



WOMEN'S  
EDUCATION  
DES FEMMES

Vol. 4 - Number.1  
Vol. 4 N° 1

FALL - 1985  
AUTOMNE - 1985

---

**EDITORIAL COMMITTEE/  
COMITE ÉDITORIAL**

Viviane Carson  
Greta Hofmann Nemiroff  
Susan McCrae Vander Voet

**MANAGING EDITOR/  
REDACTRICE EN CHEF**

Viviane Carson

**TRANSLATION / TRADUCTION**

Sophie Arthaud

**WORD PROCESSING /  
TRAITEMENT DE TEXTE**

Vibhuti Mistry

**RESOURCES / RESSOURCES**

Yvonne Coldridge

**COVER / COUVERTURE**

Wendy Wortsman

**LAYOUT / MISE EN PAGES**

Lorelie Kirby

**PRINTED BY / IMPRIMÉ PAR**

Dolphin Printing Services

**WOMEN'S EDUCATION**

**DES FEMMES** is published quarterly by the Canadian Congress for Learning Opportunities for Women. CCLOW is a national, non-profit, women's organization dedicated to promoting learning opportunities for women. We welcome the submission of articles and graphics. No part of this magazine may be reproduced without the written permission of the publisher. Publication dates are Dec. 1, March 1, June 1, and Sept. 1.

# **CONTENTS**

## **EDITORIAL**

### **PROFILE: JOAN BROWN-HICKS**

By Viviane Carson

## **LETTERS TO THE EDITOR**

## **FEATURES**

### **Feminist Therapy: A Transformative Tool**

By Mary Helen Garvin

### **Corriger cette abominable situation**

By Louise Dulude

### **Strippers Life Skills Group**

By Rita Mifflin

### **Training: For Self-Sufficiency or Dependency?**

By Linda MacDonald

### **Sylvia Gold's Address at CLOW's Annual Meeting**

### **La lecture... Vous aimez?**

By Sophie Arthaud

### **The Nairobi "Forum"**

By Lisa Avedon

### **Brief by Immigrant and Visible Minority Women**

## **ACROSS THE COUNTRY**

## **BOOKS**

### **"Sisterhood is Global"**

Reviewed by Dana Peebles

Deadline for submissions is six weeks prior to publication.

CINEMA

"Class of Promise"

"D.E.S. : An Uncertain Legacy"

Reviewed by Viviane Carson

RESOURCES

AGENDA

# SOMMAIRE

## EDITORIAL

### PROFIL: JOAN BROWN-HICKS

par Viviane Carson

## ARTICLES DE FOND

### La psychothérapie féministe

par Mary Helen Garvin

### Corriger cette abominable situation

par Louise Dulude

### La formation: vers l'autonomie ou la dépendance?

par Linda MacDonald

### Allocution de Sylvia Gold

### La lecture... Vous aimez?

par Sophie Arthaud

### Le "forum" de Nairobi

par Lisa Avedon

### Femmes immigrantes et des minorités visibles

## NOUVELLES DU PAYS

### Le D.E.S.

## RESSOURCES

## AGENDA

WEDF invites submission of articles on any subject pertaining to women and education. A wide range of articles, practical and

We acknowledge with gratitude the financial assistance of the Secretary of State Women's Program. Views and opinions expressed in WEDF are those of the authors and do not necessarily reflect the views of the Secretary of State or of CCLOW. Inquiries: CCLOW, 47 Main St., Toronto, Ontario, M4E 2V6; 416-699-1909.

## WOMEN'S EDUCATION DES FEMMES

est publié tous les trois mois par le Congrès canadien pour la promotion des études chez la femme. Le CCPEF est un organisme national bénévole dont le mandat est d'améliorer les possibilités d'apprentissage pour les femmes. Nous vous invitons à nous soumettre des articles, du matériel graphique pour notre publication. Aucun extrait de ce magazine ne peut être reproduit sans le consentement écrit de l'éditeur. Dates de parution: 1er décembre, 1er mars, 1er juin et 1er septembre. Les articles doivent nous parvenir un mois avant la date de parution.

Nous remercions le Programme des femmes, Secrétariat d'État, de son aide financière. Les opinions exprimées dans WEDF sont celles des auteur(e)s; elles ne reflètent pas obligatoirement celles du secrétariat d'Etat ou du CCPEF. Renseignements: CCPEF, 47 rue Main, Toronto, Ontario M4E 2V6 (416) 699-1909.

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

theoretical will be considered, providing they are written clearly and concisely.

WEDF vous invite à soumettre des articles sur tout sujet concernant les femmes et l'éducation. Quels que soient leurs domaines de spécialization, les articles - théoriques ou pratiques - seront considérés pourvu qu'ils soient rédigés de façon concise et claire.

promotion des études chez la femme.  
All rights reserved. Tous droits réservés.

---

## EDITORIAL

---

The Canadian Jobs Strategy was announced by the Honorable Flora MacDonald at the end of June. The Jobs Strategy is a combination of the old job creation and National Training Program with some important new features added. CCLOW was involved in the consultation process which preceded the announcement. Some of our input was heard and incorporated, some was not. On balance, and without the specific details on each of the six program areas forming the Canadian Jobs Strategy, it appears to take a broader approach to skills and employment development in Canada than previous programs.

In assessing any initiatives taken by the Canada Employment and Immigration Commission, it is our view that a set of principles must be established, against which such initiatives can be evaluated. Key principles which would be a major step in equalizing women's access to programs offered through the Department would be:

- Equal representation of women on all advisory bodies to the Department.
- Direction of 43% of training funds specifically to women - the proportion of women in the Labour Force.
- Provide training allowances which cover the cost of living.
- Provide for mandatory affirmative action in the workplace, both public and private sector.

Unfortunately, none of these principles is reflected in these initiatives.

The principle of equal representation is NOT being implemented; only a 'guarantee' of some female representation. Local Advisory Committees which will play a role in monitoring participation rates in various programs are soon to be set up. If you are interested in serving on the committee in your area, contact the Manager of the Canada Employment Centre in your area AND your M.P. One or both of these people may have responsibility for selection of committee members.

As for training allowances, despite the fact they are being raised, the increase falls far short of providing a livable income, as can be seen in the table:

<b>Family size</b>	<b>Per week</b>	<b>Per year</b>	<b>Percent of</b>	<b>Poverty Line*</b>
1 person	\$105	\$5,460	71%	\$ 7,676
2 person	\$126	\$6,552	58%	\$11,126
3 person	\$137	\$7,124	50%	\$14,196
4 person	\$147	\$7,644	45%	\$16,885

\*Source: Statistics Canada, Low Income Cut-offs of Family Units, 1983, for Urban Areas 500,000 and over; Catalogue 13-207, March, 1985.

The dreadful inadequacy of these allowance levels, particularly for larger-sized family units clarifies the government's priority to train single persons without dependents. The chronic problem which women with children have had in the past to access Federally-sponsored training will not be helped by this "increase".

There is no indication in the Jobs Strategy that women will receive a proportion of training funds comparable to our numbers in the workforce. Only one part of one of the six program areas is directed specifically to women: the Re-Entry portion of the Job Entry program. Re-entry is directed to women who have been out of the labour force for at least three years. This sub-program is one which has positive benefits for women and one to which CLOW is making a contribution through the efforts of our Saskatchewan network and their Bridging Program. Canada Employment Centres around the country are seeking proposals from groups who wish to establish programs for re-entry women. We urge you to call and discuss your ideas with the Re-Entry coordinator.

Attempts are being made to incorporate employment equity measures into the various programs within Canadian Job Strategies. Ironically, the only area in which it has been made mandatory is the Re-entry program which is directed to women anyway. No provisions have been made, however, to make affirmative action mandatory in the workplace or in the other program components.

Those of us involved in women's education and training, whether as students and/or educators, know from vast collective experience that the principles outlined here are key to equalizing women's access. Except for an occasional bright spot in the Canadian Jobs Strategy, we must assume that the government hasn't heard us clearly enough YET!

**Susan McCrae Vander Voet**  
**Executive Director**  
**CLOW**

---

## ÉDITORIAL

---

La stratégie canadienne pour l'emploi a été annoncée par l'Honorable Flora MacDonald à la fin juin. Cette stratégie résulte d'une combinaison de l'ancienne approche à la création d'emplois et du Programme national de formation, à laquelle viennent s'ajouter d'importants nouveaux éléments. Le CCPEF a participé au processus de consultation qui a précédé l'annonce de cette stratégie. Certaines de ses recommandations ont été prises en ligne de compte; d'autres non. Dans l'ensemble, et sans donner les détails propres à chacun des six programmes composants, il semble que la stratégie canadienne pour l'emploi considère de manière plus globale la question de la formation et de l'emploi que les programmes canadiens précédents.

Pour évaluer toute initiative prise par la Commission de l'emploi et de l'immigration du Canada, nous jugeons nécessaire d'énoncer un ensemble de principes auxquels mesurer cette initiative. Lorsqu'il s'agit d'assurer aux femmes une accessibilité égale aux programmes offerts par le ministère, les principes essentiels sont les suivants:

- Représentation égale des femmes au sein de tous les organismes consultatifs du ministère;
- Affectation de 43% des fonds de formation aux programmes destinés aux femmes - soit un pourcentage égal à celui des femmes dans la main-d'oeuvre;
- Allocations de formation pour défrayer le coût de la vie durant les programmes de formation;
- Action positive obligatoire sur le marché du travail, tant dans le secteur public que dans le secteur privé.

Malheureusement, aucun de ces principes n'entre en jeu dans ces initiatives.

Le principe d'une représentation égale n'est PAS appliqué; seule une "garantie" de représentation féminine est assurée. Les comités consultatifs locaux qui seront appelés à surveiller les pourcentages de cette représentation dans les divers programmes seront bientôt formés un peu partout dans le pays. Si vous êtes intéressée à faire partie de votre comité local, adressez-vous au directeur du Centre d'emploi du Canada le plus proche ET à votre député. L'un ou l'autre (ou tous deux) pourrait avoir la responsabilité de sélectionner les membres des comités.

Bien qu'elles aient augmenté, les allocations de formation sont encore loin de suffire à assurer un revenu convenable, comme le montre le tableau ci-dessous:

<b>Famille de</b>	<b>Par semaine</b>	<b>Par année</b>	<b>Pourcentage</b>	<b>Seuil de la pauvreté*</b>
1 personne	105 \$	5 460 \$	71%	7 676 \$
2 personnes	126 \$	6 552 \$	58%	11 126 \$
3 personnes	137 \$	7 124 \$	50%	14 196 \$
4 personnes	147 \$	7 644 \$	45%	16 885 \$

\* Source: Statistique Canada, seuils des bas revenus pour les familles, 1983, dans les régions urbaines de 500 000 habitants ou plus; catalogue 13-207, mars 1985.

La terrible insuffisance de ces allocations, surtout pour les familles les plus nombreuses, montre que le gouvernement considère prioritaire de former les personnes seules, sans charge de famille. Les difficultés chroniques qu'ont les femmes ayant charge d'enfants à accéder aux programmes de formation parrainés par le gouvernement fédéral subsisteront donc en dépit de ces "augmentations".

Rien dans la stratégie pour l'emploi n'indique qu'un pourcentage des fonds de formation égal au pourcentage des femmes dans la main-d'oeuvre sera effectivement consacré aux femmes. Seule une partie d'un des six programmes est axée spécifiquement sur les femmes: la partie "réentrée" du programme d'entrée sur le marché du travail. Ce sous-programme s'adresse aux femmes qui ont été absentes du marché du travail pendant au moins trois ans. Pour les femmes, il constitue l'un des aspects positifs de cette stratégie d'emploi. Le CCPEF y participe par le biais de son réseau en Saskatchewan, qui a mis sur pied un programme relais. Dans tout le pays, les Centres d'emploi du Canada attendent que des groupes désireux de créer des programmes de réentrée des femmes sur le marché du travail leur présentent des propositions. Nous vous incitons par conséquent à appeler le coordonnateur responsable de la réentrée des femmes sur le marché du travail, dans votre région, et à lui suggérer vos idées.

Des tentatives sont faites actuellement pour intégrer des mesures d'équité concernant les possibilités d'emploi aux divers programmes de la stratégie canadienne pour l'emploi. Ironiquement, le seul programme où de telles mesures aient été rendues obligatoires jusqu'alors est celui de la réentrée des femmes sur le marché du travail - qui s'adresse spécifiquement aux femmes. Mais aucune disposition n'a été prise pour rendre obligatoire l'action positive en milieu de travail ou dans les autres programmes.

Nous toutes et nous tous qui travaillons dans le domaine de l'éducation et de la formation des femmes, en tant qu'étudiant(e)s ou enseignant(e)s, nous savons de par notre vaste expérience collective que les principes énoncés ci-dessus sont essentiels pour assurer aux

femmes un accès égal à l'emploi. Hormis quelques éléments prometteurs, la stratégie canadienne pour l'emploi nous porte à croire que le gouvernement du Canada ne nous a PAS ENCORE entendues suffisamment clairement!

**Susan McCrae Vander Voet**  
la directrice générale  
du CCPEF.

## ***Profile: Joan Brown-Hicks President CLOW***

---

by **Viviane Carson**



Joan Brown-Hicks was one of only two women in her graduating class from Yarmouth High School in 1957 who went to university. Her mother was working as a registered nurse and her father was an invalid at home.

"It was obvious to me how important it was to us as a family that my mother had taken further training after her high school. However I still had to justify to everyone except my family why I would want to go on to university. After all, I would never use it as a mother and a wife. So I registered as a Home Economics student to get around that criticism. The education would not go wasted!"

Her Home Economics career lasted for one year before she switched to a B.A. with a major in philosophy.

"But what could I do with that degree? Take a B. Ed. Women make good elementary teachers, right?"

The next 13 years included 5 years teaching and a move to Quebec near Montreal, marriage, 3 children, a move from Quebec back to the Maritimes, a career change to adult education at the local Y and a divorce. As with many women, this crisis in her life made her look much more closely at her educational and training needs. Especially since she now had the responsibility to support her children as well as herself. She applied to a number of places for work and to the Maritime School of Social Work to study part time.

"Part time learning, what is that? Sorry, they told me, you have to study full time here."

Discouraged, she gave up the idea of studying and took on a new job as Coordinator of Community services at the Halifax City Regional Library. She later remarried and with the support of a feminist-thinking husband, an enlightened employer, and adequate

finances, she was able to consider again further education. After six years of part time study, last May she finally finished her thesis and received a Masters in Education.

Joan is currently Coordinator of Community Services at Halifax's City Regional Library. She is responsible for public awareness of resources offered at the library. She gathers information and offers it to the community in the form of courses or seminars. She uses the adult education model to link the library to the community.

Joan is hopeful that CCLOW's Learning and Resource Centre will become a tool for women who need information for briefs or reports. She feels that CCLOW has an important role to play that will make an impact on the education of women.

"It is with feelings of both anxiety and excitement that I begin my new responsibilities as the President of CCLOW. My anxieties are partially based on the fact that, coming from the Maritimes, one tends to feel somewhat out of the mainstream of Canadian society. My excitement comes from having the opportunity to work with the dynamic group of women on our board and staff. We are now in a position to further establish ourselves as a national feminist organization knowledgeable about women's learning." ♀

**Viviane Carson** is the Managing Editor of WEDF.

### **PROFIL: JOAN BROWN-HICKS** **PRÉSIDENTE**

Joan Brown-Hicks fut l'une des deux seules jeunes filles de sa classe à continuer ses études après la fin du secondaire, en 1957 à Yarmouth. Sa mère travaillait comme infirmière; son père, invalide, était immobilisé à la maison.

"Je comprenais clairement combien il était important pour nous, en tant que famille, que ma mère ait poursuivi ses études après l'école secondaire."

Joan fit des études en sciences ménagères, puis s'orienta vers la philosophie, domaine où elle obtint son baccalauréat. Mais que faire avec un baccalauréat en philosophie? Solution... préparer un bac en éducation: "Après tout, les femmes font de bonnes institutrices pour l'école élémentaire, n'est-ce pas?"

Les 13 années suivantes virent un début de carrière dans l'enseignement, un déménagement pour le Québec, un mariage, la naissance de trois enfants, un retour dans les Maritimes, un changement de carrière pour l'éducation des adultes au Y local et un divorce. Comme pour beaucoup de femmes, cette crise fit réfléchir Joan encore davantage à son avenir professionnel, étant donné qu'elle devait subvenir non seulement à ses besoins mais aussi à ceux de ses enfants. Elle fit une demande d'inscription dans plusieurs endroits pour travailler et étudier à temps partiel.

"Des études à temps partiel, qu'est-ce que c'est? Nous sommes désolés, m'a-t-on dit, mais

ici, on apprend à plein temps."

