



WOMEN'S EDUCATION
DES FEMMES



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WOMEN'S EDUCATION DES FEMMES

Editorial Committee/Comité éditorial: Susan McCrae Vander Voet, Greta Hofmann Nemiroff, Elizabeth Wood. Managing editor this issue/Réactrice en chef de ce numéro: Elizabeth Wood. Translation/traduction: Sophie Arthaud. Resources/Ressources: Elizabeth Wood. Layout/Mise en page: Elizabeth Wood, Yvonne Coldridge. Cover/Couverture & Design/Maquette: Nancy Meyer.

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President's Message

The time is right

One hundred years ago, as Margaret Gillett points out in her description of the entry of women into McGill University, the time was right.

In 1984, the time is also right. Not since the fights for suffrage have the concerns of women been such important factors in an election. As I write this, in July, the election is still six weeks away, but just today, the Prime Minister agreed to the National Action Committee's request for a debate on women's issues with the two other leaders. The women of Canada have shown as we did during the Constitution debate, that we will not permit government to ignore or belittle us.

As you read this, the CLOW conference, EDUCATING FOR CHANGE: WOMEN IN THE NEXT DECADE, is being held. The conference is intended to celebrate the intellect, resourcefulness, creativity, energy, eloquence, foresight, strength, and joy of women. It will be up to us to use those capabilities to ensure that the gains we have made will continue.

As WOMEN'S EDUCATION DES FEMMES starts its third year of publication; we join' the women of McGill University and the University of Toronto in celebrating an important milestone so that we may remember the struggle of those few women who, 100 years ago, were permitted access to an elite educational system.

We have come a long way in 100 years, but not far enough, as Paula De Coito's article on adult basic education demonstrates. Projects such as Claudie Solar describes are part of the process of helping all women to gain access to the learning they need to improve their economic situations and to join us in helping the decision makers in the public and private sectors understand that women will accept no less than equality. The time is right!

Sincerely,

Liaison

Message de la Présidente

Le temps est venu

Il y a cent ans, le moment était venu pour les femmes de lutter et d'obtenir le droit d'entrer à l'université. Margaret Gillet retrace avec verve l'histoire de cette lutte dans son article aux pages suivantes.

En 1984, une fois de plus, le moment est venu. Jamais depuis l'époque des suffragettes la question féminine n'a eu un rôle aussi important à jouer dans les élections. A l'époque où je vous écris, six semaines nous séparent encore des élections. Et aujourd'hui-même, Premier Ministre a accepté de participer à un débat avec les deux autres chefs de parti, à la requête du Comité canadien d'action sur le statut de la femme. Comme à l'occasion des débats constitutionnels, les femmes ont montré qu'elles n'accepteront pas d'être ignorées ou rabaisées par le gouvernement.

Alors que vous lisez mes mots, le congrès national du CCPEF "ÉDUIQUER POUR CHANGER: LA CONDITION FÉMININE AU COURS DES DIX PROCHAINES ANNÉES" se déroule à Toronto. Son but est de célébrer les qualités intellectuelles, les ressources, la créativité, l'énergie, l'éloquence, la perception, la force et la joie qu'ont les femmes. Nous devons avoir la volonté de faire appel à toutes ces qualités, afin de poursuivre les progrès réalisés jusqu'alors.

WOMEN'S EDUCATION DES FEMMES, dont la troisième année de parution vient de commencer, se joint à toutes les femmes de l'université McGill et à toutes les femmes de l'université de Toronto pour célébrer l'anniversaire d'un événement historique: il y a cent ans, parce qu'elles avaient lutté, des femmes étaient admises pour la première fois dans des établissements d'enseignement supérieur.

En cent ans, nous avons fait bien du chemin. Mais comme le montre l'article de Paula De Coito sur l'éducation de base des adultes, les progrès restent insuffisants. Les projets comme celui dont nous parle Claudie Solar illustrent comment donner à toutes les femmes la possibilité d'apprendre d'améliorer leur situation économique, et de se joindre à nous pour faire comprendre aux responsables des secteurs privé et public que les femmes veulent réellement l'égalité. Et qu'elles ne seront pas satisfaites tant qu'elles ne l'auront pas! Le temps est venu

Mes sincères salutations,

Liaison Avellan





Canadian Congress for Learning Opportunities for Women

Editorial / l'éditorial



congrès canadien pour la promotion des études chez la femme

ÉLECTION 1984 CONNAÎTRE SA FORCE RENFORCER SES CONNAISSANCES

Reconnaissance formelle des femmes par le gouvernement

Salaire égal pour travail égal

Égalité des lois sur le mariage et sur le divorce

Égalité des droits parentaux entre le père et la mère

Hausse de l'âge de consentement pour protéger la personne tout autant que la propriété d'une jeune fille

Promotion de la femme dans l'emploi

Égalité des droits d'exploitation rurale

Amendement des lois sur l'immigration pour donner aux femmes des Îles Britanniques le droit de s'installer au Canada dans les mêmes conditions que les hommes

Partage des responsabilités financières parentales entre le père et la mère, proportionnellement aux revenus de chacun

Garantie accordée par la communauté à chaque enfant que, de sa naissance jusqu'à l'âge adulte, il aura les conditions de vie, les soins médicaux, et l'éducation générale et spéciale dont il a besoin pour devenir un bon citoyen

Création d'un système coopératif des tâches ménagères, afin de remplacer le système actuel, qui est injuste pour les femmes et qui entraîne une perte considérable de richesse nationale. Ce système coopératif comprendrait: un service de buanderie, une infirmerie et un hôpital d'isolement, une crèche, une maternelle, un gymnase, une salle de lecture ouverts à toutes familles de la coopérative

Le Parti des femmes est convaincu que tout Canadien et toute Canadienne doit avoir un sens du devoir national, ainsi qu'un sens des droits politiques et économiques de chaque citoyen

Questions concernant spécialement les femmes

Parti des femmes, Toronto 1918

À lire ce texte, on pourrait croire que les choses n'ont guère changé depuis 1918. Mais beaucoup de changement sont survenus en fait. Et la question féminine a le soutien de plus en plus de Canadiens et de Canadiennes. Aujourd'hui, les femmes ont réellement une force politique. "Les élections peuvent nous offrir l'occasion de manifester notre pouvoir, de prendre des responsabilités et d'exercer notre conscience politique. Et elles représentent à plus long terme un enjeu encore plus important: nous pourrions mettre à

profit tous ces atouts pour imaginer et préparer une autre forme de gouvernement - un gouvernement qui reconnaîtrait et valoriserait notre expérience de femmes".

Le Comité canadien d'action sur le statut de la femme a publié ce mois-ci un excellent numéro Spécial-Elections de "La revue Statut de la femme". Présenté sous forme de dossier électoral pour les femmes, "Le vote des femmes en 1984: Pourquoi intervenir? Comment?" définit clairement les grandes questions en jeu et présente des moyens imaginatifs mais réalistes d'intégrer ces questions au processus électoral. Demandez un exemplaire de ce dossier; faites-le lire à vos amies. Le vote des femmes peut faire toute la différence !

Ecrivez à CCA, La revue Statut de la femme, 40 St. Clair Avenue East, Toronto M4T 1M9, ou téléphonez au (416) 922-3246

[Le texte "Questions concernant spécialement les femmes" et les passages entre guillemets sont cités avec la permission du CCA, numéro "Spécial-Elections" de La revue Statut de la femme.]



Canadian Congress for Learning Opportunities for Women

Editorial / l'éditorial



congrès canadien pour la promotion des études chez la femme

Absolute recognition of women by the government.

Equal pay for equal work.

Equal marriage laws including conditions of divorce.

Equal parental rights between mother and father.

Raising the age of consent so that a girl's person is as fully protected as her property.

Equal opportunity of employment.

Equal homesteading rights.

Amended immigration laws allowing women from the British Isles to settle in Canada on equal terms with men.

Parents to share financial support of children according to ability to pay.

Every child to be guaranteed by the community from birth until it becomes fully grown and self-supporting, the material conditions of life, the medical supervision and treatment, and the general education followed by specialized education, necessary to render the child a worthy citizen.

Creation of a cooperative housekeeping system to replace the present noncooperative system of housing, which involves injustice to the housewife and an incalculable waste of national wealth, which would provide: laundry service, infirmary and isolation hospital and creche, nursery school gymnasium and reading room for the use of families in each cooperative dwelling.

The Women's Party is of the opinion that, in the mind of every Canadian man and

woman, a sense of national duty and responsibility must go together with the sense of individual political and economic rights. Special Women's Questions, Women's Party, Toronto, 1918.

From the above, it might appear that there has not been a great deal of change since 1918. However, many changes have taken place. And the broad base of support for women concerns has been building and growing. Our time as a political force has indeed come. "Elections can offer us, as women, an opportunity to exercise power, responsibility, and consciousness to define, organize, and implement a new kind of government - one which recognizes, values, and makes visible our female experience." The National Action Committee on the Status of Women has prepared a wonderful Federal Elections Issue of the Status of Women News, "Women's Vote 1984: How and Why to get involved." This excellent issue has been designed as an Election Kit for all women.

It clearly defines all issues and presents realistic and imaginative ways by which we can ensure that these issues be a part of the election process. We urge you to obtain a copy of the Kit and share it with your friends. We are the gender gap and our votes can make a difference!

Write to NAC Status of Women News at 40 St. Clair Avenue East, Toronto M4T 1M9 or call (416) 922-3246.

["Special Women's Questions" and all sections in quotes are reprinted with permission from the NAC Status of Women News Federal Elections Issue. Translation by CLOW.]

CCLOW'S NATIONAL CONFERENCE
EDUCATING FOR CHANGE:
WOMEN IN THE NEXT DECADE

A DIFFERENT SORT OF CONFERENCE

Why do people come to Conferences? For many reasons, some of which might appear to be secondary, but are both valid and worthy of recognition. There is a need to see what's happening in one's field of interest. Then, there is the desire to have formal and informal exchange with other people in the same or related fields. Sometimes it is for a change of pace or place. These changes make us better workers or colleagues. They feed our energy and save us from burnout. A new town or place can do that for us too - shopping, browsing, seeing museums, and making new friends. While all the above are legitimate needs, most conferences are designed on the male business model which officially only recognizes the first two.

