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SWag

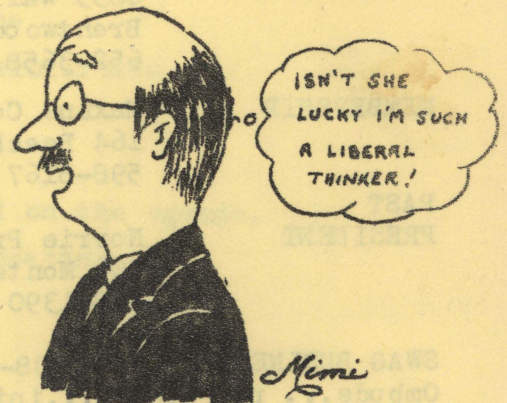
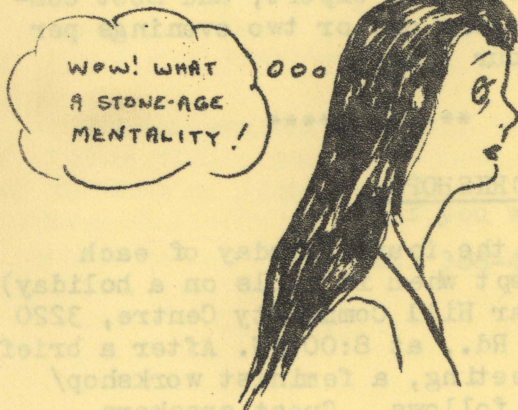
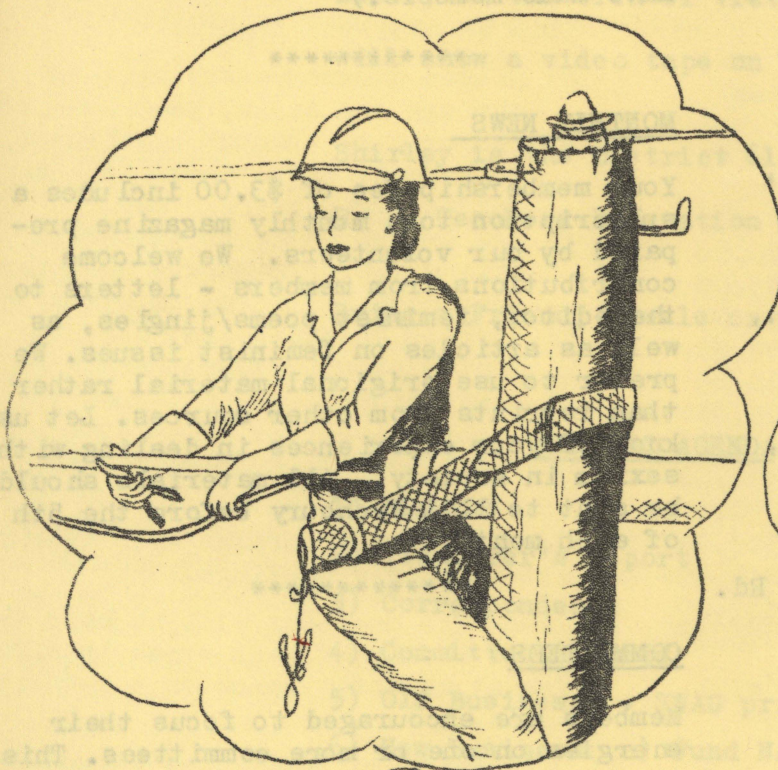
Victoria Status of Women News

1149 Wychbury Ave.
Phone 388-4171

February, 1977

Vol. IV, No. 2

'EDUCATION'



"YES, WE'LL LET YOU TAKE 'ELECTRICITY'. IT WOULD PROBABLY COME IN HANDY WITH ALL THE APPLIANCES IN THE KITCHENS THESE DAYS!"

Mimi

SOME BASICS

The Victoria Status of Women Action group was formed in 1971 in order to work for the implementation of the Report of the Royal Commission on the Status of Women; to foster public knowledge of the rights and status of women; and to promote full participation of women in social, economic and political life.

SWAG is a volunteer group, registered as a society, with an executive elected yearly.

PRESIDENT:	Mimi Robertson 1149 Wychbury Ave., 385-8680
V. PRESIDENT (programmes)	Gwen Stokes 1160 Greenwood Ave., 383-2502
V. PRESIDENT (projects)	Shirley Nordstrom 1429 Monterey Ave., 598-6485
CORRESPONDING SECRETARY	Vaughn McMorland 3930 Telegraph Bay Rd. 477-2486
RECORDING SECRETARY	Lorea Tubb 4468 Majestic 477-6617
TREASURER	Ann Howie 6833 Wallace Dr. Brentwood Bay 652-3658
MEMBERSHIP	Maxine Cowley 164 Beechwood 598-8167
PAST PRESIDENT	Norrie Preston 766 Monterey 598-1390

SWAG BUSINESS PHONE: 388-4171
Ombuds... referrals....information.

MEMBERSHIP

Your membership is important. The more we have, the more likely the Government and the community is to listen. Your membership is a statement of support for the work we do. Your volunteer time and your financial contributions no matter how small, add to the movement of women and men working to attain equal rights for women. (Yes, we do have male members.)

MONTHLY NEWS

Your membership fee of \$3.00 includes a subscription to a monthly magazine prepared by our volunteers. We welcome contributions from members - letters to the editor, feminist poems/jingles, as well as articles on feminist issues. We prefer to use original material rather than reprints from other sources. Let us know of your experiences in dealing with sexism in society. All materials should be sent to 1149 Wychbury before the 5th of each month.

COMMITTEES

Members are encouraged to focus their energies on one or more committees. This is where the real work of SWAG goes on. You need not be an expert, and most committees require one or two evenings per month of your time.

MEETINGS/WORKSHOPS

SWAG meets the fourth Monday of each month (except when it falls on a holiday) at the Cedar Hill Community Centre, 3220 Cedar Hill Rd., at 8:00 PM. After a brief business meeting, a feminist workshop/discussion follows. Guest speakers... and coffee.

WORKSHOP

and MEETING

FEB. 28th - CEDAR HILL COMMUNITY CNTR.

8:00 P.M.

SEXISM IN EDUCATION

After a brief meeting, this month's guest, Shirley

Blair, of the Greater Victoria Teachers Association

will show a video tape on Sexism in Education.

Shirley is the District 61 representative of the

B. . Teachers Federation Status of Women.

Bring a Friend, female or male ... preferably a teacher!

MEETING AGENDA

- 1) Minutes
- 2) Treasurer's Report
- 3) Correspondence
- 4) Committee Reports
- 5) Old Business - SWAG priorities
- 6) New Business
 - a) Fund NAC representative
 - b) Fund raising
 - c) Grant Applications
 - d) Executive Responsibilities
 - e) others

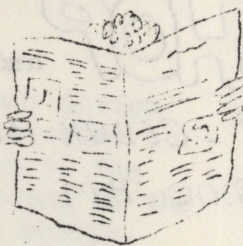
(If you wish to have an item placed on the agenda,
call 388-4171 two days before each meeting.)

SWAG NEWS

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Treasurer's Report

SWAG account ... \$1,327
Secretary of
State Grant \$4,700



Secretary of State Grant

After receiving input from members by mail, past and present executive discussion and discussion at the January meeting setting priorities for the coming year, the president, treasurer and secretary presented the following budget to Jesse Dillard on Feb. 3rd.

