their concerns and their strength. As excellent resource for development educators or women interested in cooperatives. Available from the Participatory Research Group, 29 Prince Arthur Avenue, Toronto, Ontario M5R 1B2. Royalties through purchase or rental are paid to the weavers cooperative (Lentswe la Oodi Weavers Ltd.)

*L'Acadie D'Edith Butler: Chansons et Reflexions* by Rebecca Ullmann, et. al. The history and present day life of the Acadians form the basis of this French language teaching/learning module. Through traditional and modern songs and conversation, Acadian chansonnière Edith Butler recalls the heritage of her people. Topics include the differing perspectives held about Acadia by anglophones and francophone and Acadia's relations with other francophone communities. Ms. Butler also discusses Acadian separatism and the place of music in conserving culture. For more information, write Press Promotions Offices, Ontario Institute for Studies in Education Press, 252 Bloor St. West, Toronto, M5S 1V6

The following documentary video tapes were presented by the Women's Media Alliance

in Toronto recently: *One Hundred Aboriginal Women* documents the occupation by Native women of the Department of Indian Affairs Building in Vancouver in 1981. (60 minutes).

*This Line is Not in Service* (39 minutes) is about the B.C. Telecommunications Workers' strike in 1981. *Great Expectations* (20 minutes) is a video tape about battered women.

*Holly Near: Song writer, Feminist and Political Activist* (20 minutes). Each of these video tapes was produced by Amelia Productions, Vancouver.

*Union Rights Equals Women's Rights* (30 minutes) is about the Canadian Union of Postal Workers Strike. *Chaperons Rouges* (45 minutes) or "Little Red Riding Hood" is used as a metaphor for sexual aggression This tape is in French with English subtitles.

*Femmes de Rêve* ( 10 minutes) is a look at how media advertisements reinforce myths about women.

*La Perle Rare* (30 minutes) is a video tape about secretaries, in French.

Each of these tapes was produced by Amelia productions and Le Group d' Intervention Video in Montreal.



*Rising up Strong* is a two part documentary. Part I, *at Work and at Home*, (30 minutes) looks at current issues in the women's movement. Part 2, *Control of our Bodies*, discusses issues of sexual assault, reproduction, and lesbianism. Produced by the Development Education Centre, *Nellie*, (42 minutes) is a documentary about the Toronto Women's hostel. Produced by Art Metropole. For information about the distribution of these video tapes, contact their I producers: Amelia Productions, #205, 1455 Napier Street, Vancouver, B.C.; Le Group d' Intervention Video, 1308 Gilford Street, Montreal; Development Education Centre Bloor Street West, Toronto; Art Metropole, 217 Richmond Street West, 2nd Floor, Toronto, Ont

*Vancouver Women in Focus Society* has films and videotapes relating to women's issues, women relating to women, and violence against women: women's suffrage movement in Canada, mothers and daughters, sexual harassment, pornography, and many more topics. For information on rentals or sales contact: Vancouver Women in Focus, 204-456 West Broadway, Vancouver, B. C. V5Y 1R3

*Epic (Equal Pay Information Committee)* - The kit contains 200 pages of information brought together by many sources on the equal pay issue. Available from: EPIC, Box 4237, Vancouver, B. C. \$12.50 single copy, \$10.00/copy (10 or more), \$15.00 each mailed copy.

## **Announcements**

Mount St. Vincent University, Canada's only women's university recently launched a \$1 million fund raising campaign. Every women in Canada is asked to send \$1.00 to its Development Office to support scholarships and bursaries for women and to fund research into women's issues. Contact the Development Office, Mount Saint Vincent University, 166 Bedford Highway, Halifax, N. S. B3M 2J6

Athabasca University, an open distance university which serves students across the country, is exploring the feasibility of establishing a Women's Studies program. The program would consist of a number of courses which might cover topics such as women's history, women and the law, women in administration, women and work, and contemporary issues for women. These courses could be taken for general interest or as part of a degree program and would be delivered primarily through home-study courses although additional support would be available through telephone tutorials, instructor-delivered seminars and teleconferencing. For more information or to express support and get on their mailing list, write to R. Coulter, Assistant to the Vice-President of Learning Services, Athabasca University, 15015 - 123 Avenue, Edmonton, Alberta T5V 1J7 or phone (403) 452-9990, local 2436.

