swag

status of women action group
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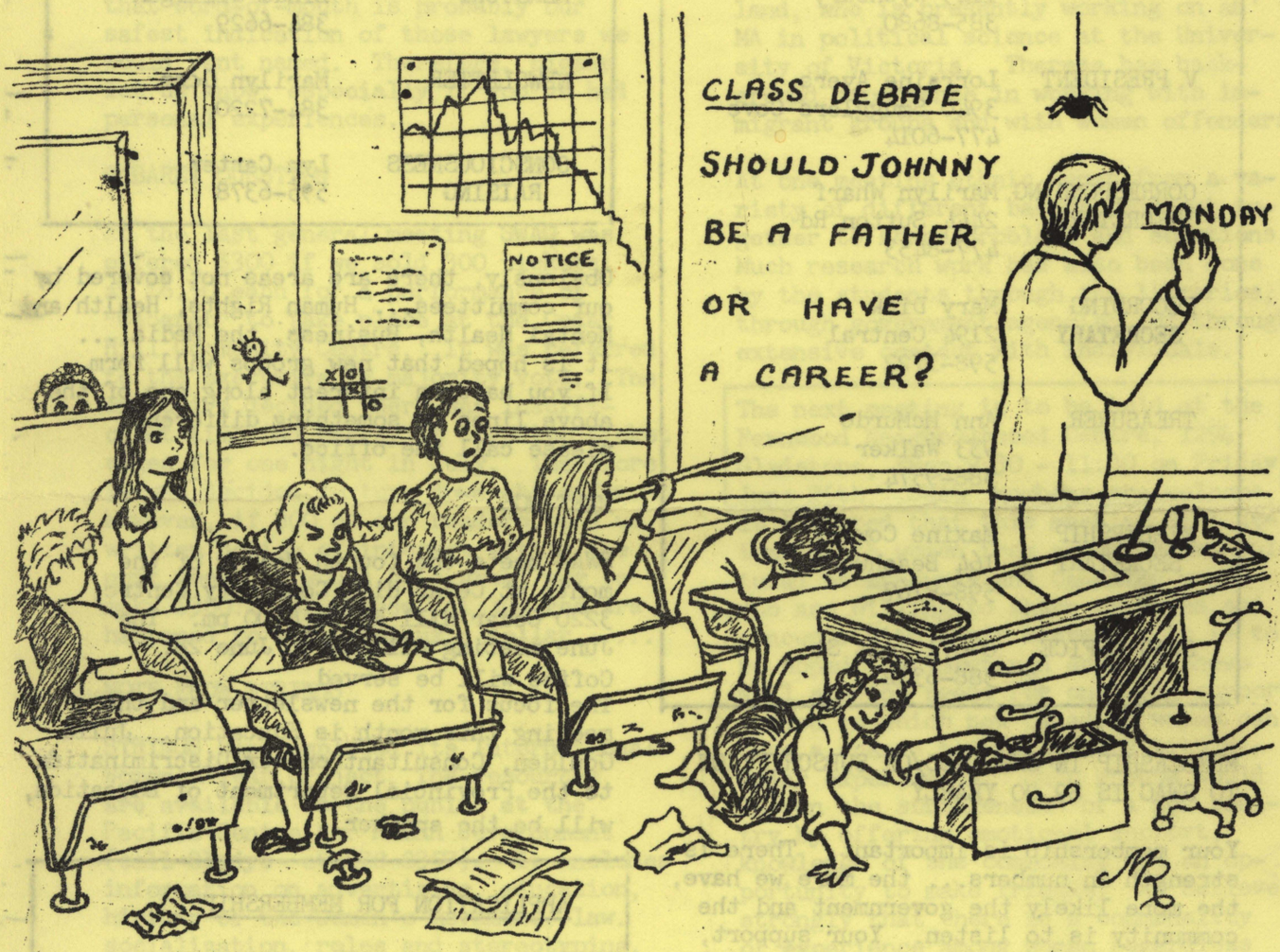
Victoria Status of Women News
June 1976
Volume III, number 4

'EDUCATION'



SOME BASICS

Victoria Status of Women Action Group (SWAG) was founded in 1971 in order to work for the implementation of the Report of the Royal Commission on the Status of Women. By fostering public knowledge of the rights and status of women, the group hopes 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 385-8680
V PRESIDENT	Lorraine Ayers 3940 Smugglers Cove 477-6014
CORRESPONDING SECRETARY	Marilyn Wharf 2444 Sutton Rd 477-8453
RECORDING SECRETARY	Mary Dick 2194 Central 598-1722
TREASURER	Ann McMurdo 933 Walker 388-9574
MEMBERSHIP SECRETARY	Maxine Cowley 164 Beachwood 598-8167
SWAG OFFICE	8-671 Fort St 388-6332

MEMBERSHIP IN SWAG AND/OR SUBSCRIPTION TO SWAG IS $2.00 YEARLY

Your membership is important. There is strength in numbers... the more we have, the more likely the government and the community is to listen. Your support, your volunteer time and your financial contributions, no matter how small, add to the movement of men and women working together to help people attain equal rights in our society.