Découragée, Joan renonça à son projet et prit un emploi. Quelques années plus tard, avec le soutien de son second mari et l'aide d'un employeur compréhensif, elle reprit ses études, à temps partiel. Six ans après, en mai dernier, elle finissait sa thèse de maîtrise en éducation.

Joan est actuellement coordonnatrice des services communautaires à la bibliothèque régionale de Halifax. Elle applique le modèle d'éducation des adultes pour créer les liens voulus entre la bibliothèque et la communauté.

Joan espère que le Centre des ressources et d'apprentissage du CCPEF deviendra un lieu utile de renseignements pour celles et ceux qui cherchent des documents ou des rapports sur les femmes et l'éducation. Elle pense que le CCPEF a un rôle important à jouer dans l'éducation et la formation des femmes.

"C'est avec un mélange d'anxiété et d'espoir que j'assume mes nouvelles responsabilités de présidente du CCPEF", a-t-elle déclaré. Anxiété parce que venant des Maritimes, elle se sent un peu coupée du grand courant de la société canadienne; espoir parce que l'occasion lui est donnée de travailler avec un groupe de femmes dynamiques, pour consolider la position du CCPEF en tant qu'organisation féministe nationale spécialisée dans l'éducation pour les femmes. ♀

### **LETTERS TO THE EDITOR**

I would like to congratulate Viviane and the Publications Committee on the production of our first professional magazine. This first issue makes us all proud. I look forward to this work continuing.

Joan Brown-Hicks,  
Halifax, N.S.

I think the new version of Women's  
Education des Femmes is just  
great - congratulations!

Marilyn Assheton-Smith, Edmonton, AB

## ***Feminist Therapy: A Transformative Educational Tool***

---

by **Mary Helen Garvin**

Traditional psychotherapy and psychiatry have been suspect among feminists for some time. Sexist biases in psychological theory, and the use of psychotropic drugs to deal with women's depression and anguish have been considered a means of enforcing social control, encouraging repression of anger, and pushing women to continue adjusting and submitting to a patriarchal system that is inimical to women's well being. These patriarchal influences which are implicit in the process of socialization of every child, male or female, are rooted in centuries of culture. They are so all-pervasive and so subtly and powerfully reinforced that to arrive at a point of being able to stand back and evaluate them is tantamount to being re-born. The consciousness-raising process basic to the feminist movement has facilitated this re-birth in many women, and, along with the belief that the personal is political, has been instrumental in the critiquing of existing physical and mental health services for women and in introducing new services designed to meet the specific needs of women from a female perspective. At the same time, new psychological theory which recognizes that females develop differently from males has emerged. This new consciousness and political perspective have produced a form of therapy for women that differs radically from traditional psychotherapy in three categories:

- I. the distribution of power in the client-therapist relationship;
  - II. the theory underlying "therapeutic" intervention;
  - III. the political emphasis.
- 
- I. **THE DISTRIBUTION OF POWER IN THE  
CLIENT- THERAPIST RELATIONSHIP.**

To have power is to have the capacity to put forth an effort or action which produces moral or physical change. Feminist therapists criticize traditional therapy because it has tended to take power away from women due to the bias that females are somehow inferior to males, and are happiest in a submissive role. The structure of psychoanalysis and psychiatry are of a one-up/one-down nature. The therapist is the "expert" who "treats" the "patient" who has something pathologically wrong with her. She puts herself in the hands of the therapist and passively waits to be "analyzed" or "cured", believing that the pathology is within herself. Helen Levine (1983) speaks of the helping professions in general when she says that "By and large, women have found that helpers stress adjustment rather than change; individual, not collective or political solutions; personal pathology; weakness rather than strength; [they emphasize the] psyche, unrelated to economic and social hazards in women's lives; and the authority of male experts, male management, and male decision-makers in and beyond the home."

Feminists have called for "a radical therapy of equals" (Walstedt, 1971, quoted by Sturdivant) to replace this system that is unhealthy for women. Feminist therapists have developed a series of practical actions that contribute to the establishing of an egalitarian relationship between client and therapist based on three perspectives: a) consumerism, b) competency of the client, and c) the therapist as a competent role model.

a. Therapy viewed from a consumer perspective:

The use of the word "client" to describe the woman coming for help implies the engagement of a professional service from one who will act primarily in the interest of the engager. Therapists are therefore to serve the client's goals, not their own: women are encouraged to "shop for a therapist", to ask questions about the therapist's values, life-experience, training and professional experience, mode of working, and fee schedule. Client and therapist work together to contract counselling goals, and to negotiate the fee. It is not unusual for a feminist therapist to negotiate for an exchange of services in lieu of a fee.

b. Implicit belief of the therapist in the competency of the client:

When the therapist believes that the client is the "expert" on her own feelings and life-experience, she will see pathology as residing in the culture, not the client. She will share her skills with the client believing that the client will be able to learn them and will make use of them in her own life outside the counselling hour. She will discourage dependency believing that the client can be responsible for her own life. She will frequently use a problem-solving approach, and she will validate the client's feelings and experiences, especially naming those experiences that emerge out of the oppressive patriarchal system. Susan Sturdivant notes that "by setting such an expectation of competence and personal power from each client, the feminist therapist immediately begins a reversal of the usual socialization process in which women are taught to be passive, dependent and incompetent." (p. 82)

c. Therapist concept of self as a competent role model:

When the therapist believes in the "equality of worth" of herself and her client based on her own competency in terms of counselling skills, and the client's expertise on her own feelings and experience, she will encourage client feed-back on her style and effectiveness, and be willing to suggest alternatives to therapy when they seem appropriate. She will refuse to participate in therapeutic encounters where social control elements such as prison, court, or mental hospital, predominate (Sturdivant, 1980). Because she believes that "the personal is political" she will share her own feelings and experiences when they are relevant to the client's needs. She will make her own values explicit to the client when they touch on an issue with which the client is working. She will recognize that she is a role-model for her client by the very fact that she is a feminist and has worked through, or is in the process of working through, similar issues in her own life. Levine argues that sharing the personal helps women to find the commonalities in their lives and thus "to link personal and political in the service of change". When the therapist shares her own personal experience in a way that focuses on the commonalities, she is not only "levelling" in the relationship, she is validating her client's experience, and perhaps, modeling a solution. In my own practice, clients frequently comment that something I had shared from my own personal journey had been the most helpful moment in a previous session.

**II. THE THEORY UNDERLYING THERAPEUTIC INTERVENTION.**

a. Self-actualization:

While Sturdivant claims that feminist therapy does not have "a clear-cut theoretical stance", I think that the theoretical stances that could apply are limited. At very least, the theory must be humanistic, calling for the belief that women are inherently good and possess a drive toward self-actualization. Humanistic psychology rejects labelling and classification schemes because such activity obscures the uniqueness of the individual.

Feminist therapy is self-actualizing but it is extremely important to note that it is self-actualizing in a different way than in the past. Sturdivant summarizes her findings regarding traditional psychotherapy by writing that "Feminists allege that therapy is bad for women because it is a male enterprise designed to assure that men's needs continue to be met at the expense of women's self-fulfillment..." (p. 65) She lists three biases in psychology that obscure the self-actualizing process for women: fostering of traditional sex-roles; expectations for, and devaluation of, women; and responding to women as sex objects. Part of "re-defining the problem (Levine 1982) is redefining for society what is a woman's self." The grave danger in self-actualization for women is that the **process of therapy will actualize a false self**, a "self" that will continue to serve a culture that is male-oriented. Feminist therapy interventions are based on the premise that women's emotional conflicts are generated by being forced into a female sex role (Sturdivant 1980) rather than on the psychoanalytic premise that emotional conflict is generated as a result of **being female**. Women can actualize their real selves by learning how to assume responsibility for their own lives. Three steps laid out by Karen Lindsay are: helping the client to learn what her feelings are, helping her learn to recognize the process of those feelings and how to be in charge of their expression, and accepting responsibility for her own actions. Particularly important is the recognition of women's anger as a therapeutic issue. Learning to use it constructively is a means of attaining a sense of personal power.



In redefining women's selves, feminist therapists call for a redefining of female sexuality with a "tacit acceptance of lesbianism as an alternate lifestyle and an implicit belief in the bisexuality of all human beings..." (Sturdivant).

*Wendy Wortsman*

b. Female Developmental Theory:

Sturdivant claims that the adoption of a "growth/developmental" model of therapy as opposed to an "illness/remediation" model is the result of the feminist perspective that pathology is resident in the culture. The primary goal of therapy becomes: change that is social as well as personal. Luise Eichenbaum and Susie Orbach in their book Understanding Women: A feminist psychoanalytic approach rely on object-relations theory to support their theory of female development. These two feminist therapists who recognized the importance of Freud's discovery of the unconscious, were trying to understand "the vicissitudes of psychic life that was a powerful determinant in the politics of everyday experience" and they wanted to understand girls' psychological development (p.13). They were drawn to object relations theory because clinical descriptions in the literature fitted with what they were seeing in their own clinical practices, and because object relations theory of the construction of personality was "based firmly within a

relational context". They have outlined a theory of female development that accounts for one of the major difficulties women face, namely, need for nurturance in conflict with the culture's demands that women nurture others and deny their own needs for nurturance.

I see the work of Eichenbaum and Orbach as highly political. Women's own inner conflicts in regard to nurturance and other issues often arise out of sexually-biased cultural assumptions. By helping the client to discover her own inner conflicts, Eichenbaum and Orbach reinforce the client's own personal authority, and thus facilitate change in her "self" concept at a deep structural level.

The whole issue of authority is a very important one for women. It is almost "natural" by this time in our social evolution for women to look for answers outside themselves.

There is a danger that the feminist movement will become one more "authority figure" for women to follow and emulate. If this happens, we will only create a different kind of "false self" for women rather than helping ourselves to become truly centred in our own inner authority and self. Our anger will be reactionary and lacking in the power necessary to change structures in our society. The power of the unconscious (or non-conscious) and its direct connection with culture is not to be minimized. Consciousness raising is a process that must go deep into our very personality structure. Women who have been deprived of finding their own "selves" by mothers and fathers who needed their children to compensate for their own emotional deprivation may need more than problem-solving or consciousness-raising groups. These women have not only deeply internalized the patriarchal values of our culture; they have made them the very meaning of their lives. Consciousness-raising groups may prove too threatening to a self-structure that is very fragile. The patriarchal system can produce more than a faulty belief system. It is capable of producing developmental deficits! Economically one is not **wrong** if one is poor. But being poor is painful and constricting. Emotionally, it is not an illness to have a developmental deficit, but it is painful and an obstacle to personal empowerment. It is in situations such as this that individual psychotherapy becomes a potent means of facilitating the development of self-hood and personal authority which women need in order to be able to critically observe the social structures in which we live.

Carol Gilligan (1982) addresses the issues of moral development in women. Jane Loevinger provides an understanding of adult ego development that is explicitly female, and Robert Kegan (1982) has developed a theory of ego development that gives equal weight to the dimensions of attachment and separation in the development of both males and females.

#### c. Adult Learning Theory:

Developing the capacity for critical awareness is one of the most important benefits of psychotherapy. Becoming critically aware of how and why the structure of psycho-cultural assumptions has come to inform the way we perceive ourselves and our relationships requires a more complex form of education than cognitive insight. Jack Mezirow (1978) describes this process of "critical reflectivity" as the most significant

characteristic of adult learning and notes that it has four components:

1. The capacity to **reflect on, or simply become aware of a specific perception, meaning or behavior of our own**, or habits we have of perceiving, thinking or acting. It is that moment of standing back from oneself and observing, "Oh! I think I like that!"
2. The capacity to **reflect on how we feel about the way we are perceiving, thinking and acting.**
3. The capacity to **discriminate or assess the efficacy** of our perceptions, thoughts, actions and habits to **identify immediate causes , recognize reality contexts** in which we are functioning, and identify our relationships in the situation.
4. **The capacity for intentionally making value judgements** or becoming aware of the value judgements we make unconsciously, about our perceptions, thoughts, actions. That is, "do I like or dislike the way I think? Do I see my actions as positive or negative?"

This capacity for **personal** reflectivity is basic to learning to reflect on the **cultural** assumptions that govern the rules, conventions and social expectations that in turn govern the way we think, perceive, act, and feel. It is the process by which we develop an **internal** authority and standard by which to measure that which is **external** To be critically conscious or aware is to be able to:

- a. question concepts and their adequacy as a basis for making judgements and understanding issues;
- b. be aware of the interests and anticipations (and biases?) that influence the way we think, perceive or act;
- c. c) become aware of cultural and psychological assumptions which give very limited explanations of personal experience.

A good example of critical reflectivity directly related to women's issues comes from Hogue Wyckoff. She describes a "stroke economy" that is based on an artificial cultural assumption (of which most people are not conscious) that there is "a scarcity of love".

**Don't ask for strokes you want  
Don't give strokes you have  
Don't accept strokes offered to you  
Don't refuse strokes you don't want  
Don't stroke yourself. (1977)**

These rules are learned very early in our lives and most frequently at our mother's knee -

not because mothers are evil, but because mothers are women and the culture says that women don't need to be nurtured.

### III. POLITICAL EMPHASIS.

Heightened consciousness of societal responsibility for women's anguish has led to a determined effort to change women's lot by changing the cultural values and morals that serve to keep women in a subservient and oppressed position. Goals for feminist therapy include greater comfort and freedom for the individual woman, accompanied by the belief that achievement of change and comfort for her ultimately works toward greater comfort and change in the system for all women. The urgency of women's position as an oppressed group however calls for a solution that is more rapid than that of individuals here and there becoming more autonomous and self-actualizing. To change the system requires not only raised consciousness, but increased solidarity and encouragement among women. Hogie Wyckoff, in her book, Solving Women's Problems, presents formulae that describe the issue very succinctly:

Oppression + Lies + Isolation = Alienation

The antithesis

Action + Awareness + Contact = Liberation.

The need for solidarity among women is basic to the promotion by feminist therapists of group work as a major mode of therapy, and the context for regaining personal power and emotional health. Wyckoff outlines the advantages of groups which use the cooperative problem solving model. The group provides a new community which is supportive and safe, and an economical way to get help. It provides validation of intellectual and intuitive understanding. Cooperation is seen as an antidote to the cultural pressures to compete. There is validation of emotions and encouragement to express them. Competency is constantly reinforced, and there is the recognition of women's needs to be nurtured as well as provision of that nurturing.

Consciousness-raising which has been a basic component of the feminist movement and is absolutely necessary in feminist therapy, can be done most effectively in groups where women feel free to share their personal experience.

Finally, feminist therapy has as its goal that women must **act** on what they know. It is not enough to have insight into one's own individual difficulties since "there are no individual solutions for women". Political action must be social, community-based, cooperative and "generate new and viable patterns of behavior and relating" (Sturdivant, 1980). Feminist therapists, by virtue of definition are involved in political social action beyond the practice of their profession.

The advent of feminist values in psychotherapy is creating new possibilities for women to develop individual self-hood and solidarity with one another. As we grasp opportunities to explore our own personal "histories" and understand the roots of our own pain in an oppressive social system, the anger that has often energized the women's movement can be harnessed and used more economically, purpose- fully and effectively to bring about change. We will become less needy by virtue of accepting our needs and developing aptitude for getting them met in more direct ways. We will know better what we want and we will learn how to develop a variety of options for going after it. We will become more effective in our mothering, thus helping to raise daughters and sons who are sure of their own self-hood, less limited by role stereotyping, and with values that are less distorted by patriarchal perspectives. Feminist psychotherapy is an educational tool in the most radical sense because it leads not only to learning new concepts and behavior, but because it leads to perspective transformations in individual women that are necessary if culture is to be transformed.

**Mary Helen** Garvin is a psychotherapist in private practice in Toronto, and a doctoral candidate in Adult Education at the Ontario Institute for Studies in Education. Her focus is on the training and development of counsellors and therapists. She is the mother of five grown-up children, and her favorite recreation is wilderness canoe tripping.

## REFERENCES

1. Eichenbaum, Luise and Orbach, Susie; Understanding Women: A Feminist Psychoanalytic Approach. Basic Book Inc.: New York, 1983.
2. Gilligan, Carol: In a Different Voice: Psychological Theory and Women's Development. Harvard University press: Cambridge, Massachusetts, 1982.
3. Kegan, Robert; The Evolving Self: Problem and Progress in Human Development. Harvard University Press: Cambridge, Massachusetts, 1982.
4. Levine, Helen; "Feminist Counselling: Approach or Technique?" Perspective on Women in the 1980s, ed. Joan Turner and Lois Emery, University of Manitoba Press, 1983.
5. Levine, Helen; "The Personal is Political: Feminism and the Helping Professions", Feminism in Canada, ed. Angela Miles and Geraldine Finn, Black Rose Books: Montreal, 1982.
6. Levine, Helen; "The Power Politics of Motherhood", Perspectives on Women in the 1980s, ed. Joan Turner and Lois Emery, University of Manitoba Press, 1983.
7. Lindsay, Karen; "On the Need to Develop a Feminist Therapy", Roughtimes: A Journal of Radical Therapy, 1974, No. 4, pp.2-3.
8. Mander, Anica Vesel, and Rush, Anne Kent; Feminism as Therapy, Random

House: New York, 1974.