Feminist education is characterized by its search for new forms and its validation of informal and often unquantifiable learning. This conference, Educating Women for Change, has been designed to meet the participants' intellectual and afflictive needs. We are carrying things a step further though. We want to reflect in our conference plan, in the structure of this particular learning situation, the feminist attention to holistic education. It is feminist thought which has most consistently tried to break down the artificial barriers between private and public, body and soul, mind and matter. While non-traditional learning is not restricted to women, it is the major force in feminist education. In this conference we emphasize that each participant is a teacher as well as a learner. For these reasons, we have afflictive groups called "focus groups", countless opportunities for physical exercise, a vast variation of styles of presentation, an orientation towards creativity, and the services of women who have lived and examined alternatives to those male educational structures which often hinder rather than facilitate our learning.

Because this conference is a new design, we are watchful for reaction of our participants. We wish to document the conference model for conference use. We welcome critiques, suggestions, emotional complaints, outrageous Flattery... the works. We need reaction so that we can improve the model. We think we are onto a good thing.

Eleanor M. Christopherson
Conference Coordinator

Greta Nemiroff
Conference Committee

UN CONGRÈS DIFFÉRENT DES AUTRES!
CONGRÈS NATIONAL DU CCPEF

ÉDUIQUER POUR CHANGER:
LA CONDITION FÉMININE AU COURS DES DIX PROCHAINES
ANNÉES

Pourquoi assister à un congrès? Les raisons sont multiples; certaines peuvent paraître secondaires, mais en réalité toutes sont valables et acceptables. Bien sûr, si nous allons à un congrès, c'est tout d'abord pour découvrir ce qui se passe dans notre domaine de travail ou d'activité; communiquer, sur un plan professionnel et personnel, avec ceux et celles qui s'intéressent au même domaines ou à des domaines connexes. Mais parfois, c'est aussi pour changer de routine quotidienne, pour se changer les idées. Ces changements sont importants car ils nous redonnent de l'énergie quand nous frisons l'épuisement: nous revenons avec une meilleure attitude envers notre travail et nos collègues. Être dans une autre ville, un autre lieu - magasiner, flâner en regardant les magasins, visiter un musée, se faire des ami(e)s: voilà qui remonte le moral à coup sûr. Toutes les raisons énumérées ici sont bien sûr légitimes; mais la plupart des congrès sont conçus sur le mode masculin traditionnel d'organisation, qui ne tient compte que des deux premières - c'est-à-dire des raisons purement professionnelles.

L'éducation féministe a deux grandes caractéristiques: elle est à la recherche de formes nouvelles d'apprentissage et elle accepte des schémas peu conformistes où les résultats ne sont pas toujours aisément quantifiables. Le but de notre congrès "Éduquer pour changer" est non seulement de satisfaire les attentes intellectuelles des participantes, mais aussi de répondre à leurs besoins de créer des liens. Ce n'est pas tout. Nous voulons que le programme de notre congrès, sa structure, traduisent l'approche holistique que les femmes privilégient en matière d'éducation. Ce sont les femmes qui essaient continuellement d'éliminer les barrières artificielles entre le public et le privé, entre le corps et l'esprit, entre le concret et l'abstrait. Certes, l'apprentissage non-traditionnel n'est pas l'apanage des femmes, mais il fait la force de l'éducation féministe. Notre congrès a un point de départ capital: chaque participante est à la fois enseignante et apprenante. C'est pourquoi nous avons créé des "groupes de convergence", prévu de multiples activités physiques, opté pour une grande variété de style dans la présentation des exposés et des ateliers, donné une place importante à la créativité, et invité des femmes qui ont étudié et vécu des situations éducationnelles non calquées sur les modèles masculins (qui freinent souvent l'apprentissage au lieu de le faciliter).

Le modèle organisationnel de notre congrès est nouveau. Et nous aimerions que les congressistes nous disent leurs réactions. Les critiques, les suggestions... et les compliments sont les bienvenus. Vos commentaires nous sont essentiels pour améliorer ce modèle. Nous sommes convaincues d'être sur la bonne voie.

Eleanor M. Christopherson
Coordinatrice du congrès

Greta Nemiroff
Comité du congrès



NATIONAL FEATURES

Article de fond

Éducation de base des femmes pour l'avenir: enseigner la science pour nous sauver du péril de la science

Paula De Coito

Paula De coito nous donne tout d'abord quelques statistiques: 23,7% des Canadiens de 15 ans et plus ont un niveau de scolarité inférieur à la neuvième année d'études. Chez les femmes, le taux d'analphabétisme fonctionnel est de 24,1% (23,3% chez les hommes). En 1980, le revenu annuel moyen des femmes actives ayant un niveau de scolarité inférieur à la neuvième était de 7 022 \$. Ce chiffre ne représentait que 49,5% du revenu annuel moyen des hommes ayant le même niveau de scolarité. Toujours en 1980, le revenu annuel moyen des femmes faisant partie de la population active était de 8 863 \$ alors que celui des hommes était de 16 988 \$.

On le voit, les femmes qui sont analphabètes fonctionnels gagnent mal leur vie. Mais ce n'est pas leur seul problème. En effet, l'évolution de la demande sur le marché du travail mène progressivement à la disparition des emplois traditionnellement occupés par elles. Les emplois d'avenir sont avant tout dans les secteurs techniques, bastions farouchement gardés par les hommes. Pour trouver du travail dans ces secteurs, il faut une connaissance élémentaire des mathématiques, de la physique, de la science. Or pour acquérir ces connaissances, il faut savoir lire et écrire...

L'éducation des femmes doit être avoir pour but de donner aux femmes un emploi un avenir. Des programmes de transition sont nécessaires non seulement pour alphabétiser les femmes analphabètes, mais aussi pour leur inculquer les connaissances techniques et scientifiques fondamentales dont elles ont besoin pour accéder aux emplois non traditionnels. Sinon ces femmes seront condamnées à la pauvreté, à une vie passive au sein de la société. Or, ceci va à l'encontre des objectifs de notre société libérale et démocratique

Paula de Goito est chercheuse au CCPEF, dans le domaine de l'éducation de base des adultes. Elle termine actuellement son doctorat à l'Institut d'études pédagogiques de l'Ontario.

Women's Basic Education for the Future: Science training to save us from science

by Paula De Coito

Of the Canadian population of age 15 and over, 23.7 percent have less than a grade nine level of education (Statistics Canada 1981). Within the female adult population the rate of functional illiteracy is 24.1 percent compared to 23.3 percent within the male adult population. With respect to age, 87 percent of women with less than grade nine are over 34 years old. Yet, only 1.4 percent of these under-educated women attend school full time and only .63 percent attend part-time programs.¹

It is a problem that 24.1 percent of women are functionally illiterate and only 2.3 percent of these women participate in educational programs through which they can upgrade their low level of education. It is a problem because these women do need to upgrade their education to participate independently in the day-to-day activities of society and to obtain better employment wages. Most important at this time, under-educated women need to obtain some basic skills in science through which they can successfully participate in training programs for non-traditional occupations.

Income Needs of Functionally Illiterate Women

In the labour force, there are 509,995 women with less than grade nine educations. These women comprise 26.9 percent of the female adult population with less than grade nine; and 10.4 percent of the total female labour force (Statistics Canada 1981). In comparison, 62.3 percent of the male adult functionally illiterate populations are in the labour force; and constitute 15.2 percent of the total male labour force.²

Under-educated women who want to work and many of whom must work in order to support themselves are faced with a labour market situation in which the jobs that require low levels of educational attainment on the part of workers, pay very low wages. The average employment income of women with less than grade nine, who worked in 1980, was \$7,022. This is only 49.5 percent of the average employment income of males in 1980 with the same level of education (\$14,179) (Statistics Canada 1981) the average employment income of all the women who worked in 1980 was \$8,863 compared to \$16,988 for males.³

The fact that only 2.3 percent of women with less than grade nine attend educational programs to upgrade their low level of education, is an indicator of the very likely probability that poverty within this group will continue.

People in a culture of poverty produce little wealth and receive little in return. Chronic unemployment and under-employment, low wages, lack of property, lack of savings, absence of food reserves in the home, and chronic shortage of cash, imprison the family and the individual in a vicious circle.⁴

It is important to note that this author does not hold the view that illiteracy is the cause of poverty. Rather, poverty - a product of our economic system and its ideological underpinnings - is the cause of illiteracy. Illiteracy merely maintains one's economic poverty. Consequently, while it is necessary to eradicate illiteracy and under-education, it is not sufficient for halting the cycle of economic poverty.

Skills Training Needs of Functionally Illiterate Women

Functionally illiterate women in the labour force are experiencing more than low wages. Like the majority of women in the labour force they are faced with a situation in the labour market where the demand for the kind of work traditionally done by women - clerical, sales and service-oriented work - is declining. Moreover the employment growth rate in the service sector (the main location of the majority of the female labour force) is expected to decline in the late 80's and through the 90's.

The message that is being repeated over and over again by those who have studied the labour market situation of women is that women must move away from traditional female occupations and into non-traditional (male) occupations. To make this shift women must be re-trained for entry into these occupations. As Heather Henderson has shown (1984) the majority of the occupations for which there is growing demand are technical and traditionally male occupations. Performance in these occupations requires, at the very least some basic knowledge of mathematics and physics. Attainment of this knowledge is dependent upon the prior attainment of at least functional literacy skills. It is an understatement that women with less than grade nine will have great difficulty with respect to entry into non-traditional occupations.

In her examination of the impact of the National Training Program on women Henderson (1984) found that:

although women generally do not enter the National Training Program with less education than men they generally tend to lack in those areas of expertise most needed to get a non-traditional job e.g. maths and science credits for computer technology or practical experience with simple mechanics, tools, etc. ⁵

Henderson subsequently concluded that there is a need for "bridging" programs for women, particularly in the areas of pre-trades and pre-tech, programs in which women can acquire at least some training in the basic sciences, particularly in mathematics and physics.