*The Commission of Inquiry into Part-Time Work* is asking for submissions in order to examine the overall conditions of part-time workers and in particular women workers. They are especially interested in hearing from people involved in alternative job sharing, that is, two people sharing the same job. Views from the following interested parties would be appreciated:



## UPDATE ON THE NATIONAL TRAINING ACT

CEIC has an information package entitled The New National Training Act.

It contains a copy of the Act, a publication describing the Act and a Source Guide. The Source Guide lists and describes the DESIGNATED OCCUPATIONS to which training funds will be directed and a list of institutions across Canada which offer training.

The information package can be ordered (free) by writing:

SKILLS CANADA  
Ottawa, Ontario  
K1A 0J9  
Tel: (809) 994-6313

- part time workers
- employers
- unions
- women's groups
- professional groups
- senior citizens
- student groups
- handicapped groups
- employment agencies
- governments

Write to: Chairperson  
Joan Wallace, Ste. 412,  
1755 West Broadway,  
Vancouver, B. C. V6J 4S5.  
Public hearings, are being held in 7 major centres.



## Upcoming & Current

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### ONTARIO

Ryerson Polytechnical Institute is offering a new program for women called *Contemporary Careers: Options & Opportunities*. The program consists of six components, including computer literacy, building mathematics strength, information on the current job market and problem solving. The six month program is flexible to meet time requirements of participants. The program begins January 15th. The fee is \$190.00. For more information write: Women's Programs, Ryerson Poly technical Institute, the



Continuing Education Division, 50 Gould Street, Toronto, Ontario M5B 1E8 or call (416) 595-5422.

The University of Toronto, with the Ontario Federation of Labour is sponsoring an exhibit *Working People, a Century of Canadian Labor* from November through to December 30, 1982 at the main display area of Robarts Library, 130 St. George St.

It contains posters, banners, books, photographs and artifacts depicting the history of labour and issues of concern to organized labor.

The University Lunch & Learn Club is sponsoring a series of lectures called: *Innovations in Industrial Relations in Canada*, offered in cooperation with the Centre for Industrial Relations. Chairman: Professor Noah Melts, Centre for Industrial Relations. The lectures will take place from December 3rd to January 28th.

Of particular interest to women is a talk by Lorna Marsden, Professor of Sociology at the University of Toronto, who will speak on *Working Women and the Equal Pay Issue* on January 7th, 1983. For further information contact the School of Continuing Studies, 158 St. George St. Toronto, Ontario M5S 2V8 or call (416) 978-2400

The Task Force on Older Women sponsored by the New Democratic Party and the NDP Participation of Women Committee, is meeting in Hamilton, at the YWCA, 75 Mac Nab South, Dec. 3rd and 4th.

Public hearings will be held from 1:00 to 4:30 p.m., Friday, Dec. 3, at which time organizations or individuals concerned with services to women in their middle and later years and related problems, are invited to present briefs. Workshops will follow the conclusion of the hearings, on Saturday, to deal in a less formal way with the experiences, ideas, and concerns about aging. Open to all. Child care will be provided if numbers warrant.

## **BRITISH COLUMBIA**

*Women and Words/Les femmes et les mots* is a country-wide conference to be held in Vancouver in July, 1983. It will be a meeting of women working with the written word in both traditional and alternative frameworks including writers, editors, publishers, critics, printers, typesetters, academics, playwrights, librarians, distributors, booksellers, translators, educational and cultural organizers.

The conference will provide a forum for women to celebrate our strengths, discuss our differences and exchange our skills and knowledge. The organizers hope that it will provide an opportunity for cross-cultural exchange among women from Quebec as well as native and ethnic women from each of the provinces and territories.

The organizers invite suggestions for papers, panel discussions, workshops and interviews relevant to our themes: feminism (the context); power and alternative structures; doing it! (developing work strategies); traditions and new directions. Deadline for submissions is January 1st, 1983. For guide- lines write to:

*Women and Words/Les femmes et les mots Anthology Committee, Box 65563, Station F, Vancouver, V5N 4B0*

Become a member of the West Coast Women and Words Society and receive updated information about the conference. Individual memberships: \$5.00, supporting: \$10.00, sustaining: \$25.00.

*West Coast Women and Words Society* now has an office which is located at 1200 Hornby, Vancouver, V6Z 2E2. Telephone (604) 684-2454/ 2455. They're happy to report that their membership is currently 150 after four months time.