9. Mezirow, Jack; "A Critical Theory of Adult Education and Learning", Adult Education Vol.32, Number 1, Fall, 1981, pp.3-24.
10. Schaef, Anne Wilson; Women's Reality, Winston Press Minneapolis, Minn.,1981.
11. Sturdivant, Susan; Therapy with Women: A Feminist Philosophy of Treatment, Springer Publishing Co.: New York, 1980.
12. Wyckoff, Hogie; Solving Women's Problems, Grove Press: New York, 1977.

### LA PSYCHOTHÉRAPIE FÉMINISTE

Les féministes associent la psychothérapie traditionnelle au patriarcat et à l'oppression des femmes par les hommes. La prise de conscience qui sous-tend fondamentalement le mouvement féminin a mené à une critique des services de santé, notamment des services de santé mentale, et à la naissance d'une thérapie féministe qui diffère de la thérapie traditionnelle sur trois plans essentiels:

1. Auparavant, la répartition des pouvoirs dans les relations client-thérapeute se définissait selon un rapport de supériorité (le thérapeute, sain d'esprit, qui est généralement un homme) et d'infériorité (le patient, malade, qui est généralement une femme). La thérapie féministe préconise une abolition de tels rapports pour faire place à une thérapie radicale "d'égaux" orientée sur les besoins de la clientèle; elle exige que la thérapeute ait implicitement confiance en la compétence de sa cliente et qu'elle ait d'elle-même l'image d'un modèle pertinent.
2. Les théories qui sous-tendent l'intervention thérapeutique incluent une réalisation de soi chez la femme qui échappe aux rôles sexuels traditionnels, qui n'encourage pas la femme à répondre en tant qu'objet sexuel, qui ne la dévalue pas et ne l'abaisse pas. La théorie du développement de la femme, qui prend rapidement de l'essor, préconise l'adoption d'un modèle de croissance et de développement plutôt que d'un modèle de thérapie maladie-remède. Ont contribué à l'élaboration de ce modèle Luise Eichebaum, Susie Orbach, Carol Gilligan, Robert Kegan, Jane Hoevinger et bien d'autres. La théorie de l'apprentissage chez les adultes, et notamment les travaux de Jack Mezirow, nous aide à mieux comprendre comment parvenir à une conscience critique.
3. L'aspect politique de la thérapie féministe différencie nettement cette approche de la thérapie traditionnelle. La solidarité entre femmes est essentielle pour apporter des changements à notre culture. Les thérapeutes féministes ne se contentent pas d'aider les femmes à se sentir mieux mais veulent aussi que les femmes unissent leurs efforts pour modifier les valeurs culturelles existantes et tout ce qui maintient

les femmes dans un état de soumission. ♀

---

## ***Corriger cette abominable situation***

---

Par Louise Dulude

Récemment, une amie m'a dit qu'elle se souvient exactement du jour et de l'heure où elle est devenue féministe. Moi pas. Dans mon cas, ça s'est fait graduellement, à mesure que je comprenais mieux ce qui se passait autour de moi.

J'avais trente ans quand j'ai dit "je suis féministe" pour la première fois, mais il y avait déjà longtemps que je me posais des questions. Par exemple, à quatorze ans, je me demandais pourquoi il fallait que j'attende qu'un garçon m'appelle pour me demander de sortir avec lui. À dix-huit ans, j'ai trouvé étrange que mes parents s'inquiètent tellement des études universitaires de mon frère alors qu'ils pensaient qu'un poste de secrétaire était assez bon pour moi.

J'ai appris longtemps plus tard que plusieurs filles de mon âge s'étaient posé les mêmes questions et n'avaient rien dit non plus. Pourquoi se plaindre puisque le fait d'être fille voulait dire qu'on n'avait pas à travailler aussi fort ou à risquer des refus humiliants en appelant des garçons qui ne voulaient rien savoir de nous? D'ailleurs, nous étions toutes entièrement absorbées par l'obsession numéro un des adolescentes: la chasse à l'homme.

En rétrospective, je m'aperçois que les années qui ont suivi sont celles où j'ai eu le moins de contacts féminins de ma vie. Mes amies et moi nous rencontrions seulement de temps à autre, quand par malheur nous n'avions pas d'autres rendez-vous. Puis elles se sont presque toutes mariées et ont déménagé dans d'autres quartiers. Mes nouvelles compagnes de bureau étaient aussi très occupées par leurs sorties, leur mari, leurs jeunes enfants. Ma vie s'est de plus en plus centrée sur mes cours du soir et mes amours. Quand le livre La femme mystifiée de Betty Friedan a fait scandale dans les années soixante en exposant les misères des femmes mariées, j'ai pensé que c'était peut-être moi qui avais la meilleure part après tout.

Pendant ce temps là, les crédits de cours que je prenais à Sir George Williams (maintenant Concordia) et ensuite à l'Université de Montréal s'accumulaient toujours de sorte que je me suis retrouvée après un agréable interlude de travail en Europe avec un diplôme de droit et un poste de directrice de la première clinique juridique du quartier Centre-Sud de Montréal - connu par certains sous le nom de "faubourg à m'lasse". C'est là que j'ai appris

que les coquerelles et les appartements sans eau chaude sont encore courants dans notre pays riche, et que la plupart des gens qui sont obligés de les subir sont des femmes.

Non seulement c'étaient presque toujours des femmes, mais encore des femmes ni folles, ni paresseuses, que le hasard de la naissance, d'un mauvais mariage ou du veuvage avait réduites à la misère et à la pire pauvreté. Après un an de travail épuisant à négocier avec leurs multiples créanciers, à plaider leurs causes devant les tribunaux et à donner des cours de droit le soir aux gens du quartier, je me suis retrouvée brûlée, radicalisée et convaincue que les lois et les systèmes actuels ne pouvaient pas faire grand-chose pour guérir les horreurs que j'avais découvertes là.

C'est ainsi que je me suis retrouvée au Programme de promotion de la femme du Secrétariat d'Etat, à Ottawa, juste à temps pour participer aux célébrations de l'Année Internationale de la femme en 1975. Un an plus tard, la chance m'a de nouveau souri lorsqu'on m'a offert un poste de recherchiste au Conseil consultatif canadien de la situation de la femme (CCCSF), aussi à Ottawa. Les travaux que j'y ai effectués - sur la fiscalité, les conditions de travail des femmes, les régimes matrimoniaux et la vie des femmes âgées - ont renforcé ma conviction que seuls des changements juridiques et sociaux de grande envergure pourraient rendre les Canadiennes des citoyennes à part entière.

En voyant de près la façon dont le gouvernement réagit aux revendications des groupes féminins, j'ai pu constater l'importance cruciale de leurs pressions. En travaillant de concert avec leurs dirigeantes sur plusieurs dossiers, par exemple avec Azilda Marchand de l'AFEAS sur le statut des femmes collaboratrices de leur mari dans des entreprises familiales, j'ai appris à les respecter et à admirer leur intelligence et leur générosité, et j'ai compris pour la première fois l'énorme satisfaction que beaucoup de femmes retirent de leurs activités bénévoles au service des autres.

En 1978, j'ai décidé de quitter le CCCSF et de m'établir comme recherchiste à mon propre compte. Mon premier rapport indépendant, qui m'a le plus appris sur la condition des femmes et a eu la plus vaste distribution de tous mes travaux, fut La femme et la pauvreté que j'ai fait pour le Conseil national du bien-être social. La conclusion du rapport, que je soupçonnais depuis mon travail à Centre-Sud, commençait comme suit:

"La plupart des femmes au Canada doivent faire face à la pauvreté à un moment donné dans leur vie. Il est rare qu'elles deviennent pauvres suite à des circonstances qui auraient pu être contrôlées; il n'arrive pas souvent non plus que ce soit le résultat d'une malchance extraordinaire. Les femmes sont pauvres, la plupart du temps, parce que la pauvreté est la conséquence logique du rôle qu'on leur demande encore de jouer dans notre société.

" Depuis 1979 tout le travail que je fais est consacré à corriger cette abominable situation. Mes recherches se sont donc de plus en plus spécialisées dans les domaines de la politique sociale qui ont le plus d'effet sur la situation économique des femmes-les prestations gouvernementales pour les enfants et les familles défavorisées, la fiscalité et le contrôle

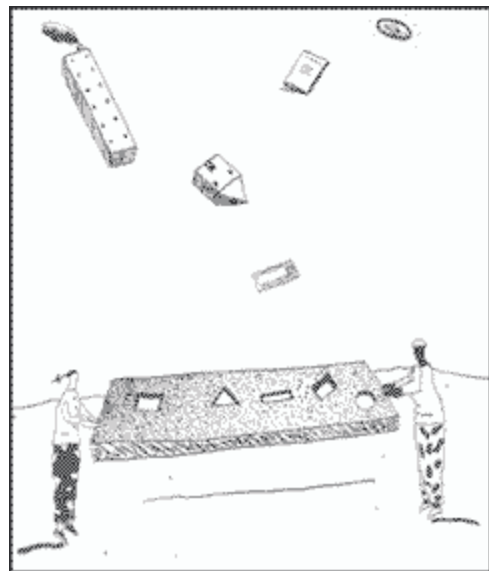
des biens familiaux et par-dessus tout la réforme des régimes de pensions.

Mes positions dans le domaine des pensions ont éventuellement transformé ma vie. De personne-ressource qui alimentait les groupes féminins sans en faire moi-même partie, je suis devenue activiste et membre de l'exécutif du Comité canadien d'action sur le statut de la femme (CCA ou NAC en anglais). Comme on le sait, le CCA est le plus gros groupe féminin au Canada, se composant de plus de 370 groupes-membres qui ont eux-mêmes plus de trois millions de membres individuels. En 1984 et de nouveau en 1985, j'ai été élue vice-présidente du CCA.

Dans ce poste, mon objectif principal est de rendre le CCA plus représentatif de la population féminine du Canada.. En particulier, mes collègues et moi avons rendu le CCA beaucoup plus accueillant pour les francophones: toutes nos nouvelles publications sont entièrement bilingues et nous avons tenu notre assemblée mi-annuelle à Montréal en automne 1984. Cette réunion a tellement bien réussi que nous avons malheureusement do fermer les inscriptions deux semaines à l'avance.

Mon autre priorité au CCA est de défendre les droits des groupes les plus financièrement vulnérables de notre société, c'est-à-dire les femmes au foyer, les femmes âgées et les chefs de famille monoparentales. Sur le plan national, je suis personnellement devenue la défenderesse la plus acharnée de l'inclusion des femmes au foyer dans les Régimes de pensions du Canada et de rentes du Québec. Pour moi, cette mesure est absolument essentielle pour reconnaître la contribution incalculable des mères de famille et de nos bénévoles, et pour leur rendre enfin un minimum de justice.

Le travail que j'effectue depuis plus de 10 ans pour les femmes, et donc pour moi-même, ne fait que commencer. Il m'a fallu plus d'une décennie pour comprendre que le sort de toutes les femmes est intimement lié. Comme le dit l'adage, la force d'une chaîne est celle de son maillon le plus faible. Tant que les femmes vivront dans la misère, et tant que tout le travail des femmes au foyer et à l'extérieur ne sera pas adéquatement reconnu et rémunéré, nous sommes toutes dévalorisées et toutes responsables du sort de nos soeurs les plus démunies. ♀



Wendy Wortsman

Cet article est reproduit avec la permission de L'AEF.

---

## ***Strippers Life Skills Group***

---

**by Rita Mifflin**

In the fall of 1984 the YWCA of Metropolitan Toronto held a public event, Alternatives to Pornography with Helen Porter. Several women who work in the striptease/burlesque entertainment field attended. They requested a meeting with YWCA staff to discuss their wish to begin a self-help support group.

Several meetings were held with this group of women and the search began for funding and for an indigenous leader. In the meantime, the YW became actively involved by providing a Life Skills Coach to begin the needs assessment and outreach with the women at their places of work.

As needs were identified, it became clear that, while women strippers face some particular problems arising out of their work (its connection with the sex trade, and public attitudes), more commonalities than differences were present.

The objectives of the group are:

- increasing self esteem, awareness and confidence
- career / life planning, vocational exploration / work alternatives
- solidarity and support leading to advocacy
- becoming aware of and using community resources
- drug and alcohol abuse counselling

In January 1985, a leader came forward from the group and was hired as a Life Skills Coach Trainer. She participated in two Life Skills Coaches trainings: a ten-week evening course and a six-week full time intensive. She was partnered with a Life Skills staff member for six months training and supervision. The group is meeting weekly, has developed a strong core attendance and is steadily expanding through its leader's weekly outreach visits in the clubs. Many women receive counselling and support in the dressing rooms between acts.

We are beginning to receive referrals from therapists and other agencies as more people hear about the group. The achievement of objectives will not be evaluated until year-end; however we are very satisfied with results to date.

The YWCA has been very active in advocacy and social action on all issues related to pornography and violence against women and children. This program is a logical outgrowth of this involvement; and, we believe it is a measure of our positive open image in the community that we were approached by women who have been left out of

consideration by most educators and social service providers.

**Rita J. Mifflin** is the Director of Community Programs and Services at the YWCA of Metropolitan Toronto.



**FOCUS ON GOALS  
THRU SUPPORT  
& SELF AWARENESS  
AS AN ONGOING CREATIVE PROCESS**

DAYCARE ON REQUEST  
EVERY SUNDAY 4:30-6:30 pm  
AT 80 WOODLAWN AVE. E.  
BROUGHT TO YOU BY  
ZELDA SCORCH & THE YWCA  
CALL 487-7151

---

***Training: For Self-sufficiency  
or Dependency?***

---

by **Linda MacDonald**

A society built on competitiveness is one which inevitably produces losers as well as winners. Predicated upon the struggle for access to and acquisition of scarce resources, such competitiveness ensures that some will gain a greater share of these resources, while others, to their detriment, will have to make do with less.

Training is one area which in recent years has become a scarce resource as technological change, economic recession, and high unemployment impel greater numbers of people to extend or return to learning as a way of enhancing employability. While learning is acknowledged to be a significant mechanism for promoting equity, there remain imbalances between equality of opportunity on the one hand, and equality of results on the

other.

When women's access to and participation in training are examined, the impact of a competitive approach can be seen both in terms of equality of opportunity as well as equality of results. Shifting emphases for the expenditure of the training dollar have resulted in diminished funding of traditional areas of women's training and, correspondingly, diminished participation by women in publicly-funded training. Since the shift in training dollars was in response to anticipated labour market demand for specific occupations, it can be concluded that women's failure, except in very small numbers, to access these priority courses has made this segment of the population less competitive in the job hunt, less self-sufficient economically, and more dependent upon others for their well-being.

In 1985, 52% of all women were in the labour force. Women currently comprise 41.2% of all workers. It is predicted that women will account for 70% of the growth in the labour force in the next ten years (Dodge).

The realization of this prediction is based on women's overcoming a range of barriers both situational and dispositional. At present, women are not well disposed to look for employment or training in the areas of highest labour market demand, e.g. tool and die maker, forest products technician, computer systems analyst, marine rigger. Yet the failure to make adjustments in career choices can doom women to sustained high unemployment and continued economic dependency. It is also predicted that up to one million women may be unemployed by 1990 unless women are more responsive to labour market demand (Menzies).

Education and training are essential strategies for women to make adjustments to labour market demand, technological change, and self-sufficiency. The opportunities for accessing education and training include both publicly-financed training and privately-operated schools and institutions. It is ironic that women, that proportion of the population with the least access to financial resources, also have the least access to publicly-funded training. Females are the only population group in which the majority of learners pay for educational costs from their own funds (Cross). Women are confronted with paying the full cost of their training and education, or doing without it.

The most widely distributed single source of training in Canada is the range of training programs funded by the Canada Employment and Immigration Commission and operated by the provinces either directly or through the community college system. These publicly-funded training programs are, at least in theory, equally accessible to both men and women. In practice, the situation is often quite different, resulting from prejudices on the part of counsellors, potential students, and employers about what is appropriate behavior for women. In 1982, the imbalance in women's enrolments led the Minister responsible to announce the targeting of 30% of training seats for women.

This 30% reserve is often under utilized because women do not receive adequate information and support, and lack a clear understanding of what is involved in training

and also employment in non-traditional jobs.

Women's participation in publicly-funded training has been influenced considerably by the implementation of the National Training Act of 1979/1982. The NTA has placed priority on technical and high level trade skills and has directed funding for training into those areas through either institutional or industrial training. A recent CCLOW report, The National Training Act: It's Impact on Women, has noted that both the number of women trainees and the proportion of women trainees have declined in all areas of institutional training since the implementation of this Act. Nationally the participation rate for women trainees in this area declined from 29.1% in 1981-82 to 25.7% in 1982-83. In industrial training, the participation of women declined from 27.1% to 22.7% over the same time period.