As has been mentioned earlier, to acquire basic science skills, persons must be at least functionally literate. Under-educated or functionally illiterate women, therefore, cannot take advantage of even "pre-trade" or "pre-tech" programs. Before they can enter these "bridging" programs, they must first become functionally literate.

[A point that should be attended to, though not in this forum, is the fact that the teaching establishment is not prepared (skills-wise and values-wise) to teach basic science to adult

women. This is an important issue given the fact that 87 percent of functionally illiterate women are over 34 years old.]

Implications for the Provision of Educational Programs for Functionally Illiterate Women

It has been pointed out that 24.1 percent of the female adult population Canada have less than a grade nine level of education; and that only 2.3 percent of these under-Educated women participate in educational programs. It has also been shown that under-educated women need to attain not only functional literacy skills in print, but also technical literacy skills, particularly in mathematics and physics. This implies that educational programs for under-educated women must include basic training in science. Most importantly, education for under-educated women should aim to inform them about non-traditional occupations, and to give them the confidence to train for and enter into these occupations.

This kind of job-oriented and, indeed, future-oriented education, will help to bridge the gap between under-educated women and those training programs through which they can acquire the skills for entry into non-traditional occupations. Without these "bridge" under-educated women are doomed to a life of poverty and passive citizenship. Such a life is the opposite of the ideal in our liberal, democratic society

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Paula De Coito is a researcher at C.C.L.O.W. in the field of Adult Basic Education. She is currently completing her Ph.D. at the Ontario Institute for Studies in Education.



Hurrah for A Hundred Years

By Margaret Gillett

A hundred years ago from this writing, a group of brilliant young women had just passed the Provincial examinations that would have admitted their brothers to either McGill or Bishop's, the English-language colleges of Quebec. Two of these brilliant young women, Rosalie McLea and Octavia Grace Ritchie had scored the highest marks ever recorded on the examination and they placed first and second respectively. However, their prospects of being accepted by McGill were, to say the least, dim - even though they were eager to continue their education and their parents were supportive.

One Montreal matron (Helen Reid's mother) called them together for a council of war, advising and encouraging them to approach the Principal of McGill directly. Their problem, of course, was their gender. Brains, ability, interest, enthusiasm, aspirations had nothing to do with their rejection. Principal J. William Dawson acknowledged that he was impressed by their scholastic achievements, but he professed himself unable to permit them to enter McGill because the university was a man's world this was both unnecessary and unsuitable for ladies - even though women were already attending classes in such universities as Oxford and Cambridge and were enrolled in many American colleges.

Yet it is amazing how points of view can change and, verily, it is wonderful what money can do. Late in the summer of 1884, an unexpected benefactor, Donald A. Smith (later to be Lord Strathcona) suddenly appeared at McGill. On what impulse or at whose instigation he acted we do not really know, but the important fact of the matter is that Donald Smith offered William Dawson \$50,000 for the higher education of women. Within a month of that generous offer, more than twenty women were registered in a special Department of the Faculty of Arts of McGill College and the regular McGill professors were willing to teach them. The gates were open.

Admittedly, problems remained - the question of separate or coeducation, the struggle for acceptance into medicine and the other professional faculties, the battle for equal opportunities for female academics but the crucial point is that the women were in. Rejoice!

There seem to have been five factors at work here: first, the historical moment - the time was right, for the higher education of women was an idea whose time had come in most countries of the Western world; second, there was a group of extremely able and dedicated women ready to act, to break with the old tradition of "The Lady"; third, these enterprising pioneers had the support of a network of other women, including their mothers and friends; four, they had crucial help from sympathetic men in high places; five, money was found to support their cause. All five factors came together in the fall of 1884.

Now, at the time of this writing, Canada has just installed a new Governor General, who by tradition and charter is also the Visitor of McGill. Thus, in the fall of 1984, her Excellency, the Rt. Honorable Jeanne Sauvé becomes our first woman Visitor. At this time, we also have a student body which is approximately 50% female; we have had a woman as Head of the McGill University Libraries (the equivalent in rank to a Dean); we have about 18 percent of the academic staff who are women; we have women in all ranks, from full professors with named chairs down to sessional lecturers. Still, problems remain.

A hundred years after this time of writing, dare we hope that the five factors that worked so well at the end of the 19th century will still be operative, that by then we may have had a woman Chancellor? a woman Principal? women Vice-Principals? women Deans? women as 50 percent of the academic staff equally distributed throughout the Faculties and areas of specialization with equal salaries, benefits and rates of promotion?

Whether or not these are the specific objectives to be attained in the next hundred years may be matters for some individual interpretation, but it seems clear to me that we simply must keep aspiring to new goals. We can not be satisfied with the achievements of others, no matter how great they were. It is also apparent that one of the greatest present dangers is an insidiously comfortable feeling that we really have "made it", we have arrived, the struggle is over. Foremost among the problems that still remain is this risk of complacency, for, if we do not keep actively building on the gains of the past, we will inexorably regress toward the old status quo.

Even as we heed this warning, we gladly celebrate the centenary of the major breakthrough, the admission of women to McGill; we salute the first hundred years of scholarly accomplishments; and we are ready to take on the challenges of our second century in higher education.

Margaret Gillett, who is Macdonald Professor of Education at McGill, is author of We Walked Very Warily: A History of Women at McGill (1981) and coeditor of A Fair Shake: Autobiographical by Some Women of McGill (1984).

Hourra! Cent ans de victoire!

Margaret Gillett

Il y a cent de cela, un petit groupe de jeunes filles venait de passer brillamment les examens provinciaux qui allaient ouvrir, à tous les garçons qui les avaient réussis, les portes de McGill ou de Bishop, collèges de langue anglaise du Québec. Deux d'entre elles, Rosalie McLea et Octavia Grace Ritchie avaient obtenu les meilleures notes jamais enregistrées, se classant respectivement première et seconde. Mais pour elles, la possibilité d'entrer à McGill était mince (c'est le moins qu'on puisse dire). Pourtant, elles voulaient poursuivre leurs études et avaient l'accord de leurs parents. Une femme bien avisée de Montréal (la mère d'Helen Reid) les réunit en conseil de guerre et leur conseilla

de s'adresser directement au principal de McGill. Bien sûr, le problème de Rosalie et d'Octavia était qu'elles étaient des femmes. Leurs capacités intellectuelles, leur intérêt, leur enthousiasme, leurs aspirations - tout cela ne comptait nullement. Le principal, J. William Dawson, avait dit être impressionné par leurs résultats scolaires.

Mais il ne pouvait pas les admettre à McGill, avait-il expliqué, car l'université était un domaine réservé aux hommes, où les femmes auraient tort de vouloir s'aventurer. Pourtant, les femmes étaient déjà admises à suivre des cours universitaires à Oxford, à Cambridge et dans plusieurs universités américaines.

Mais l'argent fait merveille, et incite parfois très vite à revenir sur une décision. A la fin de l'été 1884, un bienfaiteur inattendu se présente à McGill: Donald A. Smith (qui allait devenir Lord Strathcona). Personne ne sait qui ou quoi le poussa à offrir la somme de 50 000 \$ à William Dawson pour un programme d'études supérieures pour les femmes. En l'espace d'un mois, plus de vingt femmes s'inscrivirent dans un département spécial de la faculté de lettres et les professeurs de McGill acceptèrent de leur donner des cours. Les portes de l'université étaient ouvertes!

Bien sûr, de nombreux problèmes subsistaient: celui de l'éducation mixte, celui de l'entrée à l'école de médecine et dans les facultés professionnelles, celui de la promotion de la femme dans les carrières académiques - mais le pas le plus crucial était fait. Hourra!

Cinq grands facteurs semblent avoir joué un rôle déterminant dans cette réussite. Premièrement, le temps était venu: dans la plupart des pays occidentaux, on était prêt à faire place aux femmes. Deuxièmement, un groupe de femmes compétentes et dévouées étaient déterminées à lutter, à rompre avec la vieille tradition voulant que la place d'une jeune fille convenable soit au foyer, prenant soin de son mari. Troisièmement, ces pionnières audacieuses avaient l'appui d'autres femmes, dont leur mère et leurs amies. Quatrièmement, des hommes occupant des postes de responsabilité importants soutenaient leur lutte. Cinquièmement, il existait des fonds pour promouvoir leur cause. Ensemble, ces cinq facteurs ont triomphé à l'automne 1884.

Le Canada vient de nommer une femme au poste de gouverneur général. Par tradition et conformément à notre charte, le gouverneur général, est également Visiteur de McGill. À l'automne 1984, l'honorable Jeanne Sauvé deviendra donc la première femme à occuper ce poste dans l'histoire de McGill. Autres faits: environ 50% de tous les étudiants de McGill sont des femmes; une femme a occupé les fonctions de Chef des bibliothèques universitaires de McGill (rang équivalant à celui de doyen); 18% du personnel enseignant de McGill sont des femmes; les femmes occupent des postes à tous les niveaux de celui de professeur titulaire d'une chaire jusqu'à celui d'assistant... Mais certains problèmes subsistent.

Cent ans après cet événement historique, pouvons-nous espérer que les cinq grands facteurs dont nous avons parlé mèneront à une réussite similaire? Qu'une femme sera nommée un jour au poste de chancelier? De principal? De vice-principal? De doyen? Que les femmes constitueront 50% du personnel enseignant; qu'elles seront réparties

également dans toutes les facultés et tous les domaines de spécialisation; qu'elles auront les mêmes salaires, avantages sociaux et promotions que les hommes?

Certains diront que les objectifs à atteindre au cours des cent prochaines années ne sont peut-être pas ceux-là. Toutefois, je suis convaincue que nous devons continuer de lutter. Ne nous contentons pas de la réussite passée, aussi importante qu'elle soit. L'un des plus grands dangers actuels serait réconfortant que "nous y sommes arrivées", que la lutte est terminée. L'une des plus grandes menaces serait de tomber dans la complaisance - car si nous ne luttons pas activement pour consolider les gains passés, nous régresserons inévitablement vers le vieux statu quo.

Gardons présent à l'esprit cet avertissement, et célébrons le centenaire d'un événement historique: l'admission des femmes à McGill; célébrons les premières cent années de réussites académiques pour les femmes. Et préparons-nous à agir avec force durant les cent prochaines années dans le domaine de l'enseignement supérieur.