The grant will run for a year.

Business phone	\$ 120.00
Installation	45.00
Answering service	150.00
Long distance	90.00
Mailing	300.00
Office supplies	400.00
Newsletter supplement ..	1,000.00
Fact sheets/advertising ..	770.00
Printing/pamphlets	750.00
Misc. Typing/layout	385.00
Travel (guest speakers, etc.)	240.00
Conference & rental/space	450.00
	<u>\$ 4,700.00</u>

SWAG will not have an office, but will work out of committee chairpersons' homes.

EXECUTIVE MEETING HIGHLIGHTS

- 1) The National Action Committee on the Status of Women, requested a SWAG delegate to attend conference, Ottawa, in March to lobby M.P's. Possibility of travel assistance to be explored. Avis Rasmussen, chairperson, Law Committee, agreed to attend at her own expense if SWAG and NAC can donate a portion of costs.

To be discussed at general meeting.

- 2) The news magazine theme will be decided upon two months in advance in order to give people time for donations of material.

March SWAG NEWS theme:

HUMAN RIGHTS

- 3) It was agreed to send in an application for space in the Hillside Mall in April. (Parade of Bazaars)

Discussion : general meeting

- 4) Fall Conference to be discussed at general meeting.
- 5) Review of members' priorities.
(Did we hear you right?)
 - a) public consciousness raising through the media, pamphlets etc
 - b) member c.r. through newsletter, workshops, involvement in committee work.
 - c) new Labour Ctte. to work with unions, owner/managers to raise awareness re: equal opportunity.
 - d) develop speakers list for community organization's meetings.
 - e) conference

Further discussion: general meeting.

- 6) Committee chairpersons will attend all executive meetings.
- 7) Executive meetings will be held the first Monday of each month in different members' homes on a rotating basis.
- 8) Discussion re: executive responsibilities. e.g. to spend money, pay bill etc.

We have outgrown the small room at the Community Centre. This year's meeting/workshops will be held in the larger room of the Centre. (opposite the gym). So come along and bring a friend.

NOTES & NEWS

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FERNWOOD DENTAL CLINIC



The Fernwood Community Dental Clinic, operated by the Cool Aid Society, has been in existence for nearly five years.

It is there for the benefit of the unemployed and the working poor. Since the unemployment rate for women has now reached a high of 30%, and since women make up the bulk of Canada's working poor, SWAG has sent a letter to the Government urging continued funding for this community service.

Fees are based on ability to pay. For further information, call 384-2043.

RAPE RELIEF

The Coalition of B.C. Rape Centres has a budget proposal for the 1977/78 fiscal year before the House.

The foci of the work of the Rape Centres include: prevention, education, public awareness, and law reform. In addition, our fundamental raison d'être continues to be the support, counselling and accompaniment of rape victims. The crisis lines are in operation 24 hours a day, 7 days a week. In-service staff training and volunteer training continue on an on-going basis.

Letters supporting our efforts and pressuring the present government for operational funding for the 5 centres now in operation would be valuable at this time.

The specific departments involved are: Attorney-General, Department of Human Resources, Education and Health.

Any further information: 383-3232

(Editor's note: Don't put this off. Write a letter today. If you want facts to back up your letter, call Rita at Rape Relief)

Free Pamphlets: "What to Do If Rape Occurs" ... other information. Available in quantities to women's groups, schools, offices, etc.

Call Tony - Rape Relief: 383-3232

WOMEN'S CENTRE CLOSING

The Victoria Women's Centre has officially suspended operation at 552 Pandora, due mainly to a lack of energy.

Eleven women were present at the meeting, Monday, Feb. 7th., to evaluate the course of the Centre, and decide on its future. Although the money is available to pay the rent until April, it was decided to close down the Centre for an interim two-three months. The Up Front Collective has also decided to close the store. If, at the end of three months, there is no answering service or similar alternative to continue crisis counselling, the remaining funds, (\$700) will be divided among approved women's societies. (Suggested were Transition House and Rape Relief).

The Up Front Collective will be returning goods on consignment and transferring others to Everywoman's Books.

Some assets will be AUCTIONNED on Saturday, Feb. 19th. Some assets will be stored at Terry Winchell's home, where the mailing address will also be: 2658 Roseberry. The library will be given to Transition House.

We wish now to assess reactions, needs, and interest in members who were not at the meeting, and determine if we can or should try to run an answering service for Crisis Counselling. A decision and a working plan must be completed by three months, May 7th, or the remaining assets will be liquidated and our funds disbursed to women's societies.

Sharon Anderson has agreed to record any feedback on this decision, so you may drop her a note at 1798 Kings Rd.

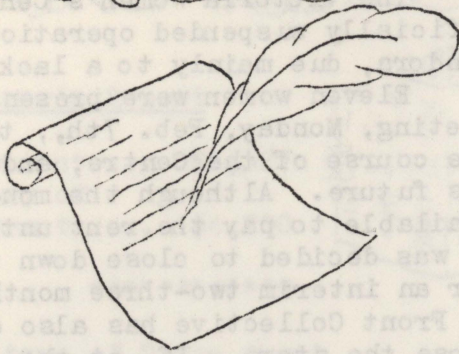
The continuing saga of the women's movement vs. B.C. Tel

We have received word from Kathleen Ruff that R.H. Stevens, Vice-president, Customer Service, has agreed to look into the matter of listing married women, along with their husbands' names, in the telephone directory.

PLEASE - BOMBARD THIS MAN WITH LETTERS!

Mr. R. H. Stevens, 768 Seymour St., Vancouver 2, B.C.

LETTERS



Dear SWAG,

This morning I was pleased to receive my copy of SWAG and feel impelled to write you a letter.

Congratulations are in order to begin with, on the continued improvement of the newsletter and on this issue in particular.

Since my retirement three years ago I have not taken quite as active a part in the group as formerly, nevertheless my interest in women's affairs and the struggle for implementation of women's rights remains strong - and wherever it is possible I hope to give support to our movement.

This brings me to my own fields of work: the theatre and voluntary work for the blind and handicapped. In both of these fields I work almost full time and I am glad to say I have come across very little discrimination by reason of sex. Both men and women have given me every aid and encouragement in my work. There is no doubt in my mind that this is at least partially due to the recognition by men and women and the public, generally, of the principles of SWAG and the Royal Commission.

So, please, I hope you will all take a bow. The education of the public with regard to the women's movement is taking effect. This past year's efforts are noticeable, and of course, must be continued.

May I wish you all the very best and "affirmative action" in the New Year.

Clodagh Dowling

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Dear Ms. Robertson,

I thought you might be interested to know that all our Training Manuals, etc. when they are reprinted will have all reference to 'male' done away with. Person will be used.

There are now sixty-five females indentured to the Piping Trades in Canada (only one in B.C. and none in this area) and about 200 in the States.

This year, to date, I have sent out eight application forms for pre-apprenticeship training to females and have had none returned. It appears to us that when they find out that they are not barred by sex they are no longer interested.