The situation in Nova Scotia is not greatly different from the national scene. The participation rates for 1981-82 and 1982-83 show a decline in women's participation in all forms of publicly-funded training, with the exception of apprenticeship programs which showed a dubious growth from 1.4% to 1.8% of enrolments.

	<u>1981-82</u>
BTSD	52.4%
Apprenticeship	1.4%
Skills (including business)	30.2%

	<u>1982-83</u>
BTSD	45.2%
Apprenticeship	1.8%
Skills (including business)	22.4%

A more detailed examination of enrolment figures for Nova Scotia in September 1984 points out the discrepancies and inequities which currently operate in the provision of publicly-funded training in this province.

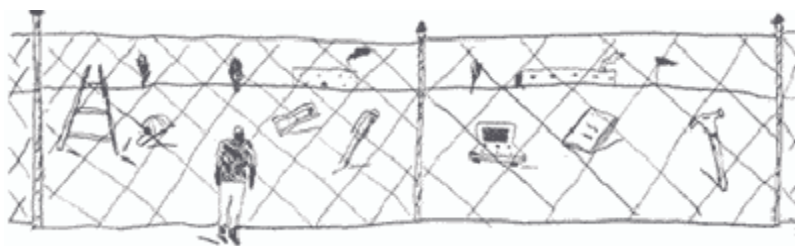
A third more men than women are enrolled in these training programs. Actual figures are 967 women and 1406 men. There are as many men enrolled in trades skills as there are total female enrolments in all areas. Women's enrolments comprise 41% of total enrolments, not substantially different from the proportion of women in the labour force.

It is in the distribution of these female enrolments that concerns arise. Nearly half of all women participating in CEIC- funded training are enrolled in pre-skill courses such as Basic Training for Skill Development, Career Exploration for Women, Introduction to Trades, and Pre-Technology for Women. These are all valuable courses and they make an

important contribution to the transition of women into the workplace. There are two major problems arising out of the fact that 47% of women trainees participate in these courses. One is that women are over-represented in these courses providing pre-employment skills. Women comprise 70% of pre-skill enrolments. While not all of these pre-skill courses provide academic skills, many have this as a major component.

It is therefore relevant to observe that in Nova Scotia only 19% of women have a literacy problem as compared with 25% of males (MacDonald, 1983).

The other serious problem is that these pre-skill courses do not provide training in skills for the labour market, so that upon completion the trainee is still lacking in skills marketable to a specific employer. Additionally, these courses are the least expensive to implement since they do not require the specialized equipment and space necessary to many of the trades and technologies.



### Wendy Wortsman

The next biggest area of female enrollments is in business which includes business education, word processing, and business computer programming. While these three courses do provide skills training for these 36% of female enrollees, the danger is that they may be in training for the unemployment lines of five years from now.

Only 17.5% of female enrollees are receiving training directly leading to employment, and training attuned to identified labour market demand. These women are enrolled in trades and technologies such as electrical engineer technician, scientific computer programming, and machinist.

A comparative look at the distribution of male trainees shows that 85% of males are enrolled in training directly leading to employment including the 2.3% enrolled in business, specifically in business computer programming. A mere 15% are enrolled in pre-skill courses, well below the 25% of Nova Scotia males with literacy problems (MacDonald, 1983).

A comparison of the distribution within classes on the basis of minimal participation of males and females shows that there are more classes taking place with no women enrolled than with no men enrolled. More than 52% of classes are operating with no more than two women enrolled. This looks suspiciously like tokenism at its worst, and in addition, puts those women into stressful positions of isolation and potential harassment. This is not a

positive approach to attracting women to non-traditional training and employment.

One question which arises is whether women are, in fact, truly interested in accessing education and training. Is it possible that women are socialized into thinking that education and training are not relevant to their lives because "we will all grow up to be supported by a man"? A recent study, One In Every Five: A Survey of Adult Education in Canada, shows that the majority of participants in adult education (defined as all organized educational activities taken outside of a full-time program) are women - 56% of the participants when self-selection, not referral, is the basis for participation. On average, 21% of all women 17 years and over participated in adult education with the highest participation group for either men or women being that of women 25-34 years, which had a participation rate of 31%. Twenty-nine per cent of women in the labour force participated in an adult education course, as compared with 21% for men. Whether in or out of the labour force, the proportion of women who took a course exceeded the proportion of men.

Among white collar workers, women were more apt to be enrolled (30%) than men (22%). In blue collar work, women's over- all participation rate was the same as the rate for men (16%). Women were less likely to be enrolled in job related courses. Only 39% of enrolments were women taking this type of adult education. A look at the sources of financial support for these courses may explain the difference in participation rates here.

One In Every Five: A Survey of Adult Education in Canada, states that:

**THE TUITION OF MORE THAN SEVEN IN TEN WOMEN WAS PAID EITHER BY THE WOMEN THEMSELVES OR BY THEIR FAMILIES, WHEREAS JUST HALF OF THE MEN PAID THEIR OWN WAY. IN FACT, MORE THAN A THIRD OF THE MEN HAD THEIR FEES PAID BY THEIR EMPLOYERS.**

Women have clearly indicated their desire for education and training. What can be done to improve women's access and participation in such programs, particularly publicly-funded training?

There are seven immediate requirements:

1. A critical area for enhancing access and participation for women is in the strengthening of information and counseling services, especially at the Canada Employment Centres which act as the referral mechanism for training, and also at the training institutions themselves. The brief of the N.S. Advisory Council on the Status of Women to the Royal Commission in Post-Secondary Education, Equality of Educational Opportunity, recommended that personnel hired for vocational counseling within these organizations "have expertise in counseling women who are studying in non-traditional areas" (MacDonald and Nyenhuis, p.XI).

2. Within the delivery of training programs, greater flexibility in design and methodology of instruction (not to be construed as meaning course content) would promote women's participation. An excellent model for such an approach is the Bridging Program developed by CCLOW. This approach strengthens the transition from pre-skill and orientation courses into a wider range of training related to job opportunities.
3. The Report of the Commission on Equality (p. 263) recommends:

**POST-SECONDARY INSTITUTIONS AND TRAINING PROGRAMS MANDATED TO RESPOND DIRECTLY TO THE NEEDS OF THE LABOUR MARKET SHOULD BE REQUIRED TO TAKE MEASURES TO INCREASE THE PARTICIPATION OF MEMBERS OF THE DESIGNATED GROUPS IN THE RELEVANT VOCATIONAL TRAINING COURSES AND PROGRAMS.**

4. Women need to be promoted and appointed to senior policy positions within both federal and provincial agencies responsible for the delivery of training, so that the concerns of women will be adequately represented.
5. A policy of paid skill development leave implemented in conjunction with affirmative action can enable women to obtain badly needed opportunities for career development to move out of the job ghettos and into more fulfilling, better paid jobs.
6. Women's Unemployment Insurance benefits for training need to be augmented with training allowances since women's low wages result in an extremely low rate of U.I. benefits, often necessitating women's exclusion and/or withdrawal from training.
7. The range of publicly-funded training programs needs to be broadened and balanced to include training in traditional areas of women's expertise such as organizational administration, human resource development, and social services / helping skills.

It is simplistic to suggest that if only women would take the appropriate training, their problems in employment would disappear. Throughout the years, women's employment has been condemned to marginality, as a reserve labour pool to be called on to replace men in times of shortages or to be used as a factor to put constraints upon wage levels.

Training is a component in the attainment of equality, but there can be no equality until women and the work they perform cease to be devalued.

It is through co-operative approaches to training with clearly identified transitions and bridging programs that the barriers to self-sufficiency can be overcome. The elements of this co-operation are the coordination of funding sources, support services, delivery systems for the various training programs and relevant work experience. Co-operation breaks down the competitive approach which creates losers and winners, and replaces it with a mutuality where resources are used inter-dependently for the benefit of all. A

cooperative model enhances self-sufficiency and equality.

**EVEN IF WOMEN DO CONSIDERABLY INCREASE THEIR ACCESS TO THE OPPORTUNITIES PREVIOUSLY MONOPOLIZED BY MEN IN SYSTEMS OF EDUCATION CREATED AND CONTROLLED BY MEN, THIS WILL DO VERY LITTLE TO ALTER THE BASIC RELATIONS BETWEEN WOMEN AND MEN IN SOCIETY. IT IS NOT MERELY A QUESTION OF IMPROVING THE CHANCES OF WOMEN TO COMPETE IN A MAN'S WORLD .... BUT TO DEMAND A RADICAL CHANGE IN THE NATURE OF WHAT IS BEING OFFERED. THIS IMPLIES AT LEAST AN EQUAL SHARE IN THE CONTROL, AT LEAST AN EQUAL SHARE IN THE DETERMINATION OF WHAT COUNTS AS VALUABLE KNOWLEDGE WITHIN IT, AND AT LEAST AN EQUAL RECOGNITION THAT WHAT IS IMPORTANT ABOUT WOMEN'S EXPERIENCE OF THE WORLD IS AS VALID AS MEN'S. WITHOUT SUCH REAL EQUALITIES, NOTIONS OF EQUALITY OF OPPORTUNITY ARE ESSENTIALLY RHETORICAL. ( THOMPSON, 1983) ♀**

**Linda MacDonald** has been involved in adult education for fifteen years in counselling, teaching and administration. As one of the two Career Planners at the Life Planning and Learning Centre of Mount Saint Vincent University, she provides one-to-one counselling for women seeking careers, new careers and career growth. She has recently been accepted for doctoral studies at Columbia University.

### LA FORMATION: VERS L'AUTONOMIE OU LA DÉPENDANCE

Une société édiflée sur la compétitivité est inévitablement une société où se côtoient des gagnants et des perdants. Une société où la vie est axée sur la lutte pour accaparer de rares ressources est une société où certains ont beaucoup tandis que d'autres doivent faire avec moins. Dans notre monde moderne, parmi les ressources qui se font rares, il y a la formation professionnelle: avec les changements technologiques, la récession économique, le taux élevé de chômage, un plus grand nombre de personnes se voient dans l'obligation de poursuivre plus longtemps leurs études, ou de les reprendre, pour trouver ou garder un emploi. Mais là, il y a des inégalités entre hommes et femmes tant au niveau des possibilités offertes qu'à celui des résultats.

Quelques données: en 1985, 52% des femmes font partie de la main-d'oeuvre; près de 42% de toute la main-d'oeuvre est composé par des femmes. Les prévisions indiquent que durant les dix prochaines années, les femmes compteront pour 70% de l'augmentation de la main- d'oeuvre. Autre prévision: d'ici 1990, il pourrait y avoir jusqu'à un million de chômeuses si les femmes ne s'adaptent pas mieux à l'évolution du marché du travail.

L'une des sources les plus importantes de programmes de formation au Canada est la Commission de l'emploi et de l'immigration du Canada, qui finance un ensemble de programmes gérés par les provinces soit directement, soit par l'intermédiaire des collèges communautaires. En 1982, le déséquilibre entre hommes et femmes dans ces programmes était tel que le ministère décida de réserver aux femmes un pourcentage-cible (30%). Mais cela s'est avéré difficile en pratique car les femmes n'ont ni les renseignements voulus ni

l'appui voulu pour participer à ces programmes.

Autre problème: près de la moitié de toutes les femmes inscrites à des programmes financés par la CEIC sont inscrites dans des cours de pré-formation, qui ne mènent pas directement au marché du travail: une fois leur cours terminé, les participantes n'ont toujours pas les connaissances ou les compétences nécessaires pour trouver du travail. Chose à noter, ces cours de pré-formation sont les moins chers de tous puisqu'ils n'exigent ni équipement spécial ni aménagements spéciaux. Seules 17,5% des femmes inscrites suivent des programmes menant directement à un emploi, répondant directement aux demandes des employeurs... ♀

## REFERENCES

1. Abella, R.S. Equality in Employment. A Royal Commission Report. Ottawa: Supply and Services Canada.1984
2. Canada. Status of Women Canada. Not Working: Strategy for Improving Women's Status in Federal Government Employment Programs . A report prepared for the Status of Women Canada by Karyo Communications Inc. Ottawa: Status of Women Canada.1984.
3. Cross, K.P. Adults as Learners. San Francisco, Jossey Bass Publishers.1983.
4. Devereaux, M.S. One in Every Five: A Survey of Adult education in Canada. Ottawa: Minister of Supply and Services. (cat, no. S2-139/1984e) 1985.
5. MacDonald, Linda. A Proposal for the Implementation of Bridging Programs. Halifax: Canadian Congress for Learning Opportunities for Women.1985.
6. MacDonald, Linda, Adult Basic Education Survey. Halifax: Continuous Learning Association of Nova Scotia,1983.
7. MacDonald, Martha. Women in the Workforce Meeting the Changing Needs of Capitalism. Paper presented at the Conference of the Canadian Political Science Association Meetings. Saskatoon. 1979.
8. Menzies, H. Computers on the Job: Surviving Canada's Microcomputer Revolution. Toronto: James Lorimer and Co.1982.
9. Minister of Employment and Immigration Canada, Labour Market Development in the 1980's. A report of the Task Force on Labour Market Development prepared for the Minister of Employment and immigration. Ottawa. July,1981.

10. Nova Scotia. Advisory Council on the Status of Women. Equality of Educational Opportunity. A Brief presented to the Royal Commission on Post-Secondary M. Nyenhuis. Halifax. 1984.
11. The National Training Act: Its impact on Women. Regina; Canadian Congress for Learning Opportunities for Women. 1984.
12. Bridging Programs: Women. Learning. Working. Regina: Canadian Congress for Learning Opportunities for Women. 1984.
13. Thompson, Jane. Learning Liberation: Women's Response to Men's Education. London: Croom Helm. 1983.



*Wendy Wortsman*

---

## ***Sylvia Gold's Address at CLOW's Annual General Meeting: June 21, 1985, Toronto***

---

If my memory serves me well, it was Margaret Fulton, as newly- appointed President of Mt. St. Vincent University who first introduced me to CLOW. In her address to a Canadian Teachers' Federation conference in Halifax in the mid-to-late 70's, she talked about the learning needs for adult women, focusing particularly on those who, for one reason or another, did not acquire labour market skills during their public school years. She described the living conditions and hardships of women who are ill-equipped to handle survival in the Canadian economy. Her arguments centred on CLOW's goals of ensuring training for women who find themselves in this situation.

As a member of the audience, I was struck by the clear focus, a kind of "no nonsense" focus of the organization. There was no talk of nebulous "life skills", which were the rage elsewhere in training programs. This was a practical approach, a dedication to help women become financially independent which was and remains an essential goal. Especially as there is an increase in the number of women who are solely responsible for their own support and the support of dependents.

I would like to comment, only briefly on the role of work in the personal self-esteem of

women. No doubt many of us here identify ourselves according to the paid work we do. Our society expects us to do this.

Those of us whose work is challenging and educative may understandably feel this way. Women whose work consists of repetitive or boring or even unhealthy tasks do not share this enthusiasm. For them it is a means to an end. But wherever we fit, we all benefit from the wages attached to this work. This is what puts food on the table, a shelter over our heads, and the ability to enjoy our after-work hours. The important fact is, all women should have access to paid work. CLOW is an organization devoted to seeing that the learning opportunities women need for employment, as well as the government policies and programs needed to see that training facilities and jobs are available, are in place.

I have met your president, Lisa Avedon, in the most interesting places: conferences organized by Employment and Immigration on training; a conference on women and finance; a meeting of individuals from different sectors on skills training. Through her, your voice is being heard in clear and positive ways. She is indeed being consistent and visible in putting forward CLOW's mandate.

I would like to make one more comment about your mandate. My closest connection with CLOW has been with the Ottawa chapter. It is composed of women active in various undertakings: government jobs, private sector jobs; freelance work; and college and university teaching.

It is a motivated and creative group, whose efforts relate to the job situation in Ottawa, which includes a diminishing public sector and, we hope, a growing high technology sector. This group examines the situation as a whole and tries to involve the private sector in training programs for women. And this illustrates what I think is an important dimension of your work: attention to public policy and funds, and a concentration on local needs and possibilities. This approach is essential in a country such as ours, of diverse climate, geography, historical contexts, economic structures, and cultural heritage. We know that a "made in Ottawa" policy cannot work unless it has the flexibility to vary according to regional realities. This centralized/decentralized approach is not an easy one to conceptualize, develop or operate. But I believe it is the only one that is feasible for us today.