*Margaret Gillet est professeur d'éducation, chaire Macdonald, à McGill. Elle est l'auteur de *We Walked Very: A History of Women at McGill* (1981) et co-rédactrice de *A Fair Shake: Autobiographical Essays by Some Women of McGill* (1984).*

An Important Centennial Un important centenaire



L'année 1984-1985 marquera un important centenaire dans l'histoire de l'université de Toronto. En effet, c'est le 1^{er} octobre 1884 que pour la première fois des femmes ont été admises à suivre des cours dans ce vénérable établissement d'enseignement supérieur. Pour commémorer cette date, WIT (Women In Toronto) a organisé divers événements, dont une exposition des oeuvres des diplômées de l'école d'architecture, un colloque sur les auteures de romans policiers, une série de pièces de théâtre écrites par des femmes ou parlant de la condition féminine, etc.

L'un des projets entrepris à l'occasion de ce centenaire est une étude historique retraçant la lutte menée par les femmes pour entrer à l'université de Toronto. Parmi ceux qui se sont vigoureusement opposés à ouvrir l'enseignement supérieur aux femmes, il y avait Daniel Wilson, célèbre anthropologue et grand érudit, président de l'université de Toronto de 1881 à 1892!

Elizabeth Wilson est coordinatrice de "Women in Toronto". Elle occupe les fonctions d'agent exécutif au bureau des Affaires estudiantines à la faculté de lettres et de sciences, à l'université de Toronto.

by Elizabeth Wilson

The academic year 1984 -1985 marks the hundredth anniversary of the admission of women to the University of Toronto as well as at least one of its sister institutions, McGill University in Montreal. In recognition of this historic event, a year of celebrations is planned, involving all constituencies of the University community. The name given to these celebrations is Women in Toronto or WIT.

History Project

Some information about the history of women at the University may help to set the stage for a description of activities planned for the coming year. Research into the history of women at this University, about which little was known, was an important priority for Centenary organizers. A generous grant from President David Strangway provided funding to hire a part-time researcher to undertake this daunting task. Anne Rochon Ford, who was engaged in this capacity, has spent most of the last year researching this history in College and University archives, as well as through personal reminiscences provided by generous individuals in response to her appeal for information. Many of these same individuals have donated or loaned memorabilia - photographs, letters, awards of various kinds, and even a gown worn for graduation. These will be featured in a major Centenary display on campus in March and April of 1985.

Today, the arguments used against women one hundred years ago appear ridiculous. Yet the women of that time had to educate not only an unwilling public of their need for university training, but foes within the University as well. Prominent among opponents on campus was Daniel Wilson, a renowned anthropologist and scholar, and President of the University of Toronto from 1881 to 1892.



The logo adopted for the WIT Centenary was created for Women in Toronto by the University of Toronto Press Design Unit. Two female portraits in a nineteenth-century silhouette style combine with the modern type-face of the numeral 100. The silhouettes of the two women have been placed within the ligature ovals of the two zeros, allowing each other to contemplate each other across time. The woman of the past looks forward to the present, and the contemporary woman looks back to her heritage, in acknowledgment and appreciation.

The visual similarity to a traditional cameo gives the symbol a warm and pleasant tone without romanticizing the images, and the words Women in Toronto suggest the participation and involvement of women within the university system.

Although some commentators claim that it was the concept of coeducation to which President Wilson objected and that he supported a separate college for women, the effect was the same; and he refused repeated requests from female applicants in his early years in Office. In a letter written to Minister of Education, George Ross, in 1884, he quotes Harvard's President Eliot on the question:

"...the experiment of giving a collegiate education to women is complicated with the social experiment of bringing scores or hundreds of young men and women into intimate relations in the same institution at the excitable age of eighteen to twenty-two."

University College in 1884 was the provincially-funded, non-sectarian college of the University of Toronto and because of its strategic importance, much attention focused on the debate over women's admission. Moreover, there were women who had demonstrated their readiness for university studies by passing the special matriculation examinations established in 1877 for women seeking admission. Passing the matriculation examinations meant that a student was theoretically ready to handle the curriculum of the University. However, women were not allowed to attend classes at University College. In principle they had been admitted to the University, but there remained what Anne Ford describes as the "nagging detail that they were not welcome into the classroom".

The question of women's admission was debated in lively fashion in the press of the day. George Brown of the Globe was a supporter of coeducation, as was Andrew Stevenson, editor of the on-campus Varsity. Meanwhile, in the provincial legislature, there were other male allies in positions of power, notably John Gibson and Richard Harcourt, progressive who espoused the "women's cause". Eventually, the power of the legislature won out over the passive intransigence of Daniel Wilson, and legislation effecting provisions for the admission of women was passed in the House on March 5, 1884. On October 1, 1884 nine women were admitted to University College.

Centenary Events

The impetus for these celebrations came from a group of women within the University, concerned that the centenary not go unremembered. This group expanded into a more representative Coordinating Committee with Professor Jane Millgate as Convener. By November 1983, a Committee of a Hundred had formed, a support group of women representing every major division on campus. The WIT Newslines were started as a means of keeping in touch. Essentially, a "grass-roots" operation, the Coordinating Committee encouraged each division to organize its own Centenary events or to give an annual event a focus appropriate to the celebrations.

Not surprisingly, the range of activities planned is as diverse as the University itself. A few examples a display of work by women graduates of the Faculty of Architecture; a

stained glass window depicting St. Appollonia, the patroness of those suffering from dental disease, in the Faculty of Dentistry's new extension; a symposium on women writers of detective fiction; a season of plays by or about women; as well as lectures by distinguished women guests including M.P. Pat Carney and Dr. Helen Caldicott. One event that we are particularly anxious to stage is the re-creation of a celebrated 1926 Hart House Debate. The topic on that occasion, "That this House is of the opinion that Woman has more than come into her own". Clearly she had not; there was not women in sight, and Hart House remained an all-male bastion until 1972.

Events are planned for all three campuses. Plans at Scarborough include an evening musicale with a revival of "The Sweet Girl Graduate"; on the Erinrdale campus a retrospective of the works of artist Charlotte Schreiber will take place.

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Women's Centenary Fund

The admission of the first women students in 1884 was an historic step and one of the most important in increasing accessibility to higher education for women. The Centenary's Coordinating Committee realized that barriers to accessibility still exist, one of which is financial. To ensure a legacy from this year for future generations, the Committee launched a fund-raising campaign with an objective of \$100,000. Monies will be used for three purposes - scholarships named for women who have made important contributions to the University, a lecture series on issues of concern to women, and increased library resources in the field of women's studies.

The Women's Centenary Fund, as it is called, was designated a special project by the Varsity Fund, which conducts the University's annual giving appeal. A request for support was distributed to 175,000 alumni and friends of the University this spring as part of that appeal.

A secondary fund-raising effort involves the manufacture of a number of souvenir items bearing the WIT logo described above. Items will include pins, scarves, sweat-shirts, mugs, and book-bags. In addition to raising some funds, we hope these items will create a visual impact on campus. Our general cameo color scheme, using colors from ivory through salmon or orange, will be used for all items. An historical pamphlet prepared by researcher Anne Rochon Ford is also planned.

Conclusion

The Women's Centenary Committee is pleased to lend its sponsorship to your National Congress; I hope to have an opportunity to meet many of you there. I would also welcome enquiries about any aspects. of Women in Toronto and cordially invite your participation.

Elizabeth Wilson is the Coordinator of Women in Toronto, and the executive officer for Student Affairs at the Faculty of Arts and Science at University of Toronto.

The Committee on the Status of Women of the Faculty of Continuing Education of the University of Montreal has just launched a Micro Training Program for facilitators in the feminist cause. Since more and more women are becoming involved, it is increasingly necessary to gather and systematize the growing body of knowledge.

PIAF is a short 5 course program (15 credits) of which 4 are compulsory and one optional. The compulsory courses are: Feminist Anthropology, Women in Quebec Society, Male-Female Relations, Synthesizing Worship.

This program is directed to women 21 years and over. Beyond the normal admission requirements is the condition that the student have been active in feminist projects for at least a year. An admission questionnaire must be completed by prospective applicants. Recent student profiles reveal that the course has attracted women " active either in community affairs (associations, women's groups) or in the working world (health, education, labor).

Claudie Solar is in charge of PIAF at the Faculty of Continuing Education, University of Montreal.

PIAF (Microprogramme de Perfectionnement des Intervenantes (ts) Auprès des Femmes) (Micro Training Program for Facilitators in the Feminist Cause)

Le Comité de la condition féminine de la Faculté de l'Éducation permanente de l'Université de Montréal vient de mettre sur pied un microprogramme de perfectionnement des intervenantes(ts) auprès des femmes (PIAF). Partant du constat que nous sommes de plus en plus nombreuses à intervenir auprès des femmes dans une volonté de promotion de la femme et que, pour certaines d'entre nous, il devient de plus en plus nécessaire de systématiser notre connaissance du champ d'études relatives aux femmes, un programme de perfectionnement a été élaboré et approuvé par l'université en janvier 1984.

PIAF est un programme court de 15 crédits (5 cours) dont 4 cours sont obligatoires et 1 à option (à choisir parmi 10 cours).

1. Anthropologie de la condition féminine se centre sur la situation des femmes dans des sociétés différentes, ce qui permet d'analyser certains éléments fondamentaux, tels le rapport nature/culture, la division sexuelle du travail, la famille, le patriarcat...
2. La femme dans la société québécoise nous ramène à la réalité du Québec, à l'évolution de la situation des femmes et du féminisme. L'analyse des position des

- mouvements de femmes permet de se situer dans l'ensemble du contexte historique et social.
3. Les relations hommes-femmes nous amène plus concrètement sur le vécu des femmes d'aujourd'hui. L'étude des effets psychologiques et culturels de leur situation apporte une clarification des concepts d'autonomie et de dépendance tant sur le plan économique, juridique, culturel que personnel.
 4. L'atelier de synthèse, en fin de démarche, vise à favoriser l'intégration des connaissances théoriques acquises dans les cours précédents à l'expérience de chacune, et ce en effectuant une évaluation des pratiques d'intervention auprès des femmes avec un regard renouvelé.