SPECIAL NOTE

The grant that has paid the salary for a co-ordinator at the SWAG office is up. VOLUNTEERS ARE NEEDED to keep the office open during the summer; the rent is paid for July and August. All that is needed is YOU to donate a morning and/or afternoon. Please call the SWAG office.

COMMITTEES

Members are encouraged to focus their energies on one or more committees. Those committees now active are listed below:

FAMILY LAW	Linda Sproule-Jones 477-3324
EDUCATION	Christina Johnson 595-4791
PUBLIC LIFE	Dorothy Maxwell 384-0083
HERSTORY	Linda Gilligan 384-6629
NEWSLETTER	Marilyn Gore 384-7220
CONSCIOUSNESS RAISING	Lyn Carter 595-6378

Obviously, there are areas not covered by our committees... Human Rights, Health and Mental Health, Business, the Media.... It is hoped that new groups will form. If you have an interest along one of the above lines or something different, please call the office.

MEETINGS

SWAG meets the fourth Monday of the month at Cedar Hill Community Centre, 3220 Cedar Hill Rd at 8:00 pm. The June meeting will be on June 28. Coffee will be served.
The focus for the newsletter and the meeting this month is Education. Julia Goulden, Consultant on Sex Discrimination to the Provincial Department of Education, will be the speaker.

APPLICATION FOR MEMBERSHIP

NAME _____

ADDRESS _____

TELEPHONE (RES) _____
(WORK) _____

Membership Dues are $2.00 yearly.
Send above information and your money to

Ms Maxine Cowley
164 Beechwood
Victoria, BC

NOTES & NEWS

LIST OF LAWYERS

The Family Law Committee of SWAG is compiling a lawyers referral list. The purpose of this list is apparent when we consider the pleas for help received by SWAG from women in distress. We want to be in a position of confidently recommending a lawyer with honesty, integrity and especially sympathy. If you know the names of lawyers whom you can recommend, please contact Dianne Grimmer at 592-3548 or Susan Goldwater at 477-8385. We feel that word-of-mouth is probably our safest indication of those lawyers we would want named. Therefore, please let us know, especially if you've had personal experiences.

CABARET QUESTION

At the last general meeting SWAG was offered $300 if we sold 300 tickets at $6.50 each for a performance of "Cabaret" to take place at the Cedar Hill Community Centre. It was referred to the executive by majority vote. The executive decided there was insufficient time and energy to organize ticket sales for one night in July. Therefore, it was decided to turn down the offer. However, if 300 of our readers send us written notice of interest within the next week, it would be a great way to make $300!! Of course, if 300 readers happened to each send us a dollar.....

NOTE FROM STRINGS

STRINGS has completed its International Women's Year project. The resources are available to the public at the Pacific Centre for Human Development (call Gladys at 478-8357). It includes information on advertising, education, history of the women's movement, law, socialization, roles and stereotyping, C-R kits, and numerous books of interest to feminists.
Our monthly meetings with Lyle Kahl, our MLA, are continuing to be educational for him as well as for us. Our main concern at the moment is with the Berger Commission recommendations. He is studying them now, and we will discuss them at our next meeting in August. Contact the SWAG office later in the summer for the specific date.

DO YOU HAVE NEWS FOR THe NEWSLETTER? If so, contact the SWAG office before the 12th of the month. No newsletter is planned for the summer, however.

REPORT FROM STUDENTS

Three students, Lorraine Toleikis, Louise Robbins, and Theresa Kerin, are doing a research project at the SWAG office through funds from the Secretary of State Department. Here is a preliminary report on their work.

The three women who are working on the summer project on Ethnic Women started work on June 1. The third student hired was Theresa Kerin - a graduate of the University of Manchester, England, who is presently working on an MA in political science at the University of Victoria. Theresa has background experience in working with immigrant groups and with women offenders.

At one meeting ethnic women from a variety of different backgrounds got together to share problems and solutions. Much research work has also been done by the students through the libraries, through government agencies and through extensive contact with individuals.