A simple illustration makes the point. You no doubt recall the assurance with which government policies based training needs on the concept of the needs of mega-projects of the type that were anticipated in the oil-producing provinces in the west. Training programs across the country were training welders, in the belief that this skill would be a base skill for this growing industry. Talk about putting all eggs in one basket! As a corollary question, we might ask how many women were trained for these potential jobs. The question is academic. The mega-project dream did not materialize. Now if the various chapters of CLOW had been able to advise the government on the types of programs needed across the country and how to go about training people in the required skills, the attention to regional needs would have been heeded. I know that economic predictions are totally fallible; nevertheless there are skills which people can learn on which they can add

new learning as conditions require. This is what training and learning opportunities are about.

Now, what is and can be the relationship between CCLOW and the Canadian Advisory Council on the Status of Women?

Let me be sure you know what the Council is. It is a government- appointed body of up to 30 members, including an Eastern and Western Vice-President. The main office is in Ottawa. This is where the research and communications staff is located, and the main distribution centre is housed. The President and Vice- Presidents are full-time paid executive members of the Council, with the President carrying the chief executive and administrative roles. Our annual budget is approximately \$2.3 million; our total staff complement is 31 people.

The Council's mandate is to advise government on issues of concern to women, and to speak to the public on these concerns. We are currently working on a 3-year plan which includes strategies for carrying out our mandate. A major focus is to build our contacts with Members of Parliament to maintain these communication links. Another is to establish regional networks linking our Council Members with women's groups in their regions. The regional Vice-Presidents will play a key role here. The link between the Vice-Presidents and myself will be strong as well. This network will enable information to flow in two directions: from the regions to the CACSW office and out to the regions. This will enhance our ability to identify trends and engage in needed and relevant research.

This brings me more directly to the CACSW/CCLOW connection. I would like to tell you about the initiatives we have taken recently on the training question. In our correspondence to government and in our public statements, we have raised these issues:

1. There should be a mandatory affirmative action aspect to any federal training program such that minimum rates for women's participation are set. Women should receive a proportion, of federal training funds (the \$900 million) that is at least equivalent to their representation in the labour force. Women were 42% of the labour force in 1984.
2. There must be means established to ensure women's full participation in federal programs.
3. We argue that women should be represented on any local or regional advisory groups on training, including representation from women's groups and women employers.
4. Women have particular needs with respect to training, needs which must be addressed in order for them to have equal access to and enjoy equal benefit of federal training programs. Some of these needs are:

- Part-time training to accommodate women with part- time jobs and/or family responsibilities.
  - Access to training for women who are currently employed, and who are either under-employed or working in dead-end jobs, or on jobs destined for erosion through technological change. These women need training to up-grade their skills, enabling them to get better jobs and to respond to the changing demands of the labour market.
  - Access to bridging, or job readiness training in addition to training oriented directly to job skills and employment. Many women are not job-ready, or do not have skills directly transferable to non-traditional types of employment. Confidence building, and assertiveness-training, maths and science upgrading, and pre-apprenticeship programs, for example, should form a part of any training initiative.
  - Training and childcare allowances must be adequate to allow women to undertake training. Such allowances should also be available to women undertaking training on a part-time basis.
5. With respect to young people, the federal government should set up programs encouraging young women to develop skills in mathematics, science and technology. Any federal program targeted for the "youth" population must ensure that funds and programs are allocated so as to benefit young men and young women equally, taking the particular needs of young women into account.

With regard to Employment Equity:

The main points contained in Council recommendations are:

- that effective enforcement is essential, either through a strengthened Human Rights Commission or an independent agency;
- that information that employers collect and report must be standardized and encompass data showing the application of movement in a given employer's work-force;
- that "special measures" are necessary (that is, retaining the central notion of "affirmative action" when talking of "employment equity").



We do indeed have much in common and complement each other in our work - in both spellings of the word! We must be sure to share our information and insight, and our publications and resources. A strategic phone call, collaborative participation, and on- going exchanges contribute to your effectiveness and ours.

It will be a pleasure to maintain this bond with you. ♀

**Sylvia Gold** is President of the Canadian Advisory Council on the Status of Women.

*Sylvia Gold*

ALLOCUTION DE SYLVIA GOLD  
À L'ASSEMBLÉE GÉNÉRALE ANNUELLE  
DU CCPEF TORONTO, 21 JUIN 1985

La première fois que Sylvia Gold, présidente du Conseil consultatif canadien de la situation de la femme, a entendu parler du CCPEF, c'était lors d'une allocution prononcée par Margaret Fulton, alors présidente de l'Université Mt. St. Vincent, devant la Fédération canadienne des enseignants à Halifax vers la fin des années 1970. Margaret Fulton parla alors des besoins des femmes adultes en matière d'éducation, et surtout des besoins des femmes qui - pour une raison ou une autre - n'ont pas eu la possibilité d'acquérir les connaissances ou l'expérience nécessaires durant leurs années de scolarité. Elle décrivit les difficultés de ces femmes, et leurs dures conditions de vie, disant combien elles sont mal préparées à survivre dans la société canadienne moderne. Son argument était axé sur les possibilités offertes par le CCPEF pour assurer des chances égales de formation aux femmes dans pareilles situations.

Sylvia Gold, qui assistait à cette réunion, fut frappée par la clarté des objectifs de cet organisme, par son approche pratique et directe, par son engagement à aider les femmes à devenir financièrement indépendantes. Fidèle à cet engagement, le CCPEF est une organisation qui veille à ce que des possibilités d'études adéquates soient offertes aux femmes, en vue d'un emploi, et à ce que les programmes nécessaires soient mis en place.

C'est surtout par ses rapports avec la section d'Ottawa que Sylvia Gold connaît le CCPEF. L'impression qu'elle a de ce groupe (extrêmement varié, composé de femmes travaillant au gouvernement, dans le secteur privé, dans l'enseignement, à la pige) est que "c'est un groupe motivé et créatif, dont les efforts sont bien axés sur la situation de l'emploi à Ottawa". Selon Sylvia Gold, c'est là un aspect important du CCPEF: une orientation vers les besoins et les possibilités à l'échelle locale ou régionale. Une approche décentralisée est essentielle dans notre pays, à l'histoire, à l'économie et à la culture si variées.

Parlant des rapports entre le CCPEF et le CCCSF, Sylvia Gold a rappelé que l'organisme placé sous sa direction est un organisme gouvernemental, composé d'une trentaine de membres. Le CCCSF, qui a un budget de 2,3 millions de dollars, a pour mandat de guider le gouvernement quant aux politiques qui concernent les femmes et d'éduquer le public sur la condition féminine.

Sylvia Gold a dit espérer pour-suivre de fructueuses relations de travail avec le CCPEF. "Nous avons certainement bien des choses en commun et nos travaux respectifs se complètent... Nous devons veiller à partager nos renseignements et nos idées, nos

publications et nos ressources. Un coup de téléphone judicieux, une collaboration, des échanges soutenus contribuent à votre efficacité comme à la nôtre." ♀

---

## ***La lecture... Vous aimez?***

---

Par Sophie Arthaud

Près de cinq millions de Canadiens adultes ignorent tout du plaisir de la lecture car ils sont soit complètement, soit fonctionnellement analphabètes. Et parmi les gens qui savent lire, la lecture est un passe-temps qui se perd semble-t-il. Face à ces statistiques, qui n'augurent rien de bon pour l'industrie du livre, l'Association canadienne des libraires (CBA) a décidé de se joindre au combat contre l'analphabétisme. Elle a annoncé cette décision lors de son congrès annuel, auquel j'assistais.

Bien qu'il n'existe pas de données officielles sur le déclin dans les habitudes de lecture au Canada, Serge Lavoie, directeur de l'Association canadienne des libraires, estime que la baisse est probablement la même qu'aux États-Unis. Or des statistiques publiées tout récemment de l'autre côté de la frontière indiquent une chute de 10% du temps global consacré à la lecture par les Américains depuis 1975.

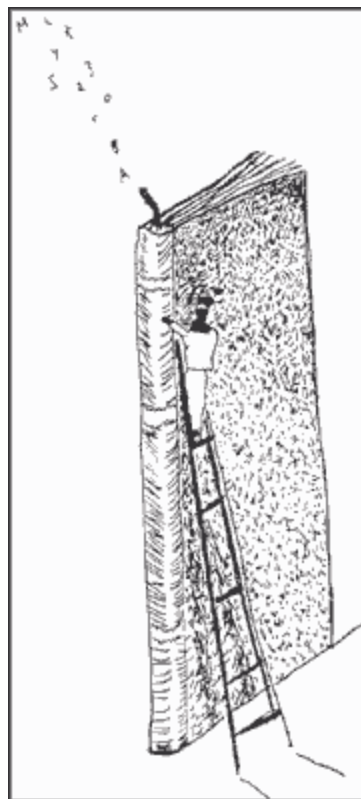
Pour lutter contre le premier de ces deux problèmes, celui de l'analphabétisme, l'industrie canadienne du livre compte suivre un programme qui s'inspire d'un projet américain lancé par l'éditeur Harold McGraw. Comme aux États-Unis, où plus de 50 millions de gens sont fonctionnellement analphabètes, l'industrie du livre au Canada lancera des campagnes de collecte de fonds pour financer des programmes d'alphabétisation, elle exercera des pressions auprès des gouvernements, et mènera un projet de sensibilisation du public. Bien qu'il n'y ait pas de consensus sur la définition de l'analphabétisme fonctionnel, le Canada accepte généralement les normes de l'UNESCO qui classent parmi les analphabètes toute personne n'ayant pas achevé sa dixième année d'étude - ceci pour les pays industrialisés. Au Canada, un adulte sur cinq est donc fonctionnellement analphabète.

Le second problème s'annonce tout aussi difficile à résoudre que le premier. Comment cultiver le goût de la lecture chez les gens? Actuellement, 60% des Canadiens se considèrent amateurs de lecture. Mais ce pourcentage provient d'une enquête de Statistique Canada où un amateur de lecture est défini comme quelqu'un qui a lu un livre dans les six dernières semaines. Un livre toutes les six semaines, dit l'Association canadienne des libraires, c'est peu. Et cela montre aussi que 40% des répondants n'avaient pas lu de livres dans les six semaines précédant l'enquête.

Que lisent les gens qui aiment la lecture? Selon l'enquête de Statistique Canada, les goûts des hommes et des femmes diffèrent: 21% des hommes lisent régulièrement des textes historiques et scientifiques, contre 9% chez les femmes; 17% des hommes lisent régulièrement des ouvrages de science-fiction, contre 7% chez les femmes mais 12% des femmes lisent , régulièrement des livres sur la médecine et la santé, sur les enfants, contre 5% chez les hommes; 28% des femmes lisent régulièrement des romans, contre 2% seulement chez les hommes. Il faut noter aussi que les femmes semblent un peu plus portées à lire que les hommes: 64% des femmes disent lire régulièrement, contre 52% des hommes. Parmi tous les livres lus chaque année au Canada, environ 20% sont d'auteurs canadiens ou publiés par des maisons d'édition canadiennes; 80% sont importés, des Etats-Unis, d'Angleterre et de France surtout.

Les Canadiens lisent surtout pour se détendre et s'évader (raison première citée par 68% des hommes et 80% des femmes). Parmi les raisons secondaires viennent le besoin de s'informer et le souci de se cultiver. Si les Canadiens ne lisent pas toujours autant qu'ils le voudraient, c'est par manque de temps disent-ils. Seuls 12% des répondants mentionnent le coût des livres comme un obstacle à la lecture...

Si, comme moi, vous aimez passionnément la lecture, vous savez de quels plaisirs - et de quelles découvertes - sont privés tous ceux et toutes celles qui ne savent pas lire ou qui n'ont jamais eu le goût de lire... ♀



*Wendy Wortsman*

---

## ***The Nairobi "Forum"***

---

by **Lisa Avedon**  
**Past-President**  
**CLOW**

When I am asked to describe the Nairobi "Forum," so many images come to mind. It is easiest to think of it as a land of fair, full of colour, music, displays, and performances.

The "Forum" was located at the University in Nairobi which is a large quadrangle surrounded by classrooms and "buildings. Most of the workshops were held in these buildings and when they went beyond their time allotment, they were transferred to the lawn of the quadrangle alongside the posters and banners promoting a variety of political courses. A circular area was set aside as a resting place, marked off by stakes connected with strings from which were suspended little bags. There were signs in all of the official languages - English, French, Spanish, Arabic and Swahili, encouraging us to write our thoughts and feelings on slips of paper and drop them in the bags. Each time I passed it, I thought about looking into the bags, but never did. There was always someone asleep on the grass within the circle, despite the noise in the quadrangle.

Alongside the quadrangle there were tables which organizations used to display their material. People would walk along from table to table picking up what-ever was put down. I wondered how they would be able to take it all home.

The Peace Tent was in a corner just outside the quadrangle. It was always crowded and when a debate was on, it was impossible to get past the entrance. Sometimes debates begun in workshops, ended in the Peace Tent. Once, Dame Nita Barrow, President of the International Council for Adult Education, who chaired the Forum Committee, was able to get members of opposing political groups who were shouting at one another on the lawn, to move their argument into the Peace Tent, to where it changed from shouting to listening and talking, albeit loudly.

There were hundreds of workshops during the Forum on a broad range of topics. Many were so overcrowded that people sat on the floor and stood around the room and in the doorway. If all 10,000 women who were registered attended the workshops, there would have been total bedlam, but, as is true in most large conferences, the most interesting things happened outside of scheduled sessions. Early in the week, the clusters of women tended to be homogenous groups of Indian women, Japanese women, and so on. By Wednesday, the groups having lunch under one of the parasols at the far side of the quadrangle were far more international.

Women were eager to meet one another and acquaintanceships began in the long registration lines. I came to know many women whose names also begin with "A": at the bank, the exhibitions, everywhere that we gathered.

Early in the week, I strolled through an open area, across the street from the University, which had been fenced-in as a crafts market. A number of women's craft cooperatives had set up temporary shelters where they displayed their work. While purchasing some grass table mats, I asked the young woman who was writing out my receipt about her group. A Kenyan woman, who had been standing nearby joined our conversation and she took me on a tour of some of the displays. While we were walking, she told me that she had been sent to the "Forum" by the women in her village to find out what they could do to help themselves more effectively. They were aware that literacy was a problem for them, but until they had a source of water within their village, the women had no time available to them. She took me to the area next to the market. It had a sign over the entrances - "LIVE

WORKSHOPS". On the right was a display of water pumps, and next to it an exhibit showing water projects in Kenyan villages. A map showed some projects in Busia, the area in western Kenya where she lived, but her village was not included. "Until we have water," she said, "there is very little we can do." The LIVE workshops showed how local access to clean water impacts on villages' development in regard to health, family planning, nutrition and, ultimately, economic development. Unless village women were relieved of the burden of carrying water from a distant source, something which may take four hours of each day, there was little time or energy for literacy.



The improvement of living standards was the subject of a larger display called "Tech and Tools." Food production and storage, and conservation were just a few of the subjects dealt with - demonstrations on bee- keeping; simple, efficient cool stores; solar heat - made "Tech and Tools" a very popular area. Representatives to the U.N. conference went to it even if that was the only "Forum" event they saw.

What was Nairobi all about? For me, it was a reinforcement of my awareness that there are no women's "issues" - that everything impacts on women. I found it helpful to be reminded of that in relation to the most basic concerns of life. It was also international recognition of the kinds of pressures that women everywhere face constantly. No more can governments say that they don't understand the impact of policies on women. Each paragraph discussed at the U.N. conference has impact on women, something which could be seen and heard from women at the "Forum." In that way, the two events the "Forum" and the U.N. conference complemented each other. Unlike other conferences where subjects are examined intellectually from a distance, in Nairobi the rhetoric and the subjects of the rhetoric were a fifteen minute walk apart.

Nairobi was also about women understanding that we are dependent on the good will of men, unless we keep working at getting an equal share of power. The distinctions between countries where women have voices in government compared to those where they don't, were so clear, that only those who are unable or unwilling to hear would miss them.

The hopefulness of Nairobi was the awareness that the women's decade did put pressure on governments to act; out of embarrassment, if for no other reason. For us in Canada, the hopefulness of Nairobi was in the part Canada played to make the U.N. conference meaningful.



The Canadian representatives had strategic roles in the outcome of the conference. Only time will tell what kind of impact that will have on us within this country, but it should not be ignored. ♀

## LE "FORUM" DE NAIROBI

De son voyage à Nairobi, Lisa Avedon ramène l'image d'une immense "foire, pleine de couleurs et de musique, avec des expositions et des spectacles". Bien souvent, quand les ateliers duraient au-delà du temps qui leur était attribué dans les bâtiments de l'université, les participantes allaient continuer la séance sur la pelouse centrale du campus, parmi les affiches et les pancartes qui annonçaient des discussions politiques. Un coin de la pelouse avait été déclaré "coin repos": sur les cordes tendues entre les piquets étaient accrochés de petits sacs invitant dans toutes les langues officielles - anglais, français, espagnol, arabe et swahili - les passants et les passantes à écrire leurs pensées et leurs sentiments, et à glisser leurs notes dans les sacs.