The National Association of Women & the Law are holding their 5th Biennial National Conference: *Women In the Workforce: Affirmative Action and Parental Benefits*, on February 23 to 26th, 1983 at the Empress Hotel, Victoria, B. C.

To insure that you receive program and registration materials, phone or write:

*Women in the Workforce, University Extension Conference Office, University of Victoria, P.O. Box, 1700, Victoria, B. C. V8W 2Y2 (604) 721-8475.*



## **ALBERTA**

*The Dinner Party*, created by artist Judy Chicago and produced in collaboration with 400 workers, will be on display in Calgary for 12 weeks from December 3rd, 1983 to January 27th, 1983 at the Glenbow Museum.

Tickets are limited and should be purchased early. They are available at Alberta BASS ticket outlets and at the Glenbow Museum. from 10 a.m. to 6 p.m. and until 8 p.m. on Wednesdays. Call: 264-8300 ext. 279 for more information.



The University of Alberta in Edmonton is sponsoring a workshop entitled: *It's Your Nerves, Women's Use of Alcohol and Minor Tranquilizers*, on February 22 & 23rd. The fee is \$50 per person. For further information contact: The Faculty of Extension, University of Alberta, 82 Avenue and 112th St. Edmonton, Alta. T6G 2G4.

# Connections

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## CONNECTIONS - SKILLS BANK

Since September, we have been very active. The first meeting of the Skills Bank Committee, held in October, was very positive and productive.

We discussed a variety of items pertinent to the future operations of this learning exchange and made policy decisions related to the growth and expansion of the Skills Bank.

The statistics which I have compiled for the six month period, April to October 1982, indicate that we received 72 requests in the national office alone. (This figure would have been much higher if it had included the requests handled by the provincial representatives). These requests were varied in nature and came from members with different backgrounds. The majority of the requests were made by members who are involved in some form of post-secondary education. Many are coordinators of women's programs. Although we received requests for 30 different skills, several skills were requested at least three or more times. Most in demand were inquiries for resources on how to set up a skills bank and resources centre, lobbying, women and aging, women's educational programs and training packages.

It is interesting to note that we had several international requests, including a request for child care models appropriate for the Caribbean, models and resources for establishing a program for sole-support mothers in Israel, help on how to set up parallel organizations to CCLOW in other countries, and a request from the Staff Training Department at UNESCO.

Our Resource Centre is growing in size and use. At their recent meeting, the Skills Bank Committee set the following guidelines for use of the Resource Materials:

1. *Materials are available to be borrowed by any CCLOW member.*
2. *When requested, the national office will photocopy and mail materials to members at cost - 5¢ per page plus postage. No charge to you if the total is less than \$1.00.*
3. *Audio-tapes and video-tapes are now available for borrowing. A deposit will be required and we are investigating the possibility of making them available for sale. Watch for more information on these materials in the next issue.*

## Announcement

The Saskatoon Women's Calendar Collective is sad to announce there will be no 1983 edition of their calendar Herstory. Production on the 1983 edition was stopped without notice by the publisher. The collective was not informed in time to find a new one. However, they are negotiating with other publishers now.



## IN THE CHIPS

The report of the Labor Canada Task Force on Micro-Electronics and Employment has just been released. This task force was chaired by Dr. Margaret Fulton - a CLOW member. It provides an excellent analysis of the issues. The report focuses strongly on the impact of new technology on women workers and acknowledges the disproportionate impact on women. It does not attempt to resolve some of the major questions: will more jobs disappear than will be created by micro technology? Are VDT's hazardous to health in spite of assurances by the scientific, community? To what extent does the workplace need restructuring to accommodate both the new technology and the needs of workers? What roles do the education and training systems need to play in the preparation of the present and future workplace to understand and utilize technology for benefit?

Although these questions are not answered, the report analyzes various sides of the questions and makes recommendations for action which will assist the public and policy makers to answer them in time. It further recommends solid interim measures to protect workers and assist industry during the transition to a more highly technological workplace.

The report is "upbeat" and readable. It is to be hoped that its recommendations are heeded and acted upon by the politicians, government departments, educators, industrial leaders, and others to whom they are directed.

*In the Chips: Opportunities,  
People & Partnerships* can be  
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