The next meeting is to be held at the Fernwood Neighbourhood Centre, 1294 Gladstone, from 9:30 - 11:30 on Friday June 25th. SWAG members are welcome.

It is hoped that this meeting will attract both women from non-Canadian cultural backgrounds and Canadian women who are willing to share problems and concerns with their sisters. It is to be hoped that meetings such as these will sow the seeds for on-going support groups in which new Canadian women can have a chance to meet others with similar experiences. Such groups would lessen the strangeness of a new country by offering emotional support, knowledge of the community and an opportunity to make friends. We believe strongly that there is a commonality of experience among women regardless of their ethnic background and hope that through these meetings other women will discover this for themselves. And by a process of sharing and opening up, they will become closer to each other as sisters and as friends.

AND THE TREASURER SPEAKS.

Please do not send money orders if possible. They are difficult to cash. If money orders must be sent, make them payable to Ann McMurdo (SWAG Treasurer). Make sure that the sender is written, not printed.

FROM THE WOMEN'S CENTRE

The Women's Arts and Crafts shop, "UP FRONT", opened officially on Tuesday, June 8th. It still looks somewhat bare. The storefront collective is seeking women's crafts. So... if you or any one you know has a skill in any craft-oriented field, please come down and talk to us. Our phone number is 385-1644.

The Women's Centre is running smoothly. We now offer an employment/welfare counselling service for women. It is held on Tuesday afternoons from 1:30 pm til 4:00 pm, and is conducted by a woman named Shirley.

Our legal resource file is well on its way to completion with only one outstanding section: It will be available at the Women's Centre around the first of July for a minimal charge.

Our regular services such as pub-nite (each 1st and 3rd Friday of the month) and the drop-in coffee drinking during the day are still operating. Do come down. Our new hours which coincide with UP FRONT's hours are Tuesday - Friday from 10:00 am to 4:00 pm.

AND A C-FAX EDITORIAL

Terry Spence sent along this transcript of a June 1st broadcast:

My award for the outrageous news story of the month of May goes to the Catholic Priest in Brisbane, Australia who recently told his parishioners that it's better for a woman to be killed than to submit to a rapist. That's right, ladies. If some thug attacks you some night, let him beat you to death rather than submit.
Very idealistic.
Very stupid.
I doubt very much that Father Neal Shannon's advice has had much impact here, although there are some people who consider everything that comes from the mouth of a clergyman to be the word of the Creator.
But I wonder what impact this ridiculous advice has had on the people in Father Shannon's church in Australia. He told them that a 19 year old girl who was murdered during a sex attack should be an inspiration to others to die rather than let their bodies suffer an indignity.
I wonder where the more responsible church leaders are when ridiculous statements like that are being handed out?
So far they've been awfully silent.

FEDERAL ADVISORY COUNCIL ON THE STATUS OF WOMEN
A Report from Norrie Preston

"What's Been Done", a report by The Advisory Council on the Status of Women is available for free... write or phone Norrie Preston, 766 Monterey Ave (598-1390). This report tells you where federal legislation is at 10/5/76.

Meanwhile federally the news is that:

Bill C-52 passed in December. It provides equal pension rights in the federal public service, RCMP, Armed Forces, and for MPs.

Bill C-71 (Criminal Code Ammendments) Rape - "of previously chast character" still applies to the victim, and corrobation of evidence is required.

Bill C-20 will possibly equalize the position of women in citizenship depending on how the regulations are drafted. It has been indicated by the Secretary of State that the ACSW will be consulted. (RCSW recommendation 145-9),

Bill C-72 (Canadian Human Rights Act) The draft bill presented for first reading when Otto Lang was Minister of Justice will die on the order paper. It is believed that the new Minister, Ron Basford, will bring in a new and much stronger bill.

SOME WOMEN IN HISTORY

Maude E Abbott, one of the few Canadian doctors to become internationally famous. She did outstanding research in congenital cardiac diseases and laid the foundation for cardiac surgery.

Helen Gregory MacGill, feminist, suffragist, journalist and first woman judge in BC. She lived for forty years in Vancouver where she was identified with all organizations working to improve the status of women and children.

Agnes MacPhail, suffragist and first woman member of the House of Commons. She fought for prison reforms, pensions for the aged, blind and disabled, better health services, and was a strong supporter of the co-operative movement.

Mary-Ellen Smith, first woman cabinet minister in the British Empire. She campaigned for better wages for women in industry, equal pay for equal work and rehabilitation for juvenile delinquents.