Il y avait une tente de la paix, un marché artisanal, des ateliers CONCRETS (problème de l'eau dans les villages africains par exemple), une grande exposition sur la technologie (production, entreposage et conservation des aliments, entre autres).

À quoi se résume Nairobi? "Pour moi", dit Lisa Avedon, l'événement "a confirmé une chose que je savais déjà: il n'y a pas de 'problèmes de femmes'. Tout a des répercussions sur les femmes." Nairobi s'est soldé par une prise de conscience internationale des pressions auxquelles les femmes font constamment face, partout dans le monde. La conférence de l'ONU et le forum se complétaient parfaitement: à la différence des autres congrès, où les sujets sont traités à distance, sur un plan intellectuel, la rhétorique (conférence de l'ONU) et la pratique (forum) n'étaient séparées que par quelques pas.



En conclusion, Lisa Avedon note que Nairobi traduit un espoir: la décennie de la femme a contraint les gouvernements à agir - ne serait-ce que pour éviter d'être embarrassés. "Pour nous, au Canada, l'espoir de Nairobi réside dans le rôle joué par notre pays afin de donner à la conférence de l'ONU tout son sens. Les représentants canadiens ont joué un rôle stratégique dans le déroulement de la conférence. Mais seul le temps

dira quelles répercussions tout cela aura sur nous, ici au pays..." ♀

**This following is an excerpt from a BRIEF, presented by the IMMIGRANT AND VISIBLE MINORITY WOMEN at a meeting in Ottawa, June 3, 1985.**

### INTRODUCTION

Honorable Ministers, we applaud your efforts at bringing us together in this forum of consultation and we look forward to a meaningful dialogue.

None of our recommendations will startle you today. They may differ in form, but in essence they are the same as those that have been put forward over the past ten years.

As immigrant and visible minority women, we have much to offer. However, because of systemic obstacles and barriers, Canadian society is being denied our strength and potential.

So far, very little emphasis has been placed on the following areas of vitality that we bring to this society:

1. Our survival skills over time.
2. The traditional values and the richness and variety of our heritages.
3. Our role as consumers and producers of goods and services.
4. Our role as an investment in the present and future development of this country.

Instead of stressing our strength, the following issues have dominated our experiences:

1. Discrimination by professional bodies.
2. Racism.
3. Lack of understanding and information on the part of mainstream society.
4. The perpetuation of negative images and stereotypes by the media and various other institutions.

Immigrant women at this meeting represent more than 40 organizations from several linguistic, cultural and visible minority groups from every province in Canada. From our grassroots and community interaction, we are able to experience some of the real-life concerns of our constituencies, and it is these concerns that give direction to the many recommendations that we have proposed here.

We hope that these recommendations will form the bases of continuing discussion and a productive relationship with the Federal Government; specifically in the formulation of policies and implementation of action plans.

## **PRINCIPLES BEHIND THE ISSUES TO BE ADDRESSED**

### 1. Self-Help

As immigrant women, we feel we have done a great deal over the past four or five years to improve our situation on our own as volunteers. Across the country, we have created what we consider to be highly inventive programs to address problems that immigrant women face at the grassroots level.

### 2. Partnership and Accountability

To resolve some of the problems faced by immigrant women today, we would like to work in partnership with the federal and provincial governments, with community colleges and school boards, with unions, social agencies, and mainstream women's organizations. Many of the questions we will address require joint action on the part of players in different jurisdictions and in the private sector. We do not want to be acted upon. We want to work in concert with you.

### 3. Integration not Ghettoization

Across the country, immigrants, whether women or men, have been seen as the preserve of separate departments. At the federal level, for example, immigrants are made to feel that they are the primary responsibility of Multiculturalism and to a lesser extent of the Immigrant Settlement and Adaptation Program at Employment and Immigration. We believe that this approach marginalize immigrant and visible minority women.

We face special problems, but they should be addressed not only by Multiculturalism and Employment and Immigration, but also by the Women's Program of Secretary of State, by Status of Women Canada, by the Women's Bureau of Labour Canada, by Health and Welfare and so on.

### 4. Concern for the Most Disadvantaged

In our presentation, we focus upon the most disadvantaged immigrant women in our society. In Canada, immigrant women tend to be concentrated into two groups: the highly-educated who enter the country with special skills usually as independent immigrants; and the semi-skilled and unskilled who enter in the sponsored category. Both groups face problems.

Studies show that one-third of immigrant women work in the low-wage sector where they emerge clearly as the most disadvantaged group in the overall labour force.

It is true that immigrants do have substantial representation in high status occupations (about 19%). However, studies show that, because their qualifications are often not recognized, and because of discrimination, many work in menial jobs for an unusually

long period of time when they first arrive in Canada.

### **OVERVIEW OF THE ISSUES TO BE ADDRESSED**

We would like to preface our remarks by pointing out that immigrant women have made, and continue to make, an important contribution to the Canadian economy. Studies show that a much higher percentage of immigrant women work compared to Canadian-born women. As a group, we are self-starters, willing to put in long hours at low pay to make our way in this country. There are no accurate figures available, but we believe from our knowledge of our own communities that the percentage of immigrant women across the country receiving unemployment insurance or welfare is low. The demands we are making should be seen in the context of the contribution we are making.

### **ACCESS TO LANGUAGE TRAINING PROGRAMS**

Learning the language, we believe, is the first step for any newcomer in being able to take advantage of opportunities in the job market and in skill training. Without fluency in English or French, immigrants cannot find jobs and are permanently confined to cheap-labor job ghettos. Studies show that compared to only one-fifth of Canadian-born women, one-third of immigrant women work in the non-unionized underbelly of the labour market where they toil as chamber maids, building cleaners, domestics, waitresses, sewing machine operators and so on.

### **RECOMMENDATION 1**

- I. **We are asking that adequate language (E.S.L.) training facilities, together with training allowances for a period of at least six (6) months, be provided for all those Who need it regardless of status or length of residence in Canada. Provision should be made for day care and travel allowances.**
- II. **Professionals and skilled workers should also have access to specialized E.S.L. - F .S.L. language classes.**

### **RECOMMENDATION 2**

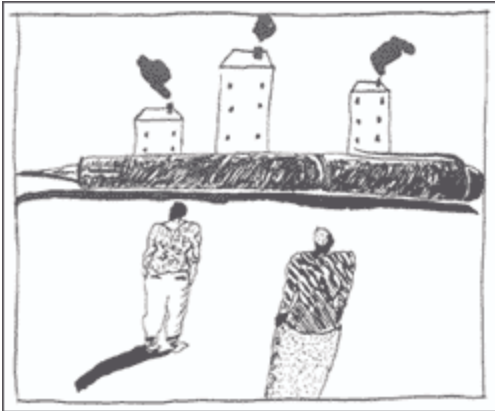
**We are asking that in 1985, projects offering language training in the workplace be set up in cities with large concentrations of immigrant women and financial incentives be given to employers to provide language training on the job. At the end of 1986, we would ask for meetings with the Minister of Employment and Immigration to review the success of the projects and to work toward implementation of a permanent policy.**

### **RECOMMENDATION 3**

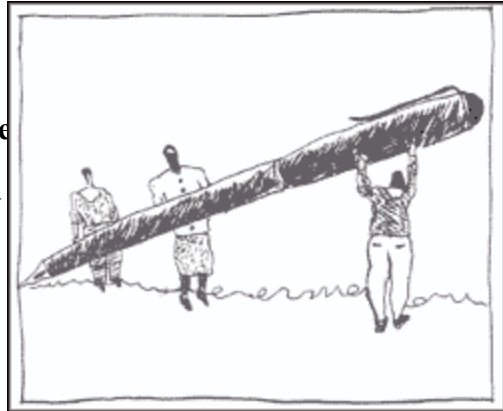
**As part of its language training policy, we are asking Employment and Immigration**

to become more involved in the funding of special language training projects at the community level for the most disadvantaged immigrant women, particularly those

who are illiterate.



This would help to decentralize the availability of language classes.



*Wendy Wortsman*

#### **RECOMMENDATION 4**

We are asking that through the CILT (Citizenship and Language Instruction) Agreement, and through changes to the ISAP (immigrant Settlement and Adaptation) Program, language programs with daycare be developed for women at home and that they be offered in informal community-based settings. Also, that funding be made available so that radio and television language training programs be developed and made nationally available.

#### **EQUALITY OF OPPORTUNITY FOR ACCESS TO SKILL TRAINING AND EMPLOYMENT**

##### Training

Because of lack of fluency in English or French, because of low levels of education and because they are sponsored, many immigrant women do not have access to skill training with allowances under the Basic Skill Development Training Programs offered by

Employment and Immigration. In addition, for the same reasons, they do not have access to on-the-job training under the General Industrial Training Program and the Critical Trades Skills Program.

We believe that the treatment of immigrant women in these training policies goes against the Charter of Rights and Freedoms.

#### **RECOMMENDATION 6**

**We are asking that for skill training courses and for on-the- job training programs, policies be developed to make room for immigrant women who do not have sufficient language skills or basic training. Where language and basic skill training are required as prerequisites for entry to skill courses and on- the- job training, we ask that allowances be provided.**

#### **RECOMMENDATION 7**

**While these policies are taking shape and as a practical response to the lack of access of immigrant women to both skill courses and on-the- job training, we are asking Employment and Immigration to initiate and fund special training programs for immigrant women.**

**Like the on-the-job language training, we are asking that Employment and Immigration initiate this year four pilot project training programs in various centres across the country. At the end of 1986, once each pilot project has been running for a year, we would ask to meet with the Minister to review the success of the projects and to talk about implementation of a permanent policy.**

#### **EMPLOYMENT**

##### **I. Affirmative Action**

In the area of employment we are very much in favour of strong affirmative action measures.

#### **RECOMMENDATION 8**

- a. Affirmative Action programs should take immigrant and visible minority women - and here we stress women - into account .
- b. An agency to monitor and enforce the affirmative action program should be set up.
- c. Pressure should be put on the provincial governments to follow the federal example.
- d. Affirmative Action should be extended to the private sector.

##### **II. Recognition of Training and Degrees from other Countries**

Over the past ten years, there has been some improvement in procedures to recognize

equivalent education for trades and professions. However, many highly-qualified newcomers are doing unskilled work because their training and experience are not recognized.

### **RECOMMENDATION 9**

**We are asking Employment and Immigration to work with provincial educational institutions and professional and trades associations to establish the equivalency of various courses offered in other countries.**

### III. Community Economic Development

Over the past few years, immigrant women have begun to address their employment and orientation needs through community development cooperative initiatives. This has been facilitated to some extent through Multiculturalism. To make these projects meaningful to immigrants and society, there is a need for co-funding by Multiculturalism and Employment and Immigration. Multiculturalism could address the orientation needs of immigrant women, while Employment and Immigration could help with the economic aspect of initiatives.

We support this type of program but feel it should be expanded and the criteria examined. In our view, women should acquire the skills necessary to sell their products and to learn how to run their businesses on their own.

### **IMMIGRATION LAW**

There are many problems involving the application of immigration law regarding the treatment of refugees. We would like to make recommendations on two of these problems.

### **RECOMMENDATION 15**

**We are asking:**

- a. **that the Minister monitor implementation of the Foreign Domestic Programs for domestic workers;**
- b. **that across the country Man-power officials be informed of minimum wage increases and that the wage rate initiated in the 1981 policy be honoured.**
- c. **that every employer be notified in writing that domestic workers are entitled to three hours a week off and \$20 a month for study;**
- d. **that ISAP policy change to allow funding through community-based projects**

**for the counselling of foreign domestics;**

- e. that the Long-Term Illegal Immigrants Program be extended so that domestic workers who have been here illegally for a minimum of five years can come forward for adjustment of status.**

#### **HEALTH AND SOCIAL SERVICES**

Immigrants in general and immigrant and visible minority women in particular have minimal access to quality health care and social services. Because most private and public service institutions do not have bilingual/bicultural staff, immigrants and visible minority women cannot access the services. For example, a recent study of mainline social service organizations in Metropolitan Toronto shows that 82% of respondents had no recruitment policies related to ethnicity and that 72.2% referred "ethnic" clients to "ethnic" agencies. However, the "ethnic" agencies, where they exist, are so under-staffed and under funded that they do not even begin to make a difference.

Many immigrants and visible minority women suffer great stress as a result of overwork, economic difficulty, immigration, isolation and racism. Most are treated by their general practitioner with Valium and never receive specialized help. Hospitals often use cleaning staff as interpreters for mental and other health assessments. There is a dire lack of bilingual/bicultural health personnel and interpreters.

#### **RECOMMENDATION 16**

**I. We ask the government to work with its provincial counterparts and educational institutions to ensure the training of professional bilingual/ bicultural personnel in the health care field.**

**II. Funding be provided for the training of interpreters for health care services and that stable funding also be provided for ethnocultural community Mental health services to emphasize preventive approaches in health and social services and also self-help support groups for immigrant and visible minority women.**

**III. To establish funding for culturally sensitive health related material and the translation of such material.**

**IV. The Health Promotion Program, with a 1984-85 budget of \$5,648,175 gives same many to community projects geared to women. We are asking that policies be developed under this program to respond to the unique situation of immigrant and visible minority women.**

## **PART TWO - - - INTEGRATION NOT MARGINALIZATION**

We are particularly concerned about the status of immigrant and visible minority women and are pleased about the sections in the Charter of Rights and Freedoms that focus upon equality of opportunity. We feel that the Charter of Rights sets out a new, more comprehensive social contract that, if applied, will offer immigrant and visible minority women greater economic and social opportunities.

We would argue that immigrant women face not only racial and cultural barriers, but sexual ones as well, thus making them particularly vulnerable.

Our final remarks directed to The Hon. Jack Murta, Minister of Multiculturalism, concerns the task of "follow-up". As he must realize by now, we are appreciative of his support for us in the past and we are counting on him in the months ahead to promote, with his colleagues, the policy adjustments that will open up services to immigrant and visible minority women. ♀

## **FEMMES IMMIGRANTES ET DES MINORITÉS VISIBLES**

Cet article résume un document présenté par les FEMMES IMMIGRANTES ET DES MINORITÉS VISIBLES lors d'une réunion avec des ministres à Ottawa, le 3 juin 1985. En introduction, le groupe indique aux ministres que ses recommandations ne paraîtront sans doute guère surprenantes car elles sont essentiellement les mêmes que celles qu'il propose depuis quelque dix années.

En tant qu'immigrantes et en tant que membres des minorités visibles, ces femmes disent avoir beaucoup à offrir. Mais par suite de l'existence de barrières systémiques, la société canadienne ne leur donne pas l'occasion de réaliser leur potentiel, caractérisé par quatre éléments principaux de vitalité: aptitudes à survivre aux difficultés; solidité des valeurs traditionnelles, richesse et diversité de leur patrimoine; rôle de consommatrices de biens et services; capacité de contribuer au présent et à l'avenir du pays. Au lieu de pouvoir faire fructifier ce potentiel, les femmes immigrantes et des minorités visibles font l'objet de discrimination de la part des organismes professionnels; elles souffrent d'actes de racisme, d'un manque de compréhension de la société, de la perpétuation d'images négatives et de stéréotypes par les médias et les institutions.

Représentant plus de 40 organismes de femmes immigrantes et des minorités visibles, le groupe a énoncé diverses recommandations quant à des programmes d'apprentissage de la langue, quant à l'équité en matière de formation et d'emploi, quant aux lois sur l'immigration et quant aux services sociaux et de santé. En conclusion, ce que revendiquent ces femmes, c'est une intégration à la société et non une marginalisation. ♀

Membership in CCLOW is open to individuals, organizations and agencies.

**MEMBERSHIP FEES**

Individual - regular	\$ 20.00
Individual - student/unemployed	\$ 10.00
Organization	\$ 35.00

ALL CCLOW MEMBERS AUTOMATICALLY RECEIVE THE QUARTERLY PUBLICATION, "WOMEN'S EDUCATION DES FEMMES"

**SUBSCRIPTION ONLY**

to "WOMEN'S EDUCATION DES FEMMES"

Individual	\$ 15.00
Institution	\$ 25.00

Enclosed payable to CCLOW is my cheque for:

Membership	\$ _____
or Subscription	\$ _____
Donation	\$ _____
Total	\$ _____

**NAME** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

**Postal Code** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Home ( )** \_\_\_\_\_

**Bus. ( )** \_\_\_\_\_

**Occupation** \_\_\_\_\_

**Area of Interest** \_\_\_\_\_

\_\_\_\_\_

**Please return form and payment to the  
CCLOW National Office, 47 Main Street  
Toronto, Ontario M4E 2V6**

---

## ACROSS THE COUNTRY NOUVELLES DU PAYS

---

### **Yukon Report by Lillian Maguire**

Following the recent election of Lillian Maguire as Yukon Director, an appreciation dinner was held for Pam Evans, representative of the area for the past four years. The group also plans to continue coordinating hands-on demonstrations of women in non-traditional work for high school classes in Whitehorse, and is currently developing a teacher's guide to accompany these sessions.