A. Simpson,
Secretary Co-ordinat
V.I. Piping Industry
Joint Training Ctte.

Editor's note: Alex Simpson served on the Camosun College Equal Opportunity Committee. Members of the committee developed warm feelings towards this man who, when discriminatory practices were pointed out, did everything in his power to make changes. He probably had to do a lot of fighting to make the above changes. If you know of a woman who would like to investigate a career in the piping trades, contact Mr. Simpson at Rm. 7, 2750 Quadra St. The door is open .. let's show his colleagues that women ARE interested.

Dear Sisters,

I would just like to take this occasion to greet you and to congratulate you on your work in improving the situation of women in our society.

May 1977 be a year of many accomplishments and much satisfaction for your organization.

Margaret Trudeau,
Ottawa

OPINIONS

& REPORTS

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WOMEN'S CONFERENCE, NANAIMO, Jan. 29th

There seemed to be a reasonably large and extremely diverse representation of women and women's groups. They came from all parts of Vancouver Island, Victoria to Port Hardy, the Sunshine Coast and Gulf Islands.

Reports were given by the reps, good news and bad. Some areas seem to be enjoying reasonably good success in their activities and several others reported the closing or re-evaluation of the focus of their centres. There were reports of well-planned seminars etc., which were poorly attended, and the odd programme which had overwhelming response. The big question seemed to be - what's going on in the movement or is the women's movement going on at all?

We discussed some of the conflicts among ourselves, i.e. images of ourselves to the public and also amongst ourselves - including what is a feminist? the gay/straight, radical/conservative, middle class/lower class splits.

Funding was discussed at length in working groups, with several suggestions being offered to facilitate negotiations with government/funding bodies.

Personally, I enjoyed the contact with so many new and familiar people.

There is another session planned for Nanaimo on March 26th.

Rita Rolfe

WOMEN'S SEMINAR, DUNCAN, February 5th

I would like to express my personal thanks to Jay Stewart for the effort she put in in organizing the seminar in Duncan. For the most part I felt the day was a success and she is to be commended for her efforts.

I wish to offer some constructive criticism. We as feminists, must remain non-partisan when we meet in large official groups - especially when our funding comes from government powers. If our meetings take on political overtones of one particular party we will lose supporters.

The leaders of the workshops should be instructed to remain neutral and not refer to their own political affiliation. If a member of a workshop expresses personal political affiliation the workshop leader should remind the group that feminism is non-partisan.

Feminism is for all people, regardless of their sex, age, ethnic or political background.

If I had had my own transportation last Saturday I would have left the workshop on "Developing Political Skills" which turned out to be a sounding board for specific political beliefs. I felt very uncomfortable and uneasy because of it. If I must adopt a certain political philosophy in order to be a feminist supporter then I must remove my support. I hope this will not be necessary for me or any other woman who shares my feelings.

I hope my comments will be received in the way they are intended - to help in planning future seminars.

Lucy MacPherson

CORE CURRICULUM

I couldn't disagree more with the statement made regarding the core curriculum in your last issue. Quote: "Making any valid comments as a feminist on the core curriculum is impossible."

If one reads p.4 of the brochure carefully, it states: "The aim of the core curriculum, like the aim of the total educational program, is to provide all students with the opportunity to develop their full potential as individuals and as members of society."

Without positive action (i.e. the establishment of a committee to deal with both sexism and racism in our schools and educational materials) this aim will never be achieved.

It is my opinion that, as a feminist, this is our opportunity to inundate all the appropriate provincial offices with demands that this be accomplished immediately. Let the onus be on them to prove that this is an honest effort to improve B.C.'s educational system!

Karyn Lehmann

More

OPINIONS

AND

REPORTS

UVIC WOMEN'S ACTION GROUP

The University of Victoria Women's Action Group chose Wednesday, Feb. 9th as a day to zero in on sexism in education. There was an all day book display put on by Everywoman's Bookstore in the lower foyer of the MacLaurin Building and a continuous showing of films about sexism in children's school books. The curriculum laboratory of the Faculty of Education co-operated by showing a large selection of non-sexist children's books for teachers to use in schools. Mimi Robertson gave an excellent talk on the sexism prevalent in our educational system which emphasizes sex-role stereotypes rather than acting as a vehicle for social change and treating all children as equal persons.

The book displays, films and Mimi's talk attracted a large number of students, particularly education students who have all their lectures in the MacLaurin. As these students will be going out into the schools to teach the next generation, it is very important that they should have their consciousness raised about sexism in education and I think we helped to do this a little.

Special thanks to Lyn Carter, Sue Miyake and Don Hamilton

The UVic W.A.G. meets every Wednesday afternoon at 3:30 in Room 144 of the Student Union Building. All interested students, faculty and staff are invited to come.

Rosemary Gray, 592-9727
W.A.G. Co-ordinator

NANAIMO CONFERENCE

I recently attended a Regional Consultation held in Nanaimo and sponsored by the Secretary of State, at which we were to explore ways of helping women in small communities and isolated situations.

After we had heard a report from some of the groups represented on Vancouver Island we were asked to discuss various topics and come back to the main group with reports. My group was to discuss Funding and Communicating between various groups within the movement. We discussed funding briefly and several good ideas were put forth.

Then we went on to discuss communication. During the discussion and many times throughout the meeting I got the feeling that "middle class" was a dirty word. I heard such phrases as, "Their values are different from ours", and "They are not feminists unless they can really love their sisters."

Now that is where I became confused - because I began to think of my values, aims and desires within the movement. How could my values possibly differ when what I feel is important is the need to change the laws to help women gain equality whether that means better pay, good day care or anything else - To be free to wear whatever one wants and do whatever one wants and be whatever one wants is important without being put down or labelled. In my view, the Women's Movement cannot achieve these aims without the co-operation and respect from all areas of the movement.

Maxine Cowley

UVIC FEE INCREASE

Proposed fee increases for UVic will mean less women will be enrolled at the University next year. Some students said they barely made it back this year, and a recent survey of students who did not return this year found almost 25% blamed lack of funds.

The combination of the difficulty in finding good summer jobs and the rising cost of everything else - buses, ferries, food, accommodation - makes attending university more difficult every year, students said, responding to a letter-writing campaign opposing a fee increase.

Almost two-thirds of the letters were from women. The AMS concluded this meant women generally earn less than men and are more affected by rising education costs. (AMS Report)

THE POETS' CORNER

Sadi-Ellen Ross, Port Coquitlam, was born and raised on Vancouver Island. Her poetry has been published in several Feminist and Women's anthologies.

Thanks, Sadi-Ellen, for this contribution to SWAG.

ain't trying to be a man

illiterate creature of corporation truth
unmannerly fluff-head of all protocol
of locker-room politics
YES, I SIT DOWN TO PEE
I DO IT GRACEFULLY
if men folk decide to drop bombs
on my scatter-brained head
i would try to die with utmost femininity
blood red gush can clash with pink shades
of (non-smear) lipsticks
pantyhose may run
i would not want to be gross
unlady-like
mangled and broken
burned and crushed
twisted and legs unfolded
injured unsightly
(she died pretty and still feminine)

i would not enter war
with my hair uncurled and powder streaky
if i howl at the wind
or hiss inside storms
of crimes
against 'WOMAN'
women like me
ignored by men...
... who are indignant at the word racism
... bored by the word ... sexism
in turn bestowing this indignity
on me

no i could never be a man
wear uniform proudly
could never throw napalm on a little
wee baby
hollering for its food
... take all your good ole' boys
so jolly
i'll build a monument, a Giant Erection

they've sprayed the scent of war
and of sexism over this planets territory
...i could not crush you
harvest or plow you
sow you silly in the name of love
in the name of tradition
sow my seeds in you
call you 'child'
then heavy with this 'child' within you

call you down
call you ignorant
abort your soul and spirit
... with profit in mind

but then

i ain't trying to be a man

Vaughn McMorland says she writes 'pomes'
while Sadi writes 'poetry'. YOU judge!