Emily Howard Stowe, first Canadian woman doctor, and principal founder and first president of the Dominion Women's Enfranchisement Association. She was an advocate of higher education for women.

LETTERS

SWAG sent letters in support of Bill 39 (COMMUNITY OF PROPERTY ACT) submitted by MLA Rosemary Brown. Here are some responses.

Thank you for your letter of June 1st regarding Bill 39.

I note that you have sent a copy of your letter to the Honourable Garde Gardom, Attorney-General and the Minister under whose Department such an act would be administered. I am sure the Minister will be in touch with you shortly.

Yours sincerely,
WR Bennett, Premier
Province of British Columbia

I do, and I will.

Cheers,
Charles Barber
MLA, Victoria

Thank you for your letter of June 1st, 1976, regarding Bill 39.

As you may know the Sixth Report of the Royal Commission on Family and Children's Law (March 26, 1976) is presently under consideration and study by the Attorny-General.

When the Attorney-General's recommendations are brought forward, I will bear your support on this important issue in mind.

Sincerely yours,
Sam Bawlf
MLA, Victoria

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Enclosed please find a cheque for $10.00 to cover a subscription to the newsletter for me and for 4 others who can't afford it. I don't seem to feel the need to get in there and fight but am happy to help a little this way. (I think the present publication is excellent.)

Sincerely,
Mary Winstone

Editor's Note: Bravo.

Since I am willing to bet that we will most certainly receive some hassle, I will keep you posted on the Census Bureau's next move.

What no one has asked is WHY must there be a head of the household. The initial answer is usually that it makes it easier for the computer. A computer is not a living thing; it is inanimate and it is programmed by a person to perform a series of mechanical operations.

The program, designed by a person, reflects the attitudes of the person making the program.

If the computer is eliminated as a reason for having a head of the household, the next response is that it is custom to have a head.

Eliminate the computer and custom, and the question still exists. Why must there be a head? I can find no valid reason.

The Census form and the Census computer program reflect the underlying attitudes and assumptions of the computer programmer and the underlying bias of the person who approved the form. Working up the Census hierarchy, one ultimately reaches Dr Peter Kirkham, Chief Statistician for Canada.

I wonder if perhaps the question is not this: Why has the Chief Statistician of Canada approved a form which shows his bias and forces Canadians to answer the form in a way which supports his bias?

Sincerely,
Olivia Barr

Enclosed is a cheque for my subscription to SWAG News. Wish I could donate more-newsletters like SWAG's are needed. You're doing a terrific job in making women aware of their rights and their astonishing lack of rights in our society. Awareness is the first step to change.

Hopefully I'll be able to attend a few of your meetings if and when my shift work allows. Keep up the good work

Shirley Keller

I received a copy of your magazine SWAG in the mail today- actually it wasn't addressed to me but I read it anyway. I didn't know you existed but I am interested in finding out more about your organization and how I might get involved. I would like to volunteer time to you people - often on the weekends I have nothing to do and when I am not at work I get lonely and lost...what I need to do is share my spare time. G. Chapman

UP TIL NOW

The Education Committee has been active since SWAG began in 1971. In 1973 we presented a brief to the Greater Victoria School Board. Two of our members, Vaughn McMorland and Mimi Robertson, served on the Provincial Advisory Committee on Sex Discrimination in Education from April, 1974 until it was disbanded in Janurary, 1976. We are presently preparing a kit for discussion by school staffs on discretionary days. So far response has been varied, reflecting the bias or openness of the administrator and/or staff of a school. The letter that was sent to the schools is as follows:

The Status of Women Action Group's Education Committee is preparing a program for Staff Discretionary Days. It will explore the schools' effect on the changing roles and expectations of males and females in our society.
Are you interested? What facets of the topic are of particular concern to you? Over the summer we intend to produce a mixed media package of film, tape, and discussion materials - tailored for either elementary, junior secondary, or senior secondary staffs. We would like also to fit the program to particular staff interests and needs.
We will be in contact with you again in September, but meanwhile, we would appreciate hearing your ideas on this program now. Please fill in the attached sheet and return it to our office.
Thank you.
Christina Johnson
Chairperson, Education Committee

Since several administrators and teachers have indicated that they may decide in what way a discretionary day is to be used, we were interested in a letter from Glenn G Wall, Assistant Superintendent of Schools (Instruction - Administration). He has brought to attention a statement of the Department of Education which is evidently not commonly brought to attention. He is quoted as follows:

"I have been asked to indicate to you that the Department of Education has stated that prior approval for discretionary days must be obtained from the Board of School Trustees. It would be necessary therefore that prior approval of the Board of School Trustees be given to your program prior to schoold being given permission to release students in order to offer your program."