Pat Leginsky

### **Alberta Report by Pat Leginsky**

Members of the Edmonton Chapter of CLOW have completed the Women's Educational Research Project and the release of the report In search of Opportunity: A Preliminary Evaluation of Learning Opportunities in Alberta. Copies of the report have been distributed to each Alberta CLOW member. A one-day provincial meeting to discuss the political and social implications of the study and plan of actions is scheduled for the fall of '85.



Janet Armstrong

### **Northwest Territories Report by Janet Armstrong**

NWT CLOW members have not yet met as a group, but have continued to share interests, concerns, and projects. I have met with almost all of our NWT members over the past few months and anticipate that I will be able to meet with all NWT members within the year.

Many women have expressed interest in becoming members. I expect that we will see a substantial increase in our Northern membership this year.

The main issues of concern to all of our members have been the recent Task Force Report on Spousal Assault, ABE Curriculum Development, child care and day care legislation and training programs for women.

### **Rapport du Québec, par Greta Nemiroff**

Nous réexaminons actuellement notre projet de services aux victimes de l'inceste, pour le proposer une nouvelle fois.

Nous avons activement élaboré des stratégies de lutte dans l'affaire Penthouse devant les tribunaux de Montréal.

Nous nous sommes jointes au CCA et nous avons envoyé une jeune représentante à l'assemblée générale annuelle de cette organisation. Elle a trouvé l'événement fort intéressant.



Greta Nemiroff

Au nom du CCPEF, Greta Nemiroff a présenté un atelier sur La façon de faire face au désespoir à l'ère nucléaire lors de la conférence Les options des femmes pour négocier la paix à Halifax au début juin.

### **Manitoba Report by Monika Feist**



Monika Feist

Manitoba's CCLOW Branch has had only two regular meetings this past year due to the lack of time, changes in responsibilities, and availability of some of its members. Nevertheless, CCLOW was represented at a number of conferences, including the "Northern Options for Women" conference held in Thompson this past January.

Three CCLOW members spent much energy and meeting time to develop, lobby and submit our "Getting On Track" project to CEIC officials regionally, and finally, after much delay, to The

Honorable Flora MacDonald. Recently her office responded positively, asking us to wait to again meet with her staff at the end of June, when the Labour Market Strategy would be announced in detail.

At its June meeting, CCLOW members agreed to meet during the summer to strategize its upcoming year's approach to training, and, in particular, that related to the National Training Act, which has been extended for another year regarding a Manitoba-Canada Agreement.

Members also agreed unanimously that to encourage women with children to attend CCLOW quarterly, members would contribute at each meeting monies to cover the cost of an on-site babysitter.

## **Nova Scotia Report by Marjorie Johnson**

### Submission to N.D.P. Task Force on Education

- Claudine Lowry and
- Linda MacDonald

### Meeting with Directors CEIC, above plus Marjorie Johnson

- presented Bridging proposals plus strongly urged that CLOW people be named to Advisory Councils.

### Meeting with Minister of Education

- Linda MacDonald, Marjorie Johnson presented ABE Report, Rural Women Networking report, Bridging proposal. Discussed School Board Continuing Education Funds which for '85 were awarded globally to Boards - several boards without full-time C.E. people accessed these funds for other purposes. We have had both written and verbal assurance that a change will be made for '86.

### Protest regarding Public Libraries Funding Freeze

- Marjorie Johnson is the first non-Halifax provincial Director. A new set-up for the area is proposed, with a program committee (with rural input); secretarial help in Truro for Marjorie Johnson.
- At our Annual meeting we had members Mairi MacDonald (first National President), Janet Willis - the researcher who held the initial meetings for CLOW founding, Joan Brown-Hicks - President, plus the old and new Provincial Directors. Mairi and Janet did a history of CLOW's development.

## **New Brunswick Report by Joan McFarland**

Our main activities since the January board meeting have been the following:

### Lobbying

Barbara Cull-Wilby wrote letters to the Premier, the MLAs, CEIC, the New Brunswick Department of Labour and Human Resources. We received replies to all of these. The most positive response, specifically to the possibility of developing a bridging program, was from the Special Advisor on Women's Issues for the Community Colleges.

### Conference

A Charter of Rights and Freedoms Conference was held to celebrate International Women's Day. Barbara Cull-Wilby was one of the presenters.

## Meeting

At our last meeting, we decided to sponsor a member attending the Women's Studies Conference at York University in April. We discussed a proposed questionnaire to determine provincial members' priorities.

## Transition to Learning Program

Marilyn Noble, a New Brunswick CLOW member was the co-organizer of a transition to learning seminar given in June at the University of New Brunswick for adults thinking of returning to University.

## Conferences Attended

Joan McFarland attended the "Women's Studies" conference at York University in April, and at the Learned Societies in Montreal in May. She also attended the "Women and Peace" conference in Halifax and "Women working with Immigrant Women" conference in Fredericton, both in June. Joan has just returned from the NGO forum in Nairobi in July.



Joan McFarland

## **British Columbia Report by Sheila McFadzean**

Provincially, I produced a "regional newsletter" in late April, which was sent to all British Columbia members of CLOW. (The newsletter is produced quarterly to update members on: issues / activities from the board/national office, activities which British Columbia members are involved with, and my own activities on CLOW's behalf.)

In the lower mainland, I organized a series of three meetings (April - June) of twelve organizations concerned with women's training/employment - ostensibly to prepare for Flora MacDonald's visit to Vancouver in Mid-June. (Many of the representatives of those organizations are themselves members of CLOW.) Our meetings focused on: what issues concerned each of us regarding women's training and employment in British Columbia (i.e. barriers to women's learning/ employment), potential solutions/responses to those issues/barriers, and what issues we wanted to raise with the Minister. Six of us - on behalf of the larger group - met with Flora in June for about forty minutes, and presented four main issues:

1. need for increased access to information about training/employment opportunities (provided by CEIC and others)
2. need for a coordinated system of bridging programs throughout the province (and

available to meet a variety of women's learning needs)

3. need for on-going consultation between CEIC and women's organizations
4. discussion of the new Labour Market strategy

In "debriefing" the meeting afterwards, we concurred that the primary benefits of our meeting with Flora were:

1. to provide a focus around which to organize ourselves more formally as a network concerned with women's training and employment.
2. to establish some credibility with CEIC so as to gain access to senior regional bureaucrats for subsequent follow-up.

As follow-up to the meeting with Flora MacDonald, we:

1. sent Flora a letter to thank her for the meeting, and raise additional questions to which we wanted responses.
2. requested a meeting with CEIC's Director- General for the British Columbia/Yukon Region. We intend to involve a representative of Victoria women's organizations at a later meeting in order to discuss our issues in greater detail.
3. decided to meet as a network monthly, beginning in September.

While this coalition of Lower Mainland groups was developing, we also held a meeting of individual members of CLOW. (Such Lower Mainland network meetings generally involve only six to eight of our 25+ members, and each meeting often involves a different combination of members). A further lunch meeting was scheduled to which CLOW members have been encouraged to invite friends - in hopes of expanding our Lower Mainland membership.

In Mid-May, I travelled to Victoria and met with our nine members there to discuss Victoria area activities and the prospect of formalizing a Victoria CLOW network. The Victoria members met again in June to consider whether they want to regularize their meeting and form a local network. I have not yet heard what decision they have made.

By fall, I'm hopeful that we will have a CLOW network operating in both Victoria and the Lower Mainland, and a regional network linking CLOW with other British Columbia women's organizations concerned with training and employment issues.

---

## BOOKS

---

### **SISTERHOOD IS GLOBAL**

Edited by Robin Morgan. Garden City,  
N.Y.: Anchor Press, 1984;  
\$17.50, paperback.

### **Reviewed by Dana Peebles**

Sisterhood is Global is an unusual collection of commentaries written by women from 70 different countries outlining women's position in these areas. Each contribution is prefaced by an encyclopedic summary of the demographic, legal, and historical situation of women in each country. The purpose of the anthology is to show both the universality and diversity of feminism throughout the world.

In this, the anthology is quite successful as a wide variety of views are presented, all stemming from a feminist perspective. The encyclopedic summaries provide a useful source of often hard-to-find information about women's situation in different countries and Robin Morgan is to be commended for the successful completion of the mammoth undertaking of editing the many contributions in the anthology.

The book also serves to arouse one's curiosity through its brief presentation of feminism in different countries which is limited to two to three pages per country. Indeed, the brevity of these presentations is frustrating at times and leaves one wanting a more in-depth discussion of the issues at hand - something which is not possible in an anthology of this nature. Fortunately for those who wish to pursue their interest, there is a short list of suggested further readings at the end of each country presentation.

Apart from the introduction, Robin Morgan has chosen to let the contributions speak for themselves, a technique which tends to leave one with the impression that the book is simply an encyclopedia of feminist vignettes from a global perspective. Nothing could be further from the truth.

In her introduction, Ms. Morgan stresses two points which are essentially the major themes of the anthology. One is the growing importance of women as a world political force, and the other the fact that, rather than being an external ideology, each country has developed its own indigenous feminist ideology. Her presentation of country-by-country contributions provide ample proof that these are important issues. However, since the format is by country in alphabetical order, one must read the entire book (some 760 pages) in order to fully appreciate these conclusions.

The other disadvantage of the country-by-country format is that it results in a somewhat

disjointed presentation of the material. A more powerful impact could have been made by possibly arranging the contributions according to themes or by providing a series of summaries as to strategies employed by women to increase their political power, and the nature of feminism in different regions of the world.

Two problems which also need to be addressed directly are those of the differences dividing the global women's movement and women's exploitation of women. More concrete examples of what women have accomplished by working together also would strengthen Ms. Morgan's stand on women as a growing world political force.

While no anthology can definitively answer all of the questions which are generated by the global women's movement, Ms. Morgan's anthology could make a greater impact if she had included more analysis of the issues presented by her contributors. It remains, none-the-less, a unique collection of work and underlines the positive contribution women are making at all levels of society everywhere. ♀

**Dana Peebles** has a Masters Degree in Labour Studies and Women in Development from the Institute of Social Studies in The Hague. She recently returned from Bolivia where she was working as a Women's Program Officer for the United Nations Development Program.

---

## CINEMA

---

### CLASS OF PROMISE

An NFB and CBC co-production.

Producer: John Kramer.

Directed by Barbara Sears, this captivating film is about an elite group of women: students and graduates of the Master in Business Administration programme at the University of Western Ontario. It is an inspiring film for women who want to learn about power, the work ethic, and the nature of success. It is a look at what it takes for women to advance in the corporate world, an examination of the obstacles women must face that men do not have to face, and an evaluation of the chances women have of making it to the top.



Barbara Sears

Documentary filmmaker, Barbara Sears, takes the camera into the classroom at Western to observe the "Case Method" in action. The work load is relentlessly grueling, and those who survive, feel as if they've been liberated from boot camp.

Outside the classroom, in the business world, we see some of the recent graduates at work, striving to succeed in a corporate culture which, at its upper echelon, still does not readily accept women. The historical footage that traces the evolution of the role of women in the workplace, posits the origin of the "family wage" and the discrepancy between "women's work" and "men's work", is a sort of ironic comic relief in the film.

The women captured are relentlessly ambitious. One of them states: "I want it all. I want reward, I want a nice house, a good life, travel, a satisfying personal life. I want to achieve, and be seen to achieve." Although the film shows these women developing the skills necessary to realize their goals, it also points out the difficulties of juggling the demands of family and work, and the compromises that must realistically be made.

This film will be seen on CBC television in the fall of 1985, and can be obtained from the N.F.B. for private viewing. ♀

### **D . E . S . : An Uncertain Legacy**

A National Film Board Studio "D" Production.  
Executive Producer: Kathleen Shannon.

Directed by Bonnie Andrukaitis (Speaking Our Peace, Behind the Veil: Nuns), this film is an hour-long documentary which exposes the truths about D.E.S. (Diethylstilbestrol) "the wonder drug you should wonder about". The drug, a synthetic estrogen was given primarily to pregnant women who had a history of miscarriages between 1941 and 1971. Since then, many of the offspring of D.E.S. mothers have been discovering reproductive and genital abnormalities, possible infertility, and cancer.

The film dwells primarily on Montrealer Harriet Simand who discovered in 1981, at age twenty, that she had a rare form of genital cancer, linked to the drug her mother had taken. It relates the struggles of Harriet and her mother to educate the public about D.E.S. and to support other victims. The film also explores the lives of other D.E.S. victims through their own moving words about their pain, both physical and emotional.

Professionals, such as Dr. Sidney Wolfe, U.S. consumer health advocate, are interviewed, bringing up interesting questions regarding health care. Issues are raised about women's right to access of medical information; the responsibilities of the drug companies, the medical profession and the government for consumer protection, and the morality of all



concerned.

D.E.S. is still in use today in estrogen - replacement therapy, as a "morning-after" pill, as a fertility drug, and as a lactation suppressant for new mothers. It has been, and still probably continues to be, used to fatten cattle and chickens, as a growth stimulant in general, and is still widely in use in Third World Countries.

It is important that those who have been exposed to D.E.S. undergo a special gynecological examination. Many doctors refuse to disclose the fact that they prescribed D.E.S. for their patients. So, finding out if one has been exposed to the drug is a difficult task. In many cases, legal action has been necessary.

The film provides a large amount of critical information which has not been made public before. It examines the subject historically, with an interesting dispassionate approach. It will be released Canada-wide in October and November 1985, and will also be available for private screenings.

**Reviewed by Viviane Carson**



Harriet Simand



TOUTES LES FILLES DU  
D.E.S. DEVRAIENT SUBIR UN  
EXAMEN SPÉCIAL,  
HABITUELLEMENT AUX 6  
MOIS.

### QU'EST-CE QUE LE D.E.S.?

Le D.E.S. (ou diéthylstilboestrol) est un médicament à action hormonale. Le D.E.S. a été donné à de nombreuses femmes enceintes surtout entre 1941 et 1971. Le D.E.S. a été donné sous forme de comprimés, d'injections ou de suppositoires. Il fut vendu sous de nombreux noms commerciaux. Les enfants nés entre 1941 et 1971 sont exposés aux effets du D.E.S. si leur mère a pris ce médicament quand elle était enceinte d'eux. SERIEZ-VOUS DE CEUX-LA?

### POURQUOI VOUS PRÉOCCUPER?

- Les mères qui ont pris du D.E.S. pendant une ou plusieurs grossesses ainsi que les enfants issus de ces grossesses (filles ou garçons) peuvent éprouver des problèmes de santé:
- Chez la plupart des filles du D.E.S. surviennent des anomalies au vagin ou au col de l'utérus; **MAIS LA PLUPART DE CES ANOMALIES NE SONT PAS DANGEREUSES.**
- Une toute petite proportion des filles du D.E.S. développe un cancer du vagin.
- Bon nombre de filles du D.E.S. ont des difficultés à devenir enceintes ou à mener à terme leurs grossesses.
- Les garçons du D.E.S. peuvent être frappés d'anomalies dans leurs organes sexuels.
- Chez quelques garçons du D.E.S., il se peut que la production des spermatozoïdes soit plus petite que normalement.
- Les mères qui ont pris du D.E.S. pourraient être plus susceptibles de développer un cancer du sein.

**COMMENT SAVOIR  
SI VOUS ÊTES EXPOSE(É)?**

- Demandez à votre mère si elle a eu des problèmes pendant ses grossesses:
- A-t-elle pris des hormones pendant sa grossesse?
- A-t-elle eu des hémorragies? Souffrait-elle de diabète? A-t-elle eu des fausses-couches ou des naissances prématurées? Pour tous ces problèmes, les médecins ont souvent donné des hormones, pour les soigner ou pour les prévenir. Demandez à votre mère d'essayer de vérifier dans ses dossiers médicaux (chez le médecin, à l'hôpital ou à la pharmacie) pour voir si elle a pris des médicaments pendant sa grossesse, et lesquels.

## **QUE FAIRE SI VOUS AVEZ ÉTÉ EXPOSÉ(E) AU D.E.S?**

LES MÈRES devraient informer les enfants issus de ces grossesses pour qu'ils ou elles se fassent examiner. Elles-mêmes devraient procéder à l'auto examen des seins chaque mois et subir un examen des seins par un professionnel au moins une fois l'an.

LES FILLES devraient subir les examens spéciaux pour dépister les effets du D.E.S. Normalement, les Départements de santé communautaire ou les C.L.S.C. devraient pouvoir fournir les noms des médecins ou cliniques qui font ces examens; si ces organismes ne peuvent pas vous aider, contacter D.E.S. Action/Canada.

LES GARÇONS devraient contacter un urologue pour se faire examiner s'ils se posent des questions ou ont des problèmes sexuels.