Housewife's Plea

i work willingly
i parent devotedly
i love faithfully
i vote advisedly

i am a deduction, dependently
i owe half our debt, financially
i have no income, honestly
i own half our assets, supposedly

i have a degree
in housewifery
but you see
i am not free

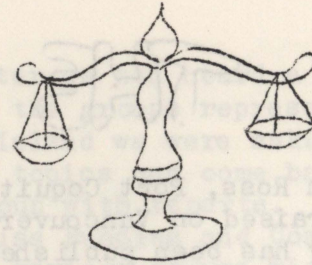
liberate me
liberally, conservatively
socrdely or N.D.P.
free me legislatively

give me the opportunity
legally ... with equality
to function ... ADULTLY
with community property

alas ... historically
MLA's ... self-righteously
decide... chauvinistally
what is right for me

Vaughn McMorland

LAW



FINDINGS of the OPERATION of the ABORTION LAW COMMITTEE (Federal)

- 1) No concensus for major changes in the law. Most Canadians were neither in favour of removing abortion from the Criminal Code nor of refusing therapeutic abortions under any circumstances. Their complaint was with the way the law was working.
- 2) Law not operating equitably. There are sharp disparities in the distribution and accessibility of therapeutic abortion services and unreasonable pressure on some physicians and hospitals. The burden of the inequitable operation of the abortion law tends to fall on women who are less well educated, who have lower incomes and who live in smaller centres or rural areas with no direct access to abortion services.
- 3) Abortion law itself not inequitable. Provincial regulations and practices of hospitals and the medical profession rather than the Law itself have led to the inequities in its operation.
- 4) Additional provincial requirements. A number of provincial requirements were established to make hospitals eligible for abortion committees. These made a sizeable number of hospitals ineligible. This reduced the number of hospitals eligible to do the abortion procedure to two out of every five hospitals in Canada.
- 5) Additional hospital requirements. Most hospitals developed their own requirements be met... such as: prior consultation with one, two or three physicians; a social service review; a residency requirement; tests for congenital deformities; contraceptive counselling; the consent of spouse or partner; length of gestation; or interviews with patients by members of the therapeutic abortion committee. The use of these requirements meant that some women had their applications speedily reviewed while others in similar circumstances experienced delays or had their application rejected.
- 6) Delay by physicians. After first contacting the physician, women experienced an average 8.0 weeks until the operation was done.
- 7) No detailed reviews by provinces. There have been no reviews of provincial regulations imposing conditions for the establishment of abortion committees. One out of five women paid extra medical fees and in some cases the performance of the operation was contingent upon payment of the extra fees in spite of nation-wide medical care. These charges were not evenly distributed among all abortion patients, but affected most of those women who were young, were less well educated or were newcomers to Canada.
- 8) Women leaving the country. For every five women who obtained an abortion in Canada, at least one left the country for this purpose. About 9600 Canadian women obtained induced abortions in 1975 in the U.S. Seven out of eight of these women would have preferred to have the abortion in Canada, if they had known or had been told this option was available. Over half reported their doctors felt they had little chance of obtaining an abortion in Canada, or were unwilling to refer them to a hospital where this procedure was being done.
- 9) Special treatment Centres There were fewer risks for patients at hospitals which developed specialization of abortions. There is a trend toward the establishment of special treatment centres, although it has not been formally recognized by hospitals or provincial health authorities.

LAW cont'd.10) Family planning.

Canadians lack accurate information about contraception. In terms of public effort and resources, family planning has been modestly supported. More money is spent on treatment and care of women who have induced abortions than on ways of seeking a reduction in the number of abortions and in providing more effective programmes of family planning and sex education.

PROVINCIAL SCENE

The throne speech hinted at some form of Community Property.

Representatives of the SWAG Family Law Committee met last month with David Vickers, Deputy Attorney-General primarily to discuss implementation of a Unified Family Court.

Although Mr. Vickers was close-mouthed about the forthcoming bill dealing with community property, he informed us that the Berger Commission Recommendations on Community Property would not be acceptable to the majority of MLA's.

If the proposed legislation is for community property upon divorce, it will probably not be of much help to women. Knowing the games people play regarding settlements etc., we informed Mr. Vickers that such legislation would not stop one spouse from cleaning out a bank account, selling the house and other property - giving it to someone else (for safekeeping) before the divorce proceedings started. We requested that safeguards be put into the legislation to avoid this.

The difference between the proposed legislation (and we can only guess at it) and the Berger Commission recommendations are:

The Berger Commission recommended that all property accumulated by a couple during the marriage be community property.

The assumption would then be that marriage is an economic partnership. Each spouse would be responsible for large expenditures, investments etc. Neither spouse could take part in any large money transactions without the signature of the other, during the marriage.

The Family Law Committee will be studying this legislation carefully and will provide a report in the near future.

CHANGE OF NAME

Another great disappointment.....

The law now states:

" A married woman shall not, during the lifetime of her husband, make application to change her name."

The Berger Commission called for repeal of this section.

The new legislation before the house appears to be replacing one discriminatory law with another. Although it will allow a woman to revert to her maiden name, it will not allow her to change her name to any other.

(Men can change their names (with the wife's consent) to any name they like.)

Once again, the Family Law Committee is going over the proposed legislation with a fine tooth comb. Their report will be available within two weeks.

For more information - call Avis

598-3188

If you have had a good or bad experience with a lawyer, will you please report it to us? We are compiling a list of lawyers for referrals.

Call Diane - 592-3548

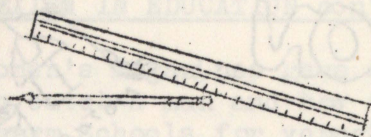
EDUCATION SUPPLEMENT

CONTENTS

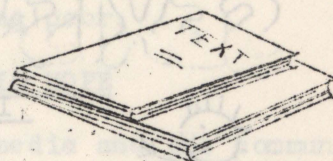
The Core Curriculum Part II	Vaughn McMorland
Sexism in Education	Mimi Robertson
A Royal Raspberry	compiled by Olivia Barr
Women's Studies	Marvin Lazerson
Readers' Contributions	
B.C.T.F. Response to Core & Plap	Prof. Dev. Advisory Ctte.



BACK! ... YOU BEAST !!



EDUCATION



by Vaughn McMorland

THE CORE CURRICULUM

PART II

The B.C. Teachers' Federation has published and distributed a booklet titled "Are CORE and PLAP (Provincial Learning Assessment Programme) bad for children?"

The B.C.T.F. favours:

- a high standard of basic skills
- upgrading of the competence of teachers
- testing, in classrooms, based so that it grows naturally out of the learning process
- involvement of parents, students and teachers in determining educational goals
- locally developed curricula
- curriculum that emphasizes learning to learn as a lifetime skill
- quality teaching and learning

The basis for the BCTF philosophy is that respect for individuality is a basic human right of every citizen.