Meanwhile onward we march, despite and along with relics from the back cupboards of the education mill.

MARY HAD A .....

Mary had a brilliant mind
She wanted it to grow
But everywhere that Mary went
She couldn't let it show

It followed her to school one day
Which was against the rule
She learned that young girls shouldn't shine
It wasn't being "cool".

So Mary settled for a life
As typified her place
It was a loss for Mary
And for the human race

by Judy Waslenchuk

HERE ARE THE FACTS

The following facts were compiled by the Research & Standards Branch, Department of Education. They are for the BC school system in 1974.

1. 32% of all full time elementary teachers are male - 68% are female.
2. 69% of all full time secondary teachers are male - 31% are female.
3. 49% of all full time teachers are male.
4. 92% of principals are male - 7.8% are female.
5. 74.1% of district supervisors are male - 25.9% are female.
6. There are no female secondary principals.
7. There are 4 female secondary vice principals.
8. There are no female superintendants.
9. From age 20 to age 28 there are more females than males who are full time teachers.
10. From age 29 to age 50 there are more males who are full time teachers.
11. From age 51 to age 65 there are more females than males who are full time teachers.
12. There are no female senior officials in the Department of Education. There are 12 females out of 60 professional officers in the Department of Education.

AND AS FOR THE $$$$$$$$$$

Here are the average gross salaries of full time teachers in BC in 1974 by total teaching experience and sex.

Years Experience and all school types	Male Salary	Female Salary	Difference
0	9190	8627	563
1	9731	9044	687
2	10140	9384	756
3	10774	9734	1040
4-6	11763	10386	1377
7-10	13962	11694	2268
11-15	15852	12668	3184
15+	17565	13137	4428

SWAG TALKS TO JULIA GOULDEN

SWAG: Can you tell us what impact the Provincial Advisory Committee and the Special Advisor on Sex Discrimination in Education has had on the Education system?

JULIA: I think we've raised the consciousness of a number of people, and I have to talk about we, because I am carrying on the work that Reva Dexter did and that the Provincial Advisory Committee planned. We've done quite a number of workshops and conferences to raise the awareness of people in society mainly teachers, but some parents and students also. We put out publications: "Equal Treatment of the Sexes", "Breaking the Mold" which is a lesson kit for elementary teachers. We put out reading lists for secondary and primary students: an audio-visual access catalogue. We had a Women's Studies course put together and drew up a paper on equal employment opportunities for women in education and we worked with publishers to have them publish non-sexist books. I'm sure there's more....

SWAG: Do you think it has been a worthwhile two years?

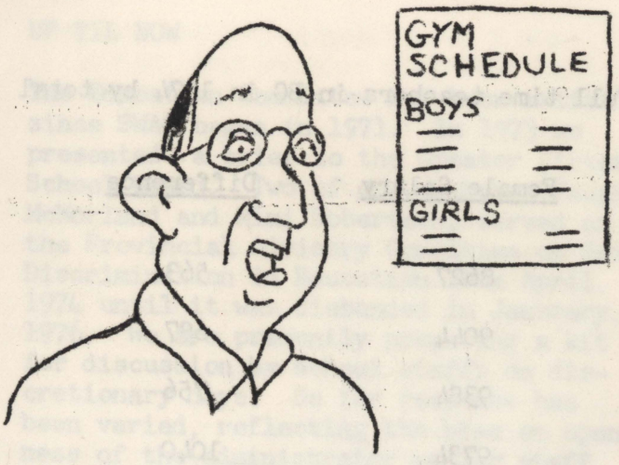
JULIA: Oh yes! Everywhere I've gone, except for a couple of workshops, I have flet encouraged...that people supported our views in eliminating sexism from schools. I can only say that the people I'VE dealt with, I feel very good about but, of course, you only reach so many - those people who already feel there is a real problem and want to do something about it or those people who are open-minded enough to come and inquire about this area.

SWAG: Your position changed somewhat under the new government. How did it change, other than the title?

JULIA: On January 12th this year the Provincial Advisory Committee was disbanded and the position of Speical Advisor to the Minister was terminated, which is a euphemism for firing, I guess. In other words, I was out of a job. That was the intention at that time. I fought that because I had a contract with the government until June 30th. I felt that if a contract is written and agreed on by both parties, that contract stays until its proper termination, and I wasn't going to be pushed around. I took a philosophical, moral stand on this. To me, it wasn't just my job, because I could have got a job with my school district for the remaining part of the year - but its just another way that women are pushed around by the powers that be. I felt the onus on me to fight it and I did...successfully, to the end of the contract. But the position of Special Advisor to the Minister was gone. I'm now called a programme consultant.