Le cours à option est un cours que l'intervenant choisit en fonction de ses intérêts et de son champ de pratique. Les cours proposés actuellement dans ce cadre sont des cours se référant à une discipline, ce qui permet aux intervenantes ayant déjà suivi une formation dans celle-ci de faire une nouvelle lecture de cette science et de ses fondements. Les intervenantes n'ayant pas de formation scientifique dans la discipline y trouvent des éléments pertinents à la connaissance de la situation des femmes.

Le microprogramme PIAF est un programme qui s'adresse essentiellement aux femmes adultes (21 ans et plus).

Aux conditions d'admission usuelles de la Faculté, a été ajoutée une condition particulière: celle d'avoir une pratique d'intervention auprès des femmes d'au moins un an. Pour en juger, un questionnaire d'admission a été élaboré; ce qui permet, de plus, de connaître les caractéristiques des intervenantes qui désirent le suivre.

Le portrait qui se dégage actuellement est celui de femmes impliquées dans leur milieu (associations, collectifs ou groupes de femmes...) et/ou secteur d'emploi (santé-éducation-travail-syndicat...). Ce sont des femmes qui, comme nous, travaillent pour que les femmes ne soient plus un groupe social inférieur.

PIAF est également offert aux étudiantes inscrites dans d'autres programmes. Cependant, pour suivre une activité, toute étudiante doit être une intervenante ayant comme celle de PIAF une pratique d'intervention d'au moins un an.

Si une personne désire poursuivre sa démarche de formation, elle peut actuellement le faire en intégrant PIAF dans un certificat d'études individualisées et en le complétant par cinq autres cours qu'elle choisit en fonction de son cheminement personnel. Nous comptons cependant soumettre aux instances de la Faculté, en 84-85, un projet de certificat spécifique à la situation des femmes et intégrant également le microprogramme PIAF. Nous pourrions ainsi offrir aux intervenantes auprès des femmes un programme qui, nous l'espérons, répond à leurs attentes.

Claudie Solar,
Responsable PIAF Faculté de l'éducation permanente
Université de Montréal



Book in Review Livres

Faites de la technologie un outil plutôt qu'un maître

The New Technology & Your Future in Office Work, écrit et édité par Donna Williamson, conçu et dirigé par Renate Kakauer, directrice de L'éducation permanente et du développement, collège Humber, campus York. Un Projet de développement communautaire du Canada" Toronto" 1984.

Critique de Terry Dance

Ce livre s'adresse à toutes les femmes qui songent à faire carrière comme employée de bureau. Par une suite d'études de cas personnels, l'auteur montre comment les femmes peuvent se familiariser à la technologie de pointe, à la bureautique et à l'informatique. Le ton est optimiste et dynamique. Le message diffère radicalement des sombres prédictions qui voient dans la technologie une grave menace pour les femmes. Il y a espoir dit le livre. Le tout est que les femmes aient confiance en elles-mêmes et sachent qu'elles peuvent utiliser et maîtriser la technologie.

L'auteur ne dissimule pas pour autant les dangers de la technologie. Elle montre consciencieusement les pour et les contre, laissant au lecteur le soin de tirer ses propres conclusions. Elle émaille son texte d'une série de "questions à débattre" , dont le but est de provoquer la réflexion. De plus, parallèlement à l'automatisation du travail de bureau, elle aborde les problèmes de l' égalité salariale, des garderies, de la protection syndicale, de la formation et du perfectionnement professionnel. Pour compléter le tout, elle donne un glossaire et une liste de ressources... Le manual est accessible à toutes les femmes car le langage est simple, les renseignements concrets, et les cas cités illustratifs.

Terry Dance est directrice de l' éducation des adultes à Dixon Hall, centre communautaire situé à Regent Park, à Toronto. Elle dirige des programmes de formation informatique à temps complet et à temps partiel pour les adultes défavorisés (STEP & the Computers in the Community program). Elle est membre-fondateur de "Women in to Electronics".

Make Technology Your Tool Not Your Master

The New Technology & Your Future in Office Work, written and edited by Donna Williamson, initiated and supervised by Renate Krakauer, Director of Continuing Education & Development, Humber College, York Campus. A Canada Community Development Project, Toronto, 1984.

Reviewed by Terry Dance.

If you're a woman and undecided about a career in office work, this book is for you. I've shown the manual to women interested in our computer training programs at Dixon Hall, and their positive reaction equals my own. The New Technology & Your Future in Office work is also a useful resource book for career counselors and adult educators.

A novel and refreshing aspect of the book is its portrayal of how women can master the new technology in a positive way. Through a series of lively case studies, you start to feel hope. "Make technology your tool, not your master" argues the author who is convinced that microtechnology is here to stay and that office workers need to benefit from it. But to do so, they need to feel confident of their ability to use and control the new technology. The manual provides them with the kind of information they need to make the right decisions, and just as important, it gives personal examples of women we've actively participated in the process of office automation and found it rewarding, challenging, and humane.



It is a welcome change from the gloom and doom scenarios which I suspect may have the effect of scaring some women away from the new technology. This is not to deny the justice of the fears or the probability that many of the dire predictions will come true. The manual documents them all.

But the new technology per se (like the steam engine) is neither benign nor malignant. The real issue, as the manual points out, is who is going to master and benefit from the new technology? The case has only just opened. Women still have time to fight for a non-sexist application of micro technology.

Like Darlene and Pat, two of the case studies, we must master the tools of the trade in order to make the new technology a woman's friend.

You may not agree with the book's point of view on this issue, but the thought-provoking "questions for Discussion" peppered throughout the book will certainly push you to take a stand. The author goes to great lengths to help her readers make up their own minds. The 'pros and cons are conscientiously portrayed; in fact, the book closes with a recounting of the dangers and benefits of the new technology, leaving the reader to draw her own

conclusions.

Questions like the following are bound to lead to lively group discussions: " If you could re-design your job and working conditions, what would you do? Should work continue to be the basic method for distributing incomes? Has your skill as a worker increased over the last few years?"

The scope of issues covered in the manual is another plus. The author tackles everything from the mechanics of office automation to the need for equal pay, day care, and union protection for office workers. Health, careers and jobs, training and retraining, gaining computer literacy, and issues for society, are likewise addressed in considerable depth.

To round off an already hefty package, a glossary, list of resources, and a bibliography are included. You can pick and choose from the menu, depending on your needs. But it is more than a listing of information and services. Theory is combined with "survival tips" and those controversial discussion questions keep you in a critical frame of mind throughout the 206 pages, the language is direct, the information down to earth, and the case studies relevant, making the manual accessible to all women.

The pros and cons of office automation, however, are dealt with in a somewhat disjointed manner. The first few chapters tend to be quite negative while the latter are much more positive, the issues in office automation in Chapter 3 include: job loss, productivity, troubles of transition, change of jobs, speed-up, monitoring, and deskilling. You may finish the chapter in a depressed state of mind, depending on your occupation. Chapter 5, however, picks you up with its focus on high technology as a source of jobs, strategies for career evolution, and an inspiring set of case studies. A more balanced integration would have been desirable.

De skilling of jobs is put forward as a probable though not necessary companion of technological change. One observation I would make here is that de skilling, when it occurs, is a contradictory phenomenon. On the one hand, it may well demean work performed by the traditional secretary and result in further alienation and job loss. On the other hand, it may open the door to women who lack a high school education and office work experience, women who need an immediate pay cheque and can't afford years of academic upgrading and technical training.

As the author points out, "the new technology is double-edged: it cuts some of you in and some of you out". Your stand on the new technology will be shaped largely by its impact on your life. (My approach is no doubt influenced by the fact I direct microcomputer training programs for disadvantaged women!)

One final note - a strong feminist current runs throughout the book. Working women's issues are not left to the end. Affirmative action, equal pay, unions and the struggle for equality, poverty, and day care are dealt with at the start and resurface periodically as central issues to be resolved for working women.

The: manual is a true consciousness raiser.

Terry Dance is the Director of Adult Education at Dixon Hall, a community centre in Regent Park, Toronto. She administers full-time and part-time training programs in microcomputer skills for disadvantaged adults (STEP & the Computers in the Community program) and is a founding member of Immigrant Women into Electronics.

Les féministes font enquête à l'université - Critique

Men's Studies Modified: the impact of Feminism on the academic disciplines: édité par Dale Spender. Exeter: Pergamon Press (The Athene series), 1981

Formuler une critique rigoureuse des disciplines académiques, profondément façonnées par la pensée patriarcale de notre société, n'est pas chose facile. Pour y réussir, Dale Spender a recueilli les analyses de sept Américains, un Australien, sept Anglais et deux Américains travaillant en Angleterre (pas de Canadien - mais le texte fait souvent allusion aux travaux de nos compatriotes). Ce recueil de textes montre que l'homme a monopolisé les structures du savoir, qu'il en a exclu la femme. Dans les universités, éminemment sexistes, les programmes académiques ont longtemps été des programmes d'études créés par les hommes, pour les hommes. Longtemps, l'homme a affirmé "objectivement" que son savoir était le seul valable. Mais comme l'a dit Adrienne Rich, dans une société patriarcale, l'objectivité n'est rien d'autre que la subjectivité masculine. . .

Au fil des années, toutefois, le féminisme a commencé à modifier les structures d'acquisition du savoir et du pouvoir. Les femmes ont réussi à se faufiler, à faire une percée dans le monde académique...

Ce recueil de textes explore une multiplicité de thèmes et soulève plus d questions qu'il n'en résout nous dit Greta Nemiroff. Dans chaque domaine qu'il aborde, il invite les lecteurs à faire une étude plus approfondie; il est donc ainsi un parfait catalyseur de la démarche intellectuelle.

Greta Hofmann Nemiroff est directrice de "La nouvelle école" au Collège Dawson à Montréal. Elle est également Administratrice Québécoise du CCPEF.