The BCTF booklet promotes a healthy concept of a student's development and potential which is far more encouraging to me than the implications of CORE and PLAP which seem not to consider regional differences, ability disparities and differences in learning systems of children.

The BCTF opposes school being used mainly to sort, classify and train children as raw material for business and industry and favours development of children's full potential through flexible learning experiences to enable her/him to become self-reliant, self-disciplined and participating member in a democratic society.

I have a few questions for your consideration:

- 1) Will CORE and PLAP tend to pick out winners in the educational mould ... elite, urban, white, and male? (testing, of course, identifies women as well, but translating abilities and talents into equal career opportunities is quite another matter.)
- 2) Can the female student fully participate in a democratic society later on if the schools and programmes reinforce the supportive, passive role models in textbooks, counselling attitudes and administrative structure?
- 3) Can the male students fully develop if macho models dominate his choices?
- 4) Will concentration on CORE and PLAP in the schools relegate the important programmes of art, music, drama, physical development, community programmes, outdoor education etc. to second class positions? In other words, is the Ministry of Education, because of political pressure, in its wisdom, going backwards?

P.S. Thanks, Karyn, for the feedback - Delighted that you are alive and well out there! (See "Opinions" column)

GOOD NEWS!

We have copies of the Women's Studies Course - a resource guide for teachers published by the Department of Education, and the annotated bibliography for Secondary students, produced by the Women's Resource Centre, Centre for Continuing Education, UBC. These can be borrowed. Call Vaughn - 477-2486.

SEXISM IN EDUCATION

ITS AFFECT ON WOMEN IN THE WORK FORCE



from a talk given at the University of Victoria, Feb. 9th
by

Mimi Robertson

I have in my possession a stack of studies which have been carried out on sexism in education over the past eight years ... all of which prove that sexism pervades the education system - in the texts, in the materials, in attitudes, in counselling, in practices, in teacher placement and administrative promotions.

Sexism is so all-pervasive and so ingrained, it is often not recognized for what it is. Many people truly believe that men and women have different roles to play in life because of their biology. When it is pointed out to those who have the power to rectify the situation that this is not necessarily true, they still fight against making changes.

WHY???

According to the BCTF Advisory Cttee., they fight it because the school system, designed and administered by white, male professionals, perpetuates our racist, sexist structure to ensure that only the male children of white, professional/managerial parents will control the economy of the country.

It is a system designed to elevate a select few and to relegate the rest to the category of drones and workers. Those who fall by the way are non-English speaking immigrants, Native Indians, the working poor and women. Some of these groups have their Queen Bees, of course, who often do not recognize that a special set of circumstances led to their success. These special circumstances were usually 'money' - the "royal jelly" of our society.

In order to maintain the white, male manager/professional in decision-making positions, it is necessary to

condition and stereotype women into lesser aspirations and roles. Grace McInnis once likened this 'mind binding' to the old Chinese custom of foot binding.

At the turn of the century women graduated from universities with degrees in medicine, mathematics, science and engineering. A career was seen as a happy alternative to marriage and constant child-bearing in those days. These women were denigrated by society as unnatural, thwarting nature - even though that same society accepted women working in sweatshops and scrubbing the houses of the elite. Even then - society had a vested interest in keeping women out of decision making or lucrative positions. Even then - money meant 'power'. Today, there are less women in these fields than there were 75 years ago.

WORLD WAR II

Women continued to enter fields traditionally held by men until, during the second World War, women were literally a majority in the labour force. The downfall came for women when the war ended. They were pushed out of the labour force to make room for returning veterans. The universities filled with veteran men and few women were accepted. Female principals were replaced by men as men moved into education in large numbers.

It soon became apparent that women would not accept this sudden subjugation after having tasted financial independence, so a programme was launched to brainwash women to ensure they would have no desire to take jobs from men. We were bombarded with posters showing Mom in her apron, holding a baby, living happily ever after. Advertising was pointed at women demanding sparkling kitchens, whiter washes and shinier floors.

SEXISM IN EDUCATION cont'd.

Women's magazines gave advice on 'how to catch a man and how to keep him' Charm Schools for young girls sprang up in every city and town.

THE FABULOUS (?) FIFTIES

The campaign was so effective, that by the early '50's, most young women knew their prime objective in life was to catch a man and live happily ever after. School texts appeared which showed only one role for women - that of wife and mother. In schools, girls were given the choice of an academic or commercial programme. Drop-outs became waitresses & store clerks. Those on academic programmes became teachers, nurses or tellers, while those on the commercial programme became secretaries and stenos. Almost all married at an early age to escape the boredom, retired from the labour force and had three or four children.

THE SICK SIXTIES

By the mid-sixties women had all but disappeared from the professions. Only 1% of owner/managers were women. Education, banks, governments, hospitals, the church, the media, the legal profession, the armed forces and voluntary associations were all administered by men.

Finally, women began to question their conditioning and to challenge the status quo. Studies of texts, practices and career counselling and the structure of the education system revealed that the system was a major contributor to the subjugation of women in society.

THE MISERABLE SEVENTIES

In 1977, in spite of the studies, the Royal Commission on the Status of Women, numerous advisory committees women's position in the labour force steadily worsens; the gap between men's and women's wages widens and more women are training for low-paid clerical work than ever before. Women are marrying at a younger age and 1/3 of them are divorced and often the sole support of families before age 28. They have no

marketable job skills and make up the bulk of welfare recipients and the bulk of Canada's working poor.

THERE IS HOPE

Parents, the media and the community perpetuate stereotypes which limit women's potential, but there is hope if educators will seriously examine and readjust their attitudes, practices, materials and texts with a view to creating a more egalitarian society.



EXAMPLES OF SEXISM IN SCHOOLS

Studies show more males in illustrations, and more males as main characters. Stories with a male protagonist outnumber those with females 30 to 1. Males are more often shown in active, leadership roles, females in passive, service roles.

Women are depicted as weak, fearful and not very bright while men are shown as strong, active, brave and knowledgeable.

Although men are most often depicted as business (white collar) workers, they are also shown in a wide variety of occupations. Women in texts appear to have only one role, wife and mother, or the odd choice of teacher, nurse or clerical worker - with a few witches, fairies and princesses thrown in.

If you wish to evaluate your children's texts for sexism SWAG has copies of "Equal Treatment of the Sexes" which show you how to do it. It is almost impossible to find a book which is truly non-sexist. Even arithmetic books show Johnny measuring board feet while Jane counts cookies. Social Studies texts simply omit women's contributions in history. "Never Done" by the Vancouver "Corrective Collective" was distributed to all schools in the province to fill the void. These supplementary books, like Women's Studies have received a lot of criticism because they appear to be biased towards women. The fact that the entire curriculum is already overwhelmingly biased towards the male is not yet recognized. Supplementing the curriculum with women's issues is the only alternative to the expensive process of throwing out all texts and replacing them.

EXAMPLES OF SEXISM cont'd.PRACTICES

Although some schools have been attempting to give the sexes equal opportunity in programmes, others still deny access to certain courses on the basis of sex. This is particularly true of Industrial Education and Home Economics at the grade eight level. Only last week SWAG received a complaint of this from a parent. Some schools still offer "bachelor survival" and "mechanics for girls" - powder puff courses where girls learn to change a tire and check the oil, but learn nothing of the workings of a car engine.