SWAG: Dr. Hardwicke, the Deputy Minister of Education, stated in "Education Today" that they had decided to honour your contract because they felt you had something to contribute in the area of sex discrimination. How do you feel about that statement?

JULIA: They had to honour my contract because it was legal. It was not because they felt I had that much to contribute. I feel I have a lot to contribute, but I don't think that was their primary reason for having me stay on. There were large numbers of people who wrote and complained



There's no sex discrimination in my school!

JULIA GOULDEN INTERVIEW CONTINUED

about this area being terminated and to appease the media and those people who were complaining they honoured the contract which the Government had committed itself to. But it certainly wasn't that they recognized my super worth in this area or that they were concerned about sexism in education. If they felt that they would not have terminated the position of Special Advisor, nor would they have abandoned the Advisory Committee. Both of these areas were working incredibly well. The PAC, in my opinion, was the finest committee I have ever seen work. The people on it were very hard-working dedicated people. They gave up a great deal of their time, not just for committee meetings, but outside of it as well, doing research, thinking about the problems and coming up with creative ways of combatting sexism in schools. I don't think this is any kind of priority with the Department. I think they're just waiting for me to leave. They've got rid of the Committee and whatever comes out of there now, unless some miracle happens, will be a token gesture. It will look quite good, cost very little and won't have much impact.

SWAG: Earlier you mentioned "Breaking the Mold", an elementary kit for teachers. What kind of feedback have you had on this. Is it being widely used?

JULIA: Initially there was a problem because it was to distributed two to every elementary school in the province that enrolled two or more classes. Those tiny one-room schools got one copy. This was done, but when I started looking in different districts and asking teachers if they had seen it, I found an overwhelming number of teachers who had never seen it. I think the problem here was that the copies were sent to school administrators. That left the responsibility up to the the administrator to decide whether sex discrimination actually happened in his school and if this was a problem. I've sent out numerous other copies since, trying to make up the deficiency of the first mail-out and, from what I've heard, a number of teachers are now using it in their classrooms, but - how many teachers have never seen it..??

SWAG: Do you think there has been an attitude, then, among administrators which opposes what you are doing?

JULIA: Yes. I feel - although there are no statistics on this and it is a gut reaction from my own experience - on the whole, most administrators de-emphasize the problem of sex discrimination in education and a number do not recognize that it exists or flatly deny that it exists. I had an administrator say to me, "OH, I didn't give 'Breaking the Mold' to my teachers because there's no sex discrimination in this school." Of course, these are the people who have a lot of control and power in education. With those administrators who recognize the problem and intend to do something about it, very fine things are happening in their schools. On the whole, though, administrators are not empathetic partly because they're men - and I don't think you can expect large numbers of men, at this point, to really understand the problem quite the same as women do.
One of the important things to look at here is the whole authority structure. The Women's Movement is anti-authoritarian really. It's to place decision-making in the hands of the people which that decision affects. That's basically the nature of equality. I've had it demonstrated to me that many administrators feel threatened about this. They have their little niche, power, their invested interest, and have no intention of sharing it. There's never been a cass on record, that I've heard of, of people in power willing to give it away freely.

SWAG: Has the Department of Education asked you to file a report for them listing possible future actions in the area of sex discrimination?

JULIA: NO, but I intend to do this. I intend to put in a complete report on those areas which have not been attended to. In fact, much of the work isn't done yet. You don't change the system in two years. It's an ongoing problem and I intend to let everyone there know where the concern still lies and what has to be done.

SWAG: What do you see as the major priorities?

JULIA: The elementary division. Textbooks play an important part. The kind of texts in our schools are not very representational of the abilities and skills of women. They do not reflect a realistic view of the world. They're still middle class, white, male-oriented books. They could start