**Pour obtenir un dépliant plus détaillé,  
veuillez nous adresser une enveloppe  
de retour affranchie, à:**

D.E.S. ACTION/ CANADA,  
Boîte postale 233 Snowdon,  
Montréal, Québec, H3X 3T4.  
Tél.: (514) 482-3204

Ce dépliant a été préparé par D.E.S. ACTION/ CANADA, en collaboration avec le Centre de recherche sur le cancer de l'Université McGill et l'Association québécoise pour la promotion de la santé.

Imprimé grâce à l'aide financière de Santé et Bien-être Social Canada. Les points de vue qui y sont exprimés sont ceux des auteurs et ne représentent pas nécessairement la politique officielle de Santé et Bien être Social Canada.

---

## RESOURCES/ RESSOURCES

---

### **ON THE TREATMENT OF THE SEXES IN RESEARCH**

**By Margrit Eichler and Jeanne Lapointe; published by the Social Sciences and Humanities Research Council of Canada; 1985; 28 pp.; bilingual.** In many countries, human rights are still called the "rights of man." The monosexual tradition in Western thought leads to omissions, blind spots and biases which distort reality and may invalidate a research project and its findings. This booklet seeks to help researchers arrive at a non-biased treatment of the sexes. Major topics discussed are: awareness of sex as a social variable in research, use of appropriate language, and dual perspective in social science and humanities research. **Write to:** Info. Div., SSHRC, POB 1610, Ottawa, Ont. K1P 6G4. (A select bibliography with abstracts will be sent on request; the focus is on Canadian material in both French and English.)

**LET'S TALK ABOUT SEXUAL ASSAULT Published by the Victoria Women's Sexual Assault Centre; 1984; 20 pp.; \$1.50 plus postage and handling.** This national award-winning booklet is aimed at young women aged 13-19. It discusses sexuality and relationships; the new law; assertiveness; self-defense; prevention; and, if sexually assaulted, what to do, where to go, and what to expect. Its expressive illustrations and easy-to-read text allow for a non-threatening approach to the topic of sexual assault. It is a comprehensive teaching tool for parents, educators and other professionals. **Order from:** the publisher at 1045 Linden Avenue, Victoria, BC V8V 4H3. Also available is a four-colour poster designed for children, which is both educational and preventative. Who Do You Trust? works extremely well as a first step to introducing the topic of child sexual abuse - in the classroom, the daycare centre, and the home. \$1.50 each, plus postage and handling.

### **HEAD START: MEETING THE COMPUTER CHALLENGE**

This new half-hour film from Studio D of the NFB, in collaboration with the Federal Women's Film Program, is part documentary and part drama. Head Start urges women and young girls to demand the career counselling, education, training and job mobility programs that will equip them with the skills necessary to play a prominent role in the technological change, and encourages women to recognize the need to be financially independent. Several women who hold senior positions in the field of microtechnology outline their responsibilities and their career paths: Anne Bodnarchuk, V .P., Computer and Systems Services at Air Canada; Heather Menzies, author of Women and the Chip and Computers on the Job; and adult education specialist, Michele Jean. L'Ordinateur en tête, also produced and directed by Diane Beaudry, is a French-language film almost identical to Head Start. Comprehensive Resource Guides accompany both films. They are available for free loan in 16mm and for purchase in film and video formats **from** NFB

offices across Canada.

**WOMEN IN INDUSTRY: NORTH-SOUTH CONNECTIONS**

**Published by the North-South Institute; co-sponsored by Status of Women Canada; July 1985; disponible en francais; \$8.50.** Through their work, women are major participants in the world industrial economy, yet as a rule they have had little voice in the sweeping changes altering their everyday lives. A majority in the workplaces of North-South trade, women often have been painted as adversaries in the industrial manufacturing sector - an area notorious for low pay and poor working conditions. In highlighting these complex and controversial connections, this report identifies some basic signposts for responsible concern and positive policy action in the areas discussed. **Order from:** the Institute at 185 Rideau, Ottawa, Ont. K1N 5X8.

**WOMEN IN THE FEDERAL PUBLIC SERVICE OF CANADA  
A DECADE OF CHANGE**

**Published by the Public Service Commission of Canada as part of the international celebration of the end of the UN Decade for Women; 1985; 21 pp.; bilingual.** This publication demonstrates the progress made by women in the Public Service from 1975 to 1985, and indicates the directions the Public Service can take over the next decade to further this advancement. The study emphasizes the importance of departmental and central agency collaboration in affirmative action initiatives. **Order from:** the publisher, Ottawa, Ont. K1A 0M7.

**YOUNG CANADA TELEVISION**

Young Canada Television/Télé-jeunesse Canada plans to provide an alternative channel, offering a unique viewing experience to young people (ages 2 to 24), in English and French. This coast-to-coast service will encourage young people to express themselves and reinforce a positive self-image. Young Canada Television needs support from interested individual subscribers in the form of a letter to your cable company stating your desire to have both channels available and your willingness to pay \$1.00 extra per month. Please copy Beth Sulman, YCT/ TJC, National Film Board, 1 Lombard St., Toronto, Ont. M5C 1J6. **Final CRTC hearing in Ottawa - October 29.**

**WOMEN AND LEGAL ACTION-PRECEDENTS, RESOURCES  
AND STRATEGIES FOR THE FUTURE**

**Published by the Canadian Advisory Council on the Status of Women; 1985; 200 pp.; \$4.95 prepaid, plus 10% postage and handling.** This book surveys landmark Canadian legal cases in which women have attempted to win their rights by contesting laws. Parallels and examples from the American experience, which could be useful to Canadian women, are drawn to assess the structures and mechanisms most suited to conducting legal prosecution in Canada under the Charter of Rights and Freedoms. **Order from:** Cdn. Council on Social Dev., Pub. Dept., POB 3505, Sta. C, Ottawa, Ont. K1Y 4G1.

**"WHAT WILL TOMORROW BRING..." A STUDY OF  
THE ASPIRATIONS OF ADOLESCENT WOMEN**

**Published by the Canadian Advisory Council on the Status of Women; 1985; 177**

**pp.; \$4.95 prepaid, plus 10% postage and handling.** Adolescents are experiencing changing moral standards, profound changes in family structure, and difficult choices in values and lifestyle. They are expected to rely on adults for advice - adults raised in a society considerably different from that of the present. This study, based on interviews with 15-19 year-olds, provides valuable insights into their hopes and priorities. **Available from:** Cdn. Council on Social Dev., Pub. Dept., POB 3505, Sta. C, Ottawa, Ont. K1Y 4G1.

---

## AGENDA

---

### H A P P E N I N G S

SEPTEMBER 8, 1985

**INTERNATIONAL LITERACY DAY**

Contact literacy agencies in your area for information on activities planned.

SEPT. 9-11, 1985 - DALHOUSIE UNIVERSITY, HALIFAX

**RESEARCH CANADA 86**

From May 2 - Oct. 13, 1986, Canada will host Expo 86 in Vancouver. The Research 86 Lectures and Colloquia Series is an exploration of the ideas that spark research and development. The series consists of seven major events, in seven Canadian cities, each representing a piece of a knowledge map to be assembled in Vancouver at the time of Expo 86. Each three-day event will include a world calibre film festival on research, and a series of public lectures and panels that will focus on a particular theme. The events are designed for a lay audience and are open to the public, free of charge. Simultaneous translation is available. Speakers have been chosen for their influential contributions in the fields of science, economics, law, education and philosophy. Halifax hosts the first event - "Research Into Societal Issues" - followed by other themes in Edmonton, Winnipeg, Montreal, Toronto, Saskatoon, and Vancouver. **For across-Canada details, write:** Nikki Basuk, Transport Canada, Place de Ville, Tower B, 5th Fl., Ottawa, Ont., K1A 0N5; 613-995-1986.

OCTOBER 19-27, 1985

**NATIONAL UNIVERSITIES WEEK 1985**

Universities across Canada will mount their second nation-wide public awareness campaign. The theme, "Extending Ideas," is designed to demonstrate the essential role of individual universities and of the university system as a whole in community, regional and national development. **Call or write:** Allan Gillmore, Exec. Director, Assoc. of Univ. and Colleges of Cda., 151 Slater St., Suite 1200, Ottawa, Ont. K1P 5N1; 613-563-1236.

SEPT. 6-7, 1985 - OISE, TORONTO

**WORKPLACE REPRODUCTIVE HAZARDS**

A conference for labour, women and community. A panel will discuss "Strategies in the Fight for Protection Against Reproductive Hazards," and Dr. Linda Murray will address "The Struggle for our Rights as Workers." Participants will also choose one of the following workshops: Identifying the Hazards, What Should the Government Do?, Contract Language, Workplace Strategies, and Community/Labour Coalitions. Fee: \$20. **Location:** Ontario Inst. for Studies in Education, 252 Bloor St.W. **Register with:** Ont. Fed. of Labour, Attn. Janis Sarra, 15 Gervais Dr., Ste. 202, Don Mills, Ont. M3C 1Y8; 416-484-8232.

SATURDAY, SEPT. 21, 1985 - TORONTO

**THE OWNERSHIP OPTION**

The Canadian Assoc. of Women Executives are presenting their 2nd annual Business Owners Conference. Choose 3 of the workshops which are tailored to meet the needs of prospective, growing and established women entrepreneurs. Fee: \$110, members; \$120, non-members (VISA). **Location:** The Macdonald Block Bldg., Ontario Rm., 900 Bay St. **Register:** CAWE, 121 Bloor St. E., 3rd Fl., Toronto, Ont. M4W 3M5; 416-920-1247.

OCT. 9-11, 1985 - LAKE COUCHICHING, ONTARIO

**OCASI FALL WORKSHOP AND ANNUAL GENERAL MEETING**

The Ont. Council of Agencies Serving Immigrants' Fall Workshop is open to delegates of all member agencies. Skill training sessions will cover six topics: crisis intervention, needs assessment and program planning, effective team building, how to update information resources, organizational and program evaluation, and government relations. **Info:** OCASI, 815 Bloor St. W., Toronto, Ontario M6G 1M1; 416-537-3168.

OCT. 9-12, 1985 - LAS VEGAS, NEVADA

**DECADE OF THE DISABLED:**

**TRANSITION TO WORK AND LIFE**

The International Division on Career Development is sponsoring an interdisciplinary conference on career development for the handicapped. **Write:** Greg Weisenstein, 110, Miller Hall, DQ-12, Univ. of Wash., Seattle, WA 98195.

OCT. 16-19, 1985 - SASKATOON, SASKATCHEWAN

**DIRECTIONS: A CANADIAN CONFERENCE ON CURRICULUM, INSTRUCTION AND LEADERSHIP**

Participants will choose from a variety of sessions organized around the three themes. Keynote speakers are Allan Gregg, a Canadian futurist; Norman M. Goble, Secretary General, World Confederation of Organizations of the Teaching Profession; Dr. Sue McKibbin, research consultant; Gerald McCarthy, Deputy Minister of Education, Province of Nova Scotia; and Dr. Peter Mortimore, director of research and statistics, Inner London Educational Authority, England. Fee: \$150. **Contact:** Donna M. Palmer, Conf. Coordinator, 3130 - 8th St. E., Saskatoon, Sask. S7K 2H6.

OCT. 18-19, 1985 - CHATEAU LAURIER HOTEL, OTTAWA

**VIOLENCE ON VIEW**

Sponsored by the Fed. of Junior Leagues of Cda. The program will include outstanding

speakers; government and community reactions to violence against women, children, and the elderly; presentations on how stereotyping, the media, pornography, and chemical abuse contribute to the problem; strategies for action - How to Speak to Government; and a showcase of successful model programs responding to the issue. **Contact:** Judith Dowler, 1414 Eastcliffe Way, Gloucester, Ont. K1B 5H6; 613-746-2428 or 990-8568.

OCT. 19-21. 1985 - GENEVA PARK, ONTARIO  
**TOWARDS EXCELLENCE IN SERVICES AND ACCESS FOR LEARNING**

The CAAE is sponsoring this practitioner-oriented conference. It will address issues such as barriers to learning, portability of credits, information sources, registration procedures including counselling and career planning, study skills, and learning styles. **Information:** Wendy Terry, #24-175 St. Clair Ave. W., Toronto, Ontario M4V 1P7; 416-924-2275.

OCT. 27-30. 1985 - ATLANTA, GEORGIA  
**MEETING THE CHALLENGE OF CHANGE: NEW DEMANDS AND NEW RESPONSES FOR CONTINUING HIGHER EDUCATION**

This meeting will give special attention to the challenge continuing educators will face as they approach the year 2000 and confront uncertain and considerable change in all areas. Sponsored by ACHE. **Write:** Dr. C.F. Falk, Div. of Cont. Ed., Texas Christian Univ., Box 32927, Fort Worth, Texas 76129.

OCT. 29-31. 1985 - MONTREAL SHERATON CENTRE  
**TIME FOR ACTION**

International Conference on the Status of Girls. Fee: \$260. **Contact:** Bureau de la Conférence, 6161 St-Denis, 4e étage, bureau 4.06, Montreal, Quebec H2S 2R5; 514-274-3581.

NOV. 8-9. 1985 - TORONTO  
**THE WOMEN'S COUNSELLING REFERRAL & EDUC. CTR.**

WCREC's 10th anniversary celebration! An evening birthday party, and two days of workshops focusing on four themes relevant to the lives of women - identity, empowerment, creativity and relatedness. Hogie Wyckoff, a feminist therapist and author of Solving Problems Together, will be the keynote speaker. **Information:** Gwen Roe at 416- 534-7501.

NOV. 22-23. 1985 - UNIV. OF WESTERN ONTARIO  
**PATHS TO SUCCESS**

This is a career and lifestyle conference for women - the challenge of change. Keynote speakers include Chaviva Hosek of NAC, Alison Roberts of Ontario Women's Directorate, and Maureen Kennedy Baker, Neurophysiologist. Workshop topics include Unlocking Our Success Mechanisms, Feminine Mind/Body, Peak Performance, Changing Life Goals, and Conflict Management and Negotiating Skills. Fee: \$115. **Call or write:** Fac. of Part-Time and Cont. Ed., Stevenson-Lawson Bldg., Rm. 23, The Univ. of Western Ontario, London, Ontario N6A 5B8; 519-679-3631.

NOV. 24-27. 1985 - SKYLINE HOTEL. OTTAWA  
**IMPROVING THE DELIVERY OF COMMUNITY-BASED HEALTH AND SOCIAL SERVICES**

The Canadian Council on Social Development's National Conference goal is information sharing and action planning - familiarizing participants with successful, innovative, community-based health and social service programs operating in Canada. Morning plenary and sub-plenary sessions will cover various topics, with a series of concurrent workshops in the afternoons. Simultaneous translation will be provided for plenary sessions. Registration: \$195 (before Oct. 15); \$125, daily. **Information:** Elizabeth Parker, Conf. Coord., CCSD, 55 Parkdale Ave., POB 3505, Sta. C, Ottawa, Ont. K1Y 4G1; 613-728-1865.

## GRANTS

**THE BORA LASKIN NATIONAL FELLOWSHIP**  
**IN HUMAN RIGHTS RESEARCH/**  
**BOURSE CANADIENNE BORA LASKIN**  
**POUR LA RECHERCHE SUR LES DROITS DE LA PERSONNE**

Awarded by the Secretary of State of Canada and administered by the Social Sciences and Humanities Research Council of Canada. The fellowship has been established to encourage multidisciplinary and/or interdisciplinary research and the development of expertise in the field of human rights. The research to be performed should emphasize themes and issues relevant to the Canadian human rights scene. The fellowship is intended to involve disciplines from the arts, humanities and the social sciences, as well as journalism and law. **Eligibility:** Canadian citizenship or permanent residency for previous year; graduate degree or equivalent; and preference for those who have at least 5 years of proven experience in their field. **Deadline: October 1, 1985. Write:** Fellowship Div., Soc. Sc. & Humanities Res. Council of Cda., POB 1610, 255 Albert St., Ottawa, Ont. K1P 6G4.

## CALL FOR ABSTRACTS

**INTERNATIONAL COUNCIL ON WOMEN'S HEALTH ISSUES**

Scientists and practitioners from all countries are invited to submit abstracts of completed or ongoing research, and clinical or position papers, for the 2nd International Congress on Women's Health Issues. The Congress will be held in Halifax, NS, November 6-8, 1986. The theme is "The Impact of Culture, Society and Public Policy on the Health and Care of Women." **Format:** 250- 300 words; English; typed, single spaced, on one side of letter-size paper; 3 copies; cover page with name, position, address and phone. **Deadline: December 15, 1985. Address:** Phyllis Noerager Stern, International Council on Women's Issues, School of Nursing, Dalhousie University, Halifax, NS B3H 3J5.

Published by



Canadian Congress for Learning Opportunities for Women

---



congrès canadien pour la promotion des études chez la femme

**47 Main Street, Toronto, Ontario, Canada M4E 2V6**