One principal wrote the following to a parent:

"Your daughter should have no problem entering electricity if it is appropriate to her interests. Personally, I think girls should have some knowledge of electricity because of the variety of appliances around their homes, particularly in the kitchen. They should know something about plumbing, too."

This principal could not mentally move this girl out of the kitchen and into the trades. He no doubt thought he was very broad-minded. As long as she was going to be stuck in the kitchen, she might as well be fixing the appliances!!

Other practices that have been uncovered are the spending of a far greater percentage of the school athletic budget on boys' sports, and giving boys more extra-curricular gym time.

There is little emphasis on fitness for girls. In some schools girls are required to run less circuits than boys, do less chin-ups and different push-ups. Women who wish to move into non-traditional occupations, particularly the trades are handicapped because strength was not stressed in PE programmes in school. Studies at UCLA show women have equal leg strength potential and only a fraction less arm strength potential. They also show that women with training are stronger than most men without training.

STATISTICS

There is one female senior official in the Ministry of Education; 9 out of 28 professional officers are women. There are no female superintendents, nor any secondary school principals who are female.

94.5% of all principals and 95.7% of all vice principals are male.

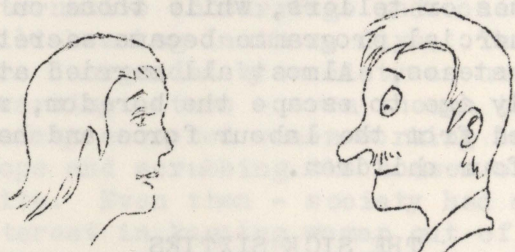
72.3% of all district supervisors are male.

49% of all full-time teachers are male.

69% of all full-time secondary teachers are male.

33% of all full-time elementary teachers are male.

(Ministry of Ed., Statistics 1976)



"I'm thinking of putting in an application for that admin. position next week."



"Oh - well I think we'll be looking for someone with ex-perience in administration."



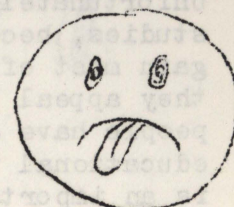
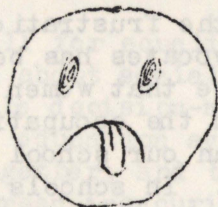
"It was really too bad that no ladies applied. They just don't seem to be interested."

- and a royal

BOO

RASPBERRY

Hiss

WHAT MESSAGES DO THE FOLLOWING "STATISTICS" GIVE TO STUDENTS CONSIDERINGFUTURE ADULT ROLES?Nameless Victoria Jr. Secondary School

<u>Staff</u>	<u>F</u>	<u>M</u>
Administration	-	2
Full time	12	31
Part time	3	2
	<u>15</u>	<u>35</u>

<u>Support</u>	<u>F</u>	<u>M</u>
Staff	-	-
Office	3	-
Aides	4	-
Janitors	1	5
Nurse	1	-
	<u>9</u>	<u>5</u>

<u>Department</u>	<u>F</u>	<u>M</u>
Heads	-	1
Art	-	1
Counselling	-	1
English	1	-
Home Ec.	1	-
Shop	-	1
Languages	1	-
Math	-	1
P.E.	-	1
Science	-	1
Socials	-	1
	<u>3</u>	<u>7</u>

<u>Home Room</u>	<u>F</u>	<u>M</u>
Grade 10	-	9
Grade 9	2	8
Grade 8	6	4
	<u>8</u>	<u>21</u>

<u>Students</u>	<u>F</u>	<u>M</u>
Grade 10	133	121
Grade 9	159	148
Grade 8	148	144
	<u>440</u>	<u>413</u>

<u>Subject</u>	<u>F</u>	<u>M</u>
Taught	-	-
English 10	4	6
English 9	4	7
English 8	9	2
	<u>17</u>	<u>15</u>

French 10	2	4
French 9	4	3
French 8	8	-
	<u>14</u>	<u>7</u>

Math 10	-	11
Math 9	-	11
Math 8	-	10
	<u>0</u>	<u>32</u>

Science 10	-	10
Science 9	-	11
Science 8	-	13
	<u>0</u>	<u>34</u>

Socials 10	-	10
Socials 9	-	11
Socials 8	3	8
	<u>3</u>	<u>29</u>

Counselling	12	16
-------------	----	----

P.E.	11	24
------	----	----

<u>Classes</u>	<u>F</u>	<u>M</u>
Taught	-	-
Grade 10	6	41
Grade 9	8	43
Grade 8	20	33
	<u>34</u>	<u>117</u>

STEREOTYPES!

WOMEN'S STUDIES

by

Marvin Lazerson
Associate Professor, Education, UBC

The controversy over women's studies in the schools is underway. Unfortunately, the attacks on women's studies, because they are likely to gain most of the headlines and because they appeal to the fears that many people have about current social and educational trends, may overwhelm what is an important and worthwhile movement.

Women's studies is tied to two major educational movements in educational policy: the movement for greater equality of educational opportunity and the movement to revitalize the school curriculum.

For some years now, and especially since the mid-1960's, it has become clear that equality of educational opportunity has not been achieved. Circumstances of birth continue to play a major role in determining educational achievement. It has become clear that the accident of sex plays an important role in educational opportunity. Women do not go on to higher education in anywhere near the same numbers as men. They do not enter programmes leading to high prestige vocations in the same degree as men. And they do not receive the same economic benefits from their schooling even when they attend to levels equivalent to men. It is this failure to make equality of educational opportunity a reality for women that has given the women's studies movement its major impetus.

Why Women's Studies?

First, it calls for greater equality in society at large by trying to break down prejudicial attitudes toward women. It does this by revealing the substantial amount of discrimination that has and continues to exist against women. It reveals that women have and are accomplishing, and it seeks to stimulate greater aspirations among women for access to society's social and economic benefits.

Frustrations

Indeed, one of the frustrations of women's studies advocates has been the abundant evidence that women are much more involved in the occupational and public world than our school books give them credit for. In schools they are portrayed as people whose only service to society is to stay at home, cook and clean, and raise children. The complaint is not that child rearing is unimportant, but that women are presented in schools as having no other role, and that, even a casual observer would recognize, is simply not true.

Equality Within Schools

Women's studies also supports equality within schools. Certainly, there seems no excuse for the deplorable situation with regard to women in supervisory positions in the educational system. There is no female superintendent of schools in B.C.; no women secondary principals. Unless we assume that women are incompetent or adopt the argument, for which there is little evidence, that women do not want any responsibility, the absence of women from these positions of authority is deplorable.

But equality within schools can also mean that women should get equivalent opportunities at such things as athletics. Whatever the options taken, and one can disagree on which are most useful or necessary, the important issue is that women's studies means a movement toward greater equality within the educational system.

Why the Controversy?

It should not be any more controversial than a host of other educational reforms. Yet, the heat being generated threatens to go beyond most school issues. Why? Primarily, the controversy derives from the commitment to equality and to full participation of women

Women's Studies (cont'd)

in all aspects of social and economic life. This challenges our notions about the necessity for social inequalities and our belief in male superiority. It is therefore not surprising that cries of outrage should appear.

Confusion - Anxiety

The call for equality for women, confusion about social change, and anxiety over the decision-making process within the education system - are all coming together, and they are producing widespread insecurity and anger. Women's studies, because it touches each of these areas is a prime focus for releasing those feelings.