JULIA GOULDEN INTERVIEW CONTINUED

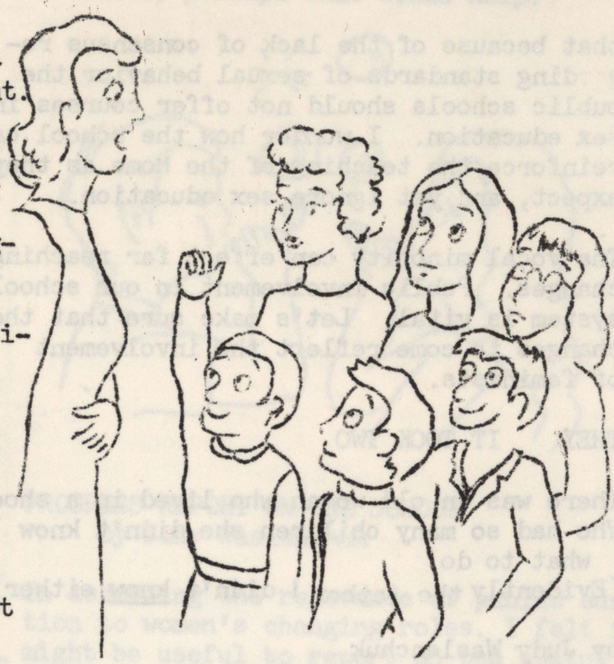
getting rid of some of the terrible texts which discriminate against women or just omit women. You would never know that women existed in Canada up to a certain point. Another area that I'm concerned with is changing the attitudes of teachers in the system. Here, I think the Department must play a strong role, by offering free, in-service courses to teachers - and encouraging universities to put in compulsorary courses for all student teachers in the areas of sexism, racism and the whole multi-ethnic nature of society. Most universities have nothing in this area.

SWAG: What about women in administration? Where you have met them, do you find that the direction is towards non-sexist education?

JULIA: I have to say honestly that I've met very few. About 8% of administrators in the Province are female, but most of those women are in very small rural schools where you're teacher, janitor, principal etc, so these women are not influential when it comes to decision-making. A lot of the women who, in the past, have been appointed to administrative positions have been appointed to them because they are most like men in their views as to the direction of education. I've run across a few who would call themselves feminists. First, I have my doubts that feminists would be hired. If you're a strong feminist and want to change education you're not playing into the status quo. Also those administrators are hired by men. Again, those men have a vested interest as to the kind of people who should run the system, and they choose those women, often times, who follow their point of view. It is not a matter of changing just the attitudes of women or getting women more involved in administration, but changing the views of those people who are already there and those of women who are coming into administration.

SWAG: Since education is male-directed, is it also oriented towards males?

JULIA: We are dealing with a male bureaucracy, not only in education but in most other organizations in the social structure. Look at governments. -Basically, there are few women in it. The heirarchy is male in the medical profession, hospital administration, prisons, the army - all are in the hands of males. We are living in a very male oriented society. I can hardly believe that those men who run our society are that concerned about the status of women. They're going to bring forth their view - that view which they know best. If there is going to be any reversal, any kind of sharing of decision making in education, the females in education are really going to have to make themselves heard. They have to stop accepting a subservient role and start making some pushes in this area. We can't look to men to change the direction of education.



I NEED 4 STRONG BOYS TO CARRY A TABLE.

VALUE SCHOOLS AND FEMINISM
by Shirley Nordstrom

The Value Schools Association is concerned about public involvement in the schools. As parents and taxpayers they feel frustrated by a feeling of powerlessness when faced with "the system" which they see as being controlled by the "monolithic" British Columbia Teacher's Federation. Disapproving of the trend towards less structure and more freedom within today's schools, they contend that, "Education is too important to be left to the professionals".

These professionals include the BCTF members working on Status of Women Committees and Woman's Studies courses. The issue is not, however, feminism but whether teachers should exert such influence over curriculum. At a recent convention Value Schools Association members were surprised to read the sexist material found in some school texts. But, they insist the criticism and push for change must come from the public, not the professionals. The BCTF must not be allowed to become an instrument for social change.

The women I spoke with in the Sooke group were somewhat uncomfortable with the right wing political stance of the Value Schools Association. They had used the association to gain the attention of their local board and were now working satisfactorily towards developing a joint parent teacher philosophy statement for each school rather than pushing for an alternative school. Not all even agreed with the exclusion of sex education from public schools. The Value Schools Association position is

VALUE SCHOOLS CONTINUED

that because of the lack of consensus regarding standards of sexual behavior the public schools should not offer courses in sex education. I wonder how the school can reinforce the teaching of the home as they expect, and yet ignore sex education.

The vocal minority can effect far reaching changes. Public involvement in our school system is vital. Let's make sure that the changes to come reflect the involvement of feminists.

THEY IT TOOK TWO

There was an old woman who lived in a shoe
Who had so many children she didn't know
what to do
(Evidently the father didn't know either)

by Judy Waslenchuk

A WOMAN'S PLACE IS IN THE BOOKS
By Christina Johnson

One of the simplest ways to see sex role indoctrination is to look at the media used in the schools: books, magazines, films, and other audiovisual aids.