Feminists Survey the Academy: A Review

Men's Studies Modified: the impact of Feminism on the academic disciplines, edited by Dale Spender. Exeter: Pergamon Press (The Athene Series), 1981.

by Greta Hofmann Nemiroff

There is no question that for those of us who have toiled in the field of the emerging discipline of Women's Studies over the past fifteen years, more epistemological questions have been raised than answered. In the universities not only have women interested in developing Women's Studies had to work on primary research and the excavation of previously ignored information and data, and on the development of new pedagogical methodology congruent with the ideology of this emerging discipline, but often women academics have had simultaneously to fight for their individual professional survival along with the survival of their programs. For this reason, it has taken time to formulate a rigorous critique of the "academic disciplines as they exist enshrined in patriarchal institutions. Very often feminist scholars are lone figures atomised among many university departments, hanging on at the bottom of the power structure. While trying to survive, they must often develop their interest in Women's Studies alongside other more accepted areas of expertise.

Dale Spender has solicited essays examining the state of affairs in various major academic disciplines from a collection of scholars which crosses three continents: seven Americans, one Australian, seven British and two Americans working in Britain. There are no Canadians, although there are frequent allusions to the work of some Canadian scholars, especially Dorothy Smith of the Ontario Institute for Studies in Education. The disciplines covered are the social sciences, literature and linguistics, media studies, a cursory glance at the sciences and essays on professional education in the fields of law, medicine and education. Her purpose in putting together this collection of essays is to demonstrate the parameters of the politics of knowledge. At the outset, she acknowledges that it is not customary to bracket together politics and knowledge: on the contrary, keeping them apart has usually been perceived as a necessary condition for scholarly activity." She points out that from the point of view of those who control knowledge and its dissemination, it is self-serving to insist that politics and knowledge are separate and discreet entities: "The myth of apolitical objective knowledge has served the establishment well: those with resources have often been able to use them to protect their existing resources, and to gain more, without their activities being too closely scrutinized."

Furthermore, she identifies those most entrenched in the pattern of power-through-'knowledge' as male. "They have usually generated the explanations and the schemata and have then checked with each other and vouched for the accuracy and adequacy of their view of the world. They have created men's studies (the academic curriculum), for, by not acknowledging that they are presenting only the explanations of men, they have 'passed off' this knowledge as human knowledge. Women have been excluded as the producers of knowledge and as the subjects of knowledge, for men have often made their own knowledge and their own sex representative of humanity Fundamental to feminism is the premise that women have been 'left out' of codified knowledge; where men have formulated explanations in relation to themselves, they have generally either rendered women invisible or classified them as deviant."

In her Introduction, Spender covers many other issues regarding traditional epistemology and its relationship to women's experience. She devotes some space to the important discussion of "objectivity" and how the criteria of objectivity are often used to discredit women constructing knowledge about themselves: "When men checked with men, their pronouncements were usually seen as credible, but when women checked with women, their explanations were frequently seen as illogical, irrational, emotional and liable to be dismissed by men. The hypothesis arose that legitimacy might be associated with gender rather than with the adequacy of an explanation, and this has led Adrienne Rich ... to comment that in a patriarchal society, objectivity is the name we give to male subjectivity. (Anna Bexall ... has also suggested that males have a great emotional investment in objectivity.)"

Spender ends her Introduction by stating that women are not only constructing knowledge about women, but that we are also changing the 'rules' which apply both to content and production. She claims that Men's Studies Modified documents the extent to which feminist scholarship has been taken into account and to which this scholarship has altered the power configurations of various disciplines.

I have devoted so much space to Spender's Introduction because it is an excellent and coherent piece of work which covers the basic issues a volume of this sort should. The essays themselves are highly variable and do not all deliver a cogent account of the effect of feminism on the production of knowledge or power structure within various disciplines. In many cases, they review current scholarly literature with a view to its focus on women, but because of the enormity of the publishing industry among academics, these reviews tend to focus on one or another subject of study within the discipline. For example, Jane Lewis in her most interesting essay, "Women, Lost and Found: The Impact of Feminism on History," has devoted most of her space to a discussion of treatment of the historical position of women in the family. This is understandable, because this is a huge subject however, Spender leads us to expect a very comprehensive treatment of each discipline, which cannot possibly be offered in a volume of this size and variety.

Most of the essays do cover to some extent the precepts regarding women in their disciplines and some of the ways in which feminist scholars are attempting to effect change. There is usually some treatment of the state of research in the discipline under discussion, and some attempt to deal with the status of women in academic institutions within these disciplines, as well, sometimes, as their status in the publishing and international association circuits.

My own biases make me most interested in those discussions which touch on the epistemological bases of the disciplines. For example, Joni Lovenduski, in her article, "Toward the Emasculation of Political Science: The Impact of Feminism," claims that political scientists themselves have difficulty in defining the parameters of their discipline: "Political Science has been a product of the interplay of its practitioners rather than a set of truths or laws discovered by them Political Science is a construct of Political Scientists." The difficulty of defining the study itself is compounded when one

contemplates the inclusion of women because, there never was any way that the modern study of politics could fail to be sexist. Its empirical concerns have been almost exclusively those of the exercise of public power, aspects of political elites and aspects of the institutions of government. Such studies are bound to exclude women, largely because women usually do not dispose of public power, belong to political elites or hold influential positions in government institutions."

The frequent invisibility of women in the considerations of political scientists appears to be reflected in the number of women of influence in the field and their ability to bring women's issues into focus. Lovenduski claims that women have only gained a "toehold" in this discipline, concentrating mainly on correcting culturally determined implicit sexist assumptions from existing models, rather than developing a radical "... altogether innovative feminist Political Science."

Much energy appears to be diffused into "correction" of existent epistemological constructs. Furthermore, this preoccupation can often lead to co-optation as in Psychology where "... to a large extent the feminist critique has been co-opted by mainstream psychology without any wide-scale corresponding change in psychology's nature, theory or practice."

It is difficult to determine which is more dangerous to women in the academy: being co-opted or being ignored. In her excellent essay, "Education: The Patriarchal Paradigm and the Response to Feminism," Dale Spender discusses the problem faced by women who have worked arduously to bring politics into education, to draw the attention of professional educators to the inherent sexism in their model: "Educationalists, until now, have chosen to ignore it. It is not possible to say what the final outcome will be but it is possible to suggest that the odds are not on the side of patriarchy; the feminist achievement is too substantial for it to remain 'non-data.'" While she acknowledges that men have "set up their own circle," and that one way to assess the advance of women might be to document the extent to which women have managed to penetrate that circle, she rejects this as the only form of assessing the effect of feminist theory. In fact, because women have already produced our own knowledge and are now challenging the very authenticity of the male model, she believes that whether or not women are admitted into the male circle, the "impact of feminism could be to shift the locus of power." Naturally, as a feminist educator, I hope she is right; on the other hand, I think it is possible to underestimate the power of those who ultimately have their hands in the till.

The essays on law and medicine tend to be very focused on the British context, which makes them interesting, but not as widely applicable as one would hope? In both cases, the writers talk of changes in practice that is actual changes in the law or in the practice of medicine. Although some attention is paid to the epistemological basis of these professions, it is fairly cursory. Curiously, though, it is in these two areas of study, which depend so strongly on public support, that one sees the least amount of change from within the profession in Great Britain.

Most of the important changes have come from groups outside of the profession which bring political pressure to bear for change in practices and procedure. It is not encouraging that women within these professions have not been able to make a serious impact on the theoretical basis of practice; indeed one wonders what percentage of the women lawyers and doctors are feminists. Since the biases of these professions are so blatantly sexist, and since the training and filtering process is so rigorous, it would seem that many of the women who succeed within the systems are precisely those least likely to challenge the very system which validates them.

The most radical essay in this volume is Cathy Overfield's "Dirty Fingers, Grime and Slag Heaps: Purity and the Scientific Ethic." In this essay, Overfield questions the very philosophical basis of what is considered scientific "fact". She also discusses the sociology of science and its political implications: the scientific ethic, as much as the capitalist and imperialist ethics, was based on exploitation, elimination of rivals, domination and oppression." She believes that this model is antithetical to "female culture" and is an explanation of why women "don't fit in" to the prevalent scientific model as either subjects or practitioners. Hence, she poses the question: "Do women really want to be part of this science?" Her answer is a solid "no": "while a patriarchal, hierarchical, oppressive society exists, so too will a science of that form... And so will the objectivity/subjectivity division: male/female being opposing sides, representing opposing qualities." Overfield does not stop at this analysis, however, but urges a radical praxis: women have the obligation to understand and organize every area of scientific activity and it is urgent, for "If women do not get it right, we will carry on being scientific 'objects' and acceding in our own - and humanity's elimination."

As you can see, there is a large palette of ideas and preoccupations in Men's Studies Modified; it makes for interesting reading. Its scope makes it less than comprehensive, often diffuse, and raises more questions than it answers. I see this book as a catalyst to further study in each area covered. There are numerous ideas to be picked up and developed. Dale Spender is to be congratulated for this important work, fascinating reading in itself, and a landmark which indicates to us all what must be pursued in both theory and development of praxis.

Greta Hofmann Nemiroff is the Director of the New School at Dawson College in Montreal and the Quebec Director of CCLOW.



Resources Ressources

The Manitoba Committee on Wife Abuse has put together a Legal Handbook for women in Abusive Relationships. The handbook was prepared by Denyse Côté of Public Legal Education Archives and answers many legal questions for women who are abused by their partners. Send \$1.50 to the Manitoba Committee on Wife Abuse, 4th Floor, 777 Portage Avenue, Winnipeg R3G 3L1.

Unfortunately the constitutional amendment granting equal status to native women was left on the Senate floor when Parliament was dissolved. Reading Indian Women and Law in Canada: Citizens Minus (Advisory Council on the Status of Women and Indian Rights for Indian Women) will provide much historical information and ammunition for women to re-intensify their efforts to see native women's rights entrenched. Write to CACSW, or the Federal Minister of Supply and Services, Catalogue No. LW31-2/1978.

The 1984 Listing of Women's Group is available from the Secretary of State. It lists national women's groups, publications, rape crisis centres, transition houses and government programs. Catalogue No. S2-54/1984.