Scapegoat

It is, in short, a scapegoat for a broad range of troubling concerns. Hopefully, however, we will recognize these fears, and try to keep women's studies within a proper perspective, part of our quest for a more egalitarian society and schools that are both pleasant and intellectually rewarding.

THE WOMEN'S STUDIES

COURSE IS NOW

AVAILABLE.

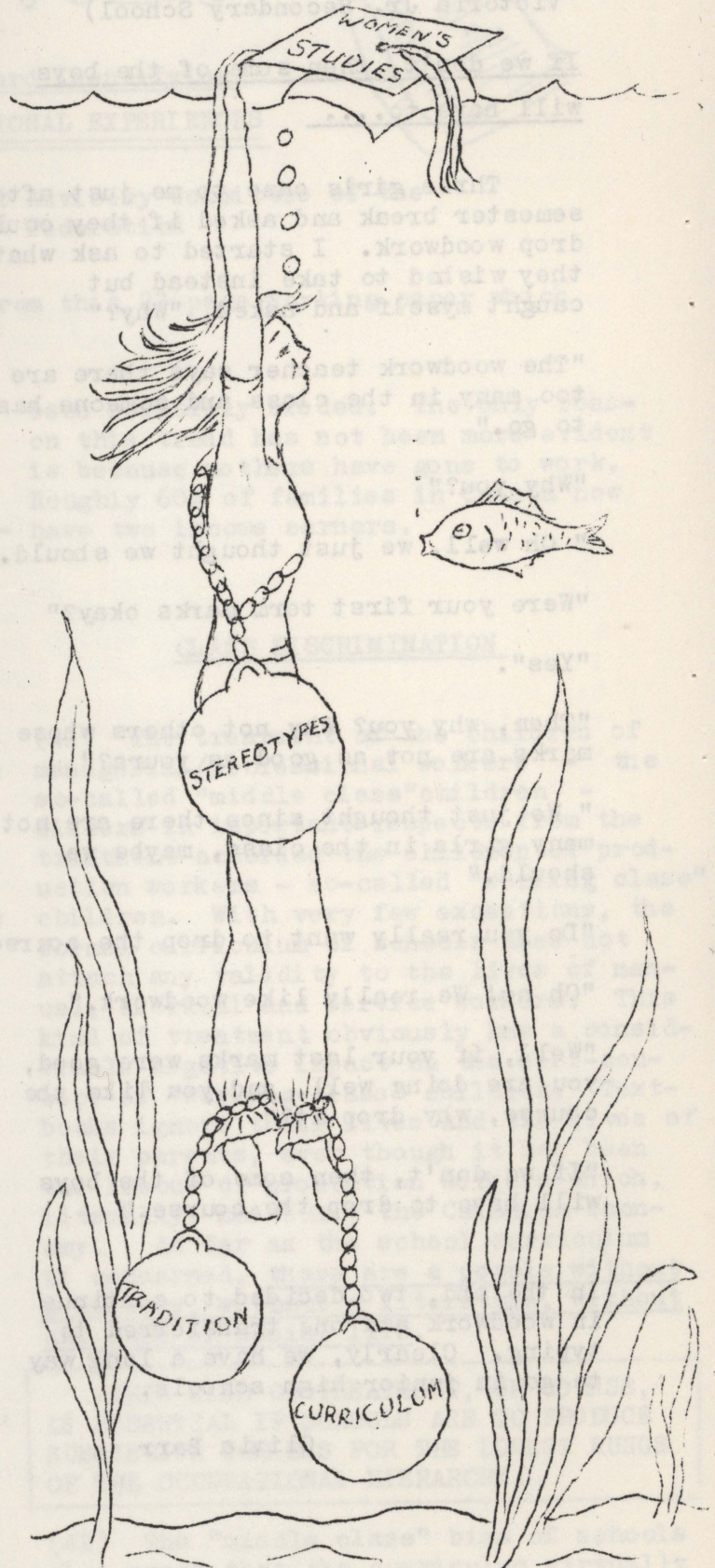
BORROW A COPY

FROM S.W.A.G. - 388-4171

- AND DISCUSS IT

WITH YOUR SCHOOL

STAFF



READERS CONTRIBUTIONS

(Olivia Barr is a counsellor in a Victoria Jr. Secondary School)

If we don't, then some of the boys will have to....

Three girls came to me just after semester break and asked if they could drop woodwork. I started to ask what they wished to take instead but caught myself and asked, "Why?"

"The woodwork teacher says there are too many in the class and someone has to go."

"Why you?"

"Oh well, we just thought we should."

"Were your first term marks okay?"

"Yes".

"Then, why you? Why not others whose marks are not as good as yours?"

"We just thought since there are not many girls in the class, maybe we should."

"Do you really want to drop the course?"

"Oh no! We really like woodwork."

"Well, if your last marks were good, you are doing well, and you like the course, why drop it?"

"If we don't, then some of the boys will have to drop the course."

In the end, two decided to continue in woodwork and one transferred to typing. Clearly, we have a long way to go in junior high schools.

Olivia Barr

From a grade eight student...

About a month and a half ago, around the time the public schools have their Christmas concert, my class was approached with an idea of what we could do. My teacher thought it would be a good idea to split the boys and girls up. He meant to combine the two grade seven classes but split them by sex - the girls to do folkdancing and the boys to do gymnastics. I told my Mom about it, and feeling strongly against it, she called the school, expecting the situation would be corrected. When the teacher answered the phone my Mom explained to him why she didn't think it was a good idea. When she finished, his reply was, "Obviously, boys are much better and stronger than girls at gymnastics and boys don't like dancing. Believe me! I've been teaching for a long time."

The situation was not corrected and he withdrew his services from the concert and his class didn't put in an act. Because of this, two other students left the school and I am now going to a private school.

MINISTRY OF ED. MEMO

to all schools # 854

An increasing number of schools are making both Home Economics and Industrial Education courses available to both boys and girls. All principals should recognize the non-sexist intent of the Human Rights Act with respect to pupil placement in all courses.

We recognize that school administrative policies with regard to assignment of pupils must take into account practical factors such as available staff, facilities, and time schedules, but selection cannot take place on the basis of sex alone.

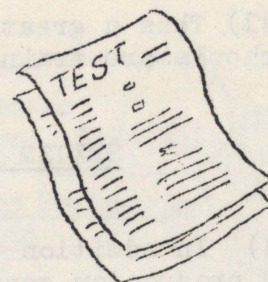
J.R. Meredith,
Superintendent,
Ed. Programmes, -Schools

B.C.T.F. RESPONSE



to

CORE & PLAP



A Working Paper Toward Identifying ESSENTIAL EDUCATIONAL EXPERIENCES

by

The Professional Development Advisory Committee of the
B. C. Teachers' Federation

(Following are excerpted paragraphs from this 23-page working paper which are relevant to feminist issues.)

INTRODUCTION

It is precisely to ensure the proper treatment of children in the school system and thus to make sure that all children have equal opportunity to the formal curriculum that the PDAC determined that the development of a programme of essential learning experiences ought to be guided by the principle of the rights of children.

In order to do this, however, it is necessary to understand that this commitment marks a radical departure in the present and historic relationship between schools and society. The development of schools as social institutions has seldom been guided by a concern for the rights of children.

SCHOOLS PERPETUATE CLASS STRUCTURE

(21) The way schools work is to help reproduce the kind of society in which we live.

(35) Schools, in reproducing the kind of society in which we live, help to perpetuate the social class structure.

(36) Income disparities, have not diminished, and in the estimation of some, have actually become worse since the Second World War to the point where the top 10% of Canadians now take home roughly half the reported income, while at the same time the purchasing power of the bottom 30% of the population has

been seriously eroded. The only reason on this trend has not been more evident is because mothers have gone to work. Roughly 60% of families in Canada now have two income earners.

CLASS DISCRIMINATION

(41) The treatment of the children of managerial/professional workers - the so-called "middle class" children - differs in important respects from the treatment accorded the children of production workers - so-called "working class" children. With very few exceptions, the formal curriculum of schools does not attach any validity to the lives of manual, clerical and service workers. This kind of treatment obviously has a considerable negative impact on the self-concept of "working class" children. Textbooks ignore their lives and the lives of their parents, even though it has been the labour of production workers which, literally, has built the Canadian economy. As far as the school curriculum is concerned, these are a people without a history, without a literature, without any form of social life.

THIS KIND OF TREATMENT, OF COURSE, IS ESSENTIAL IF SCHOOLS ARE TO PRODUCE SUBMISSIVE WORKERS FOR THE LOWEST RUNGS OF THE OCCUPATIONAL HIERARCHY.

(42) The "middle class" bias of schools also means that the curriculum virtually ignores rural life.

Essential Educational Experiences (cont'd)

(41) Thus a great many children in the schools are trained to be nobodies.

SEXISM / RACISM

43) In addition to the social relations in production generated by the class structure, schools in helping to reproduce society, also reproduce two other important sets of social relationships: sexism and racism. Both these sets of relationships are important in terms of the kinds of jobs people get, and are integral not only to the economy, but to people's lives as well.

44) Sexism, the unequal treatment of people because of differences in sex, has in recent history, been crucial to the production of goods and services in the economy. Women not only produce labour power in the form of children, and then attend to their early socialization within the family; they also provide a number of services to keep male workers on the job. Without the help of women, men, especially in physically demanding jobs, with shift work and long hours, would find it hard to survive. Thus, in the interests of the economy, it is said that women "naturally" fit a "nurturing" role in the society.

45) This kind of service work which women traditionally have performed, generates a set of social relations characterized by passivity and compliance on the part of women and dominance on the part of men. For women, passivity has been the essential social relation in production. Both the formal and informal curriculum of schools have taught young women this role; from home economics, to the typical passivity of girls in textbooks and other curriculum materials. Considerable research has also underscored, in this respect, the self-fulfilling effects of teachers' expectations on girls in the classroom.

Marginally Employable Workers

46) Given the service role of women within the family, and consequently the set of social relations to which they



have been socialized, it is not surprising that women traditionally have been employed in the service sector of the economy as teachers, nurses, domestics and the like. Recently, the transformation brought about by automation and other technological advances has created a demand on the labour market for a large number of marginally employable workers, often part-time and at minimal wages. Most of these jobs are in clerical work. Women with more education than men at the lower levels of the class and occupational structure, and schooled to be passive and compliant, provide virtually a ready-made workforce to fill these jobs.

Wage Differential

Thus by 1976 in Canada, the wage differential between men and women has increased. Also women now have a much higher unemployment rate (31%) than men, and a smaller percentage of women, than at the turn of the century, hold professional and/or managerial jobs.

Schools, to the extent to which they teach young women to be passive and compliant, prepare them for this new work role in the age of automation and advanced technology.

Racism, like sexism, is a set of social relations in production. These are best described as subjugation and competition. The drop-out rate among native students reflects this relationship to the economy. There is no real place for them in schools.

Essential Educational Experience (cont'd)STANDARDIZED TESTING

68) Standardized testing has been particularly successful in helping to rationalize the job education nexus. So has IQ testing, which historically has been used to assign "immigrant" children to their place in the occupational structure.

Denial of Equal Educational Opportunity

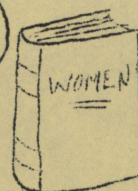
69) It is reasonable to predict that the students who will do best under CORE and PLAP (Provincial Learning Assessment Programme) will be the children of people who hold managerial and professional jobs. What CORE and PLAP represent, consequently, is a denial of equal educational opportunities and an infringement on the rights of children.

Discipline the Work Force

70) In terms of the job education nexus and the reproduction of the social relations in production, what this programme entails is schools which discriminate more forcefully on the basis of class, race and sex, where there is more competition, alienation, subjugation and depersonalization. The hierarchical and authoritarian nature of more structured schooling along with the new emphasis on vocational and technical programs represents, in this time of unemployment, labour unrest and downward social mobility, a new attempt to discipline the work force, for which the owner-managers will no doubt be grateful.

The effect of CORE and PLAP will assure the well-to-do, "middle class" people who are often behind the 'Back to Basics' attacks on schools, that their children will inherit the few managerial and professional jobs left at the top of the occupational pyramid.

from Everywoman's Books
2033 Oak Bay Ave., 592-7311

Books Pertaining to Sexism in Education"And Jill Came Tumbling After"

Sexism in American education.
Essays edited by Judith Stacy,
Susan Bereaud & Joan Daniels. \$1.75

A Child's Right to Equal Reading

Exercises in the liberation of children's books from the limitations of sex role stereotypes. \$.35

Other Choices for Becoming a Woman

A handbook to help high school women make decisions. \$1.25

High School Feminist Studies

Compiled by Carol Ablum &
Jacqueline Frailey - \$5.00

Strong Women

An annotated bibliography of literature for the classroom. \$1.95

Sexist Society

Edited by Sue Kedgley and Sharyn Cederman. This New Zealand book is for every woman, particularly every woman who says 'women's lib' is not for her. \$3.95

The Non-Traditional Woman

Published in Vancouver, this book looks at 'non-traditional' careers for young women. \$4.95

A Harvest Yet to Reap

A history of Prairie Women (Canadian). A MUST. \$8.95

Women's Liberation & Revolution

This bibliography lists books, pamphlets & articles which explore the relationship between feminism & revolutionary politics. \$1.00

Contributed by Lynn Shields



Canada 2

Canada 10

Personal Educational Experience (cont'd)

STANDARDIZED TESTING

(8) Standardized testing has been part-
ticularly successful in helping to re-
formalize the job education
has in testing, which histo-
rally used to assign "timber"
to their place in the occupa-
tional structure.

Denial of Equal Educational Opportunity

(9) It is reasonable to predict that
students who will do best in
the (Provincial Learning
Programme) will be
those who hold more
traditional jobs. What
is the consequence of
this? The consequence
is that the educational
system is denying equal
educational opportunity
to those who are not
traditional.

(10) In terms of the
social structure, the
reflections in the
educational system
are more than
just a reflection
of the social
structure. The
educational system
is a reflection
of the social
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occupational pyramid.

Jean Feyer
1219 Alderman St.,
Victoria, B.C. V9A 4A8

from Everywoman's Books
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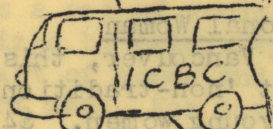
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CORE CURRICULUM

WHERE ARE WE GOING TO PUT HIS NEXT DISASTER?