La Comitelle, groupe d'étudiantes du Département d'anthropologie de l'Université de Montréal, a publié un dossier intitulé Une perspective féministe en anthropologie: Pour en finir avec la science de l'homme. Renseignements: La Comitelle, Département d'anthropologie, Université de Montréal, C.P. 6128, Succursale A, Montréal H3C 3J7.

L'Université Laval vient de publier le rapport final de la coordonnatrice à la condition féminine à l'université, L'Université Laval au féminin: Mission accomplie? par Francine Roy. Renseignements: Cabinet du recteur, Université Laval, Cité Universitaire, Québec G1K 7P4.

La revue Interventions économiques vient de publier un numéro double sur le thème "Emploi: L'éclatement?" De nombreux articles intéressants particulièrement les femmes ont été écrits par des femmes, ce qui est plutôt rare lorsqu'on traite de questions économiques. Prix: 15\$ pour le numéro double; abonnement 20\$ pour numéros. Pour se procurer la revue écrire à: Interventions économiques, 3553, rue St Urbain Montréal, Québec H2X 2N6.

Resources for Feminist Research/Documentation sur la recherche féministe has published women and Education I, the first of two issues dealing with education and women. This comprehensive compilation includes extensive resources on curricula and materials, networks, current developments, work in progress, as well as bibliographies and reviews of useful publications in the field. Available for \$5.00 from Resources for Feminist Research, Room 8-110, OISE, 252 Floor St. West, Toronto M5S 1V6.

Women and Education II should be available very soon, and will include reviews of books on gender and schooling, a special issues section examining the topics of education, labour and the family and nontraditional education in rural communities.

RFR/DRF is also now planning two special issues for its thirteenth year: Women and Language and Disabled Women. They invite short articles, abstracts, reports on work in progress, book reviews and bibliographies (Francois English). Send to Frances Rooney at RFR/DRF

Butterworth's, legal publishers, is offering a new work Women, The Law and the Economy, edited by E. Diane Pask, Kathleen E. Mahoney, and Catherine A. Brown, all associate law professors at University of Calgary. Entries on tax reform, the Charter of Rights, money, workplace, benefits, marriage breakdown and more. \$29.95, Butterworth's, 2265 Midland Avenue, Scarborough, Ontario M1P 1T2 (416) 292-1421; or 1455-409 Granville Street, Vancouver, B.C. V6C 1T2 (604) 684-4116.

Occasional Papers in Social Policy Analysis (OPSPA) announces the release of its second set of papers. Reproductive Technologies, Masculine Dominance and the Canadian State by Somer Brodribb, Working Both Sides of the Fence: A critical review of family therapy courses in social work education by Patricia A. McGillicuddy and Breaking the Circular Hold: Taking on the patriarchal and ideological biases in traditional economic theory by Margaret E. White are now available for \$3.50 each (cheque payable to OISE) from OPSPA, Department of Sociology, OISE, 252 Bloor Street West, Toronto M5S 1V6.

The final report of a three-year demonstration project: Kaushee's Place-Yukon Women's Transition Home is a detailed history of the evolution of the home and its services. Started as a demonstration project, Kaushee's Place has now obtained block funding and continues to serve women in the Yukon. Contact them at Box 4961, Whitehorse, Yukon Y1A 4S2 (403) 668-5733.

analysis of women in British Columbia during 1971-1981. Women in British Columbia, 1971-1981: A Statistical Report is obtainable free from The Vancouver Women's Office, Ministry of Labor, 659 Leg-in- Boat Square, False Creek, Vancouver V5Z 4B2.

Last April, Camosun College sponsored a Women's History in British Columbia Conference. The college is publishing a book this fall containing many of the conference papers. Contact Barbara Latham, Camosun College, 3100 Foul Bay Road, Victoria, B.C. V8P 4X8.

The Ontario Federation of Labour (OFL) has recently published the findings from the affirmative action public forums held across Ontario last fall. Making Up the Difference, Ontario Women Speak Out includes sections on the education system, obtaining work,

conditions, seniors, immigrants, single mothers and much more. \$3.00 OFL, 15 Gervais Drive, Don Mills, Ontario M3C 1Y8 (416) 441-2731.

The 1984 Directory of Federal Services for the Handicapped and Disabled is available from the Centre for Service to the Public, Ottawa K1A 0S5. English and French.

The Nanaimo Rape Assault Centre has produced a comprehensive Manual on Child Sexual Abuse. Included are chapters on the child victim, the adult survivor, the family, the offender and an awareness/education/prevention chapter directed towards school, medical, community and justice personnel. Substantial bibliographies are included. \$20.00 plus \$3.00 postage. Also available posters; inquire about them too. Nanaimo Rape Assault Centre, Suite 105, 285 Prideaux Street, Nanaimo, B.C. V9R 2N2.

The Regina Plains Community College undertook a needs assessment project in women and computers in 1983 for the Secretary of State Women's Program (Saskatchewan). The report Women and Computer Education is now complete, including recommendations and course and instructor surveys. Regina Plains Community College, 2708-12th Avenue, Regina, Sask. S4T 1J2.

The Ontario New Democratic Party Task Force on Care for seniors has produced a comprehensive final report Aging with Dignity resulting from extensive interviews and a major conference. Free. Ontario NDP Caucus, Room 216, North Wing, Main Legislative Building, Queen's Park, Toronto M7A 1A2 (416) 965-3700.

TV. Ontario's Office of Development Research has published a comprehensive series of 17 research papers under the umbrella title New Technologies in Canadian Education. The papers are designed for use by planners, administrators, teachers and professors, and software and hardware educational systems creators. To order, or to obtain a descriptive brochure, contact T.V.O. Customer Service, Box 200, Station Q, Toronto M4T 2T1 (416) 484-2612.

The National Film Board of Canada and Studio D, and the Federal Women's Film Program have produced an impressive catalogue of films (NFB and many others) of interest to women, Beyond the Image: A Guide to Films about Women and Change. Every conceivable topic of interest to women is well-represented, as well as information on how to obtain the films. Write to NFB, P.O. Box 6100, Montreal H3C 3H5.

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Announcements

Annonces

CRIAW IS ACCEPTING AWARDS NOMINATIONS AND GRANT APPLICATIONS

The Canadian Research Institute for the Advancement of Women (CRIAW) is now accepting nominations for its various annual awards and prizes, including Honorary Members, the Marion Porter Prize, the Muriel Duckworth Award and a new award for best feminist article in the popular press, the Robertine Barry Prize. CRIAW is also offering a number of grants for research projects. Deadline for nominations and for grant applications is August 31, 1984. Contact CRIAW, Suite 408, 151 Slater Street, Ottawa K1P 5H3 (613) 563-0681 or 0682.

FEDERAL GOVERNMENT CREATES TASK FORCE ON CHILD CARE

The federal government has announced the formation of a four-member Task Force on Child Care to be headed by Dr. Katie Cook. It will focus on cost-sharing arrangements, need for services, paid paternity leave, etc. For further information contact Peter Black, Office of the Minister Responsible for the Status of Women (819) 997-3530.

THE OPTIMIST IS TEN YEARS OLD

CCLOW and WEDF congratulate The Optimist, the "voice of Yukon Women," the news periodical of the Yukon Status of Women, on the occasion of their Tenth Anniversary! "... for ten years, an always changing but ever-present group of women has produced a virtually self-sufficient newspaper without government subsidies or grants" (Optimist, Vol. 10 Issue 2, June 1984.) A remarkable and on-going accomplishment!

GRANTS AVAILABLE FOR IYY PROJECTS

The Ministry of State for Youth has allocated \$12 million for the establishment of an International Youth Year (IYY) Secretariat. The grants program for special projects for IYY offers assistance to non-profit, voluntary organizations and groups. Applicants with projects local or provincial in scope should contact the nearest regional office of the Secretary of State. National project applicants should contact the IYY Secretariat, Minister of State (Youth), Ottawa KIA OMS (819) 994-2391.

CRIAW UPDATES "RESEARCH FUNDING SOURCES FOR WOMEN"

Formerly entitled the Canadian Directory of Funding Sources for Research for Women, CRIAW'S new, updated Funding Sources is a comprehensive list of funding sources available to feminist researchers and others working on proposals and projects. French and English. \$3.00 members, \$3.50 non-members. Add 80¢ for postage. CRIAW, Suite 408, 151 Slater Street, Ottawa K1P 5H3



Upcoming and Current Événements

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; reasonable accommodation available. Contact International Ltd. P.O. Box 29313, 61292 Tel Aviv, Israel. Telephone (03)654541, Telex 033-554

The Center or the Study of Aging, Second International Conference on Physical Activity, Aging and Sports, July 8-12, 1985 New York. CALL FOR PAPERS

Submissions are welcome in a variety of fields including social and psychological, medical, biological, and rehabilitative areas. Abstracts due by November 1, 1984. Contact Sara Harris, Executive Director, Center for the Study of Aging, 706 Madison Ave., Albany, N.Y. 12208. (518) 465- 6927.

ALBERTA

Common Concerns 1984 Conference sponsored jointly by the Alberta Association for Adult Literacy and the Alberta Teachers of English as a Second Language, Edmonton, November 1-3, 1984.

Seminars and workshops will be presented on a variety of topics including literacy, curriculum, delivery modes, materials development and self-directed learning. For further information contact Wendy Uncles, Alberta Vocational Centre, 10215-108 Street, Edmonton, Alberta, T5J 1L6.

MANITOBA

Canadian Women's Music and Cultural Festival - Out Time is Now. Kildona Park, Winnipeg, September 1-2, 1984.

A time to celebrate with many of Canada's finest women musicians. For information call Kris or Joan at (204) 786-1921.

ONTARIO

Women and Education or Peace and Non-Violence, sponsored by The Centre for Women's studies in Education, Toronto, September 29-30, 1984.

The conference features an international line-up of presenters and will focus on historical and practical aspects. \$5 fee. Child care provided. Limited attendance so register by August 24. Contact Dr. Ruth Pierson, Centre for Women's Studies in Education, 8th Floor, OISE, 252 Bloor Street West, Toronto, MSS IV6.

A group of women in social work at Carleton University is organizing a conference on feminism and social welfare to take place this fall. Contact Feminism and Social welfare Committee, School of Social Work, Carleton University, Colonel by Drive, Ottawa K1S 5B6.

NOVA SCOTIA

The First International Congress on Women's Health Issues, Halifax, October 3-5, 1984. Sponsored by Faculty of Health Professions, Dalhousie University Department of OB/GYN" Faculty of Medicine, Dalhousie University" Grace Maternity Hospital, Halifax, N.S. Department of Nursing, St. Francis Xavier University" Antigonish, N.S.

Topics will include mental health aspects, cultural perspectives, the adolescent woman, chronic illness, and more. Contact the Congress Secretariat, International Congress on Women's Health Issues, School of Nursing, Dalhousie University, Halifax, Nova Scotia B3H 3J5.

QUEBEC

Fifth International Congress of the International Society for the Prevention of Child Abuse and Neglect, Montreal, September 16-19, 1984.

Conference theme is Preventing Child Abuse: A Community Responsibility. Contact the Child Abuse Congress Secretariat, 3454 University Street, Montreal H3A 2A7, (514) 392-6744.

Eighth Annual General Meeting and Conference of the Canadian Research Institute for the Advancement of Women November 9-11, 1984 Montreal.

The theme of this year's CRIAW Conference is Women, Images, Models. Plans are well underway. Contact CRIAW at suite 415, 151 Slater Street, Ottawa, K1P 5H3, (613) 563-0681, 0682.





Skills Bank Banque de ressources

Individual Profiles

by Serna Aksoy

Leiba Aronoff is one of our founding members who just completed a successful year as CCLOW president. She spent the years preceding her presidency chairing the Skills Bank Committee.

Leila's involvement with the women's movement dates back to late sixties when she found inspiration in Betty Freidan's Feminine Mystique and went back to school to do graduate work in social work at McGill University. While working part-time on her master's degree, she mothered three children, as well as becoming involved with the McGill women's Alumni for which she advocated various projects. Now, she is helping to organize the 100th Anniversary Celebration Conference of women's admittance to the university.

Leiba stresses that it is her involvement with the women's movement which gives her inspiration to try out new ideas and models in her work as a coordinator of Staff Development at Ville Marie Social Services. She adds that she uses her CCLOW network for expert consulting and draws most of her resources from her connections within the women's movement. She emphasizes that "my CCLOW connections come with me when I go to work".

Leiba points out that most of the community development models which she uses in social services are already tried and tested by women's groups and programs and are put to use under severe budget constraints. Consequently they can be used as examples to learn from.

Leiba Aronoff is part of Ville Marie history. While being employed as a Coordinator of Volunteer workers at the Children's Services Centre, she created her own job as the Coordinator of Staff Development. When the Quebec Government amalgamated the Social Service institution into larger centres she became the coordinator of Staff Development of a centre which employs approximately 400 staff members.

In this capacity she administers, negotiates, mediates, hires, contracts, designs, adapts and applies programs, assesses needs and sets priorities. However, she does not teach any of the programs she designs.

Leiba subscribes to the community development and community education model of adult education when doing staff development. She uses this model within her agency and finds that it works miraculously, especially under budget constraints and pressures for efficient, effective, creative programs.

Remembering that staff development aims at organizational change and has impact on staff as well as the organization, she offers two examples from the projects she has undertaken within the recent years which illustrate her philosophy on effective change through the education of the organizational community.

The first example she gives is the processing of the Ontario Ministry Social Services Youth Protection Training Program for use within the Ville Marie System. Mindful of the budget constraints, Leiba designed a program where only a small number of staff would go to Ontario for training and bring the expertise home and train the rest of the staff working with youth protection, through self-directed learning and peer learning models. Leiba informs me that this program has been very successful: they have been able to train 165 staff members over a two-year period and they are still training newcomers.

Her other project, which utilized the Toronto based Sexual Abuse Training Program, got started in a similar fashion. The Ville Marie Centre brought in a Task Force from Ontario and later on used peer learning techniques to train animators and consultants to work with the difficult incest-related cases.

Leiba's budget constraints were real and required a compressive planning model which stayed within financial limits and reached as many people as possible. Through the peer learning model she accomplished this goal.

There were also unintended but pleasant and productive side effects of these two programs. Leiba discovered that the success of the staff training and development at Ville Marie reached the other agencies in the greater Montreal community, and a cooperation and collaboration between French and the only other English speaking agency with the Ville Marie Social Service became a reality. This contact is furthered and enhanced by bilingual Ville Marie staff exchanging expertise and resources with the French speaking agencies.

Having reviewed Leiba's successful track record I would like to inform our readers that Leiba would be pleased to share with you her expertise on how to process a training program within a social service agency, as well as her other skills. Please make your requests by using the blue Skills Bank Requester guideline and forward it to the Skills Bank coordinator, CLOW, 692 Coxwell Avenue, Toronto, Ontario.

Profils

Par Sema Aksoy

Leiba Aronoff est un des membres-fondateurs du CCPEF. Elle vient de terminer une année

extrêmement fructueuse à la présidence de notre organisme. Auparavant, elle était à la direction du Comité de la Banque des ressources.

Leiba participe au mouvement féministe depuis le début des années 1960, époque où, inspirée par le célèbre ouvrage de Betty Friedan "Féminine mystique", elle a décidé de reprendre ses études. Leiba s'est inscrite à mi-temps en programme gradué de sciences humaines, à l'université McGill. Durant ces années d'études, elle est devenue mère de trois enfants et elle est entrée dans le groupe des étudiantes graduées de McGill, pour lequel elle a travaillé à divers projets. Actuellement, elle organise avec d'autres la Conférence commémorative du centenaire de l'admission des femmes à l'université.

Leiba explique que son engagement dans la cause féministe est source d'inspiration pour elle, qu'il l'incite à essayer de nouveaux concepts et de nouveaux modèles dans son travail de coordinatrice au Développement du personnel, aux Services sociaux de Ville Marie. Leiba ajoute qu'elle fait appel au réseau du CCPEF lorsqu'elle a besoin des conseils de spécialistes et qu'elle puise la plus grande partie de ses ressources au sein du mouvement féministe. "Lorsque je pars au travail, j'emmène avec moi tous mes contacts du CCPEF", dit-elle.

Leiba souligne que la plupart des modèles de développement communautaire qu'elle adopte pour la prestation des services sociaux ont déjà été essayés par des groupes ou des programmes féministes, et qu'ils sont mis à l'épreuve dans le cadre de contraintes budgétaires extrêmement strictes. Ces modèles constituent donc de bons exemples de leçons.

Leiba Aronoff est entrée dans l'histoire de Ville Marie. Alors qu'elle était coordinatrice des bénévoles au centre des services à l'enfance, elle a fondé son propre poste de coordinatrice du développement du personnel.

Lorsque le gouvernement du Québec a regroupé cet établissement de services sociaux à de plus orands centres, Leiba est devenue coordinatrice du développement du personnel, à la tête d'un centre employant près de 400 personnes.

Leiba administre, négocie, joue le rôle de médiatrice, engage du personnel, conclut des contrats; elle conçoit, adapte et met en oeuvre des programmes; elle évalue les besoins et les priorités. Toutefois, elle n'enseigne aucun des programmes conçus par elle.

Pour son travail de développement du personnel, Leiba adopte le modèle d'éducation des adultes en milieu communautaire. C'est de ce modèle qu'elle s'inspire dans ses fonctions de coordinatrice. Sa conclusion est que le modèle donne des résultats exceptionnels, surtout quand les contraintes budgétaires sont strictes et qu'il faut poursuivre des programmes créatifs, dynamiques, efficaces et rentables.

Sachant que le développement du personnel a pour but un changement organisationnel et qu'il influe sur les employés aussi bien que sur l'organisation, Leiba donne deux exemples de projets menés par elle au cours des dernières années pour illustrer sa philosophie:

effectuer un changement positif en éduquant une communauté organisationnelle.

Le premier exemple montre comment le centre de Ville Marie a adopté le Programme de formation pour les intervenants des services de protection de la jeunesse, conçu par le ministère des Services sociaux de l'Ontario. Parce qu'elle disposait d'un budget très réduit, Leiba a décidé d'envoyer quelques employés de son service en Ontario, pour qu'ils apprennent comment fonctionne le programme et qu'ils reviennent ensuite enseigner cela à leurs collègues, grâce à des modèles d'apprentissage personnel ou paritaire. Ce projet a été une réussite, nous dit Leiba: 165 employés ont ainsi été formés sur une période de deux années. Et la formation continue pour les nouvelles recrues.

Le deuxième exemple de projet, inspiré du Programme torontois de formation pour le personnel ayant à traiter des cas de sévices sexuels, a vu le jour de façon similaire. Le centre de Ville Marie a invité un groupe de travail de l'Ontario; les employés qui ont été formés par ce groupe ont formé à leur tour les conseillers et les animateurs responsables des cas difficiles d'inceste.

Les restrictions budgétaires de Leiba étaient dures; elle exigeaient un modèle complet de planification garantissant que le budget serait respecté et que le plus grand nombre possible d'employés bénéficieraient de ce programme. Grâce ce modèle d'apprentissage, où un employé nouvellement formé forme à son tour ses collègues, Leiba est parvenue à ces fins.

Ces deux projets ont eu des répercussions inattendues mais agréables. Les autres organismes de services sociaux de la communauté urbaine de Montréal se sont intéressés au programme de formation et de développement du personnel créé par le centre de Ville Marie, qui s'était soldé par une telle réussite. Ceci à mené à une collaboration avec divers organismes francophones et avec le seul autre organisme anglophone de la ville. Cette coopération est maintenant renforcée par un échange de conseils et de ressources entre le personnel bilingue de Ville Marie et le personnel des organismes francophones.

Voilà. J'ai fait le tour des réalisations de Leiba. Il me reste une seule chose à ajouter: Leiba se fera un plaisir de partager avec nos lectrices son expérience dans la création des programmes de formation au sein des organismes de services sociaux, et ses autres connaissances et compétences. Pour vous mettre en rapport avec elle, remplissez le formulaire de "Demande à la Banque de Ressources" et renvoyez-le à la Coordinatrice de la Banque de ressources, CCPEF, 692 Coxwell Avenue, Toronto, Ontario.



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