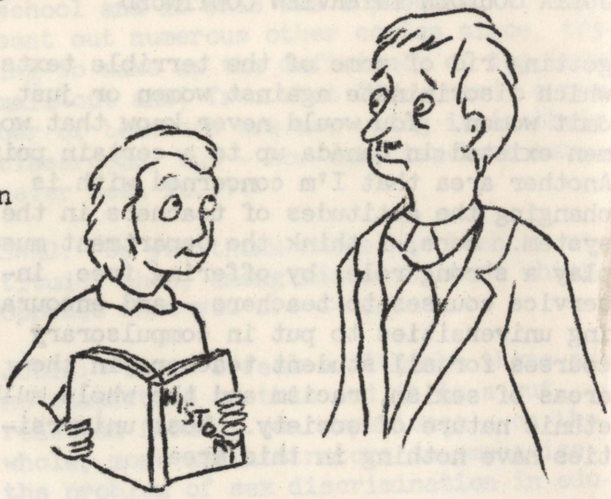
Simple, that is, if you are one who is aware of stereotyping and sex bias.
If not so conscious of these patterns, it is all too easy just to slurp up the old stand-bys especially if a few token stories dealing with current social problems (ie divorce in the family) or brightly coloured pictures of people in more modern attire are thrown into what is often the same old stewpot. It is becoming all too evident that stereotypes which are harmful to full human development are unintentionally encouraged by adults through lack of awareness.

Reports on sex discrimination have been done in nearly every province. The statistics divulge findings that are emphatic and clear:

1. Males dominate numerically in materials (despite the fact that females compose 51% of the population).
2. Males are presented in a more favourable way than females.
3. There is a high degree of stereotyping for both sexes.

The details for these studies can be found in numerous reports, yet one of the most convincing and meaningful experiences is to get these fact for yourself. Here's a quick guideline to use as you view material for children.

a. Are there more males as the main characters in a book with a selection of stories? Are there more males in illustrations?
b. Are males shown more often in interesting, active and independent roles and females shown more often in passive, helpless, and fearful roles?



HOW DID WE GET HERE? THERE WEREN'T ANY WOMEN IN THE OLDEN DAYS

c. Are females shown in a variety of activities outside the home? Are males shown in a variety of activities in the home?
d. Have books dealing with times gone by nearly or completely omitted the role of women and girls? (Not, of course, because they weren't present, but because their role is not considered "worthwhile" just as the role of the homemaker today is not considered "worthwhile" in legal terms since there may not be a salary with pension etc).
e. Are females given the same respect as males? Are abilities, traits, interests, and activities based on stereotyping?
f. Is sexist language used? Are people in general referred to in terms that indicate that men are traditionally expected to dominate (ie mankind, chairman, businessman)? Are females belittled (ie "a homeowner and his family" rather than "homeowners and their children")?

Though there has been compulsory education for women for some years, much of the material available in the schools reflects the time when men only were educated. Change depends on You: first, awareness that you have been conditioned and that there are healthy alternatives: second, your action on a day to day, individual basis and your action within group efforts.
Drop into the SWAG office and pick up a copy of "Equal Treatment of the Sexes - Guidelines for Non-sexist Materials"

REPLACEMENT NAMED

Little Boy Blue come blow your horn
The sheep's in the meadow, the cow's in
the corn
But where's the little boy who looks after the sheep?
He's been replaced by little Bo Peep!

by Vaughn McMorland

NON-SEXIST DAYCARE
by Vaughn McMorland

A visit to the University of Victoria Day Care Centre and a conversation with the supervisor, Barbara Williams, brought forward the following information.

VAUGHN: I'ld like to ask some questions about sex-role stereotyping at the day care level. The feminist movement has been faced with the "nature is destiny" theory. This theory proposes that men are naturally more agressive, that boys are brave and girls are sissies, etc. What have you observed at the day care centre about nature and boys and girls?

BARBARA: Observations of the chilren at the daycare centre show that such a generalization is untrue. At present there is a girl, 3½ years old, who is much more keen to explore "ecology" and block-building than any other activity and a 4 year old boy who tenderly wraps a doll in a blanket, lays her in the buggy and wheels her around the garden. Gymnastic activities, swimming, climbing and dressing-up show no particular role variation between sexes. Also crying when hurt is not decided by sex roles.

VAUGHN: From your observations, would you say that there are more differences within one sex than between the sexes?

BARBARA: There is at least as much difference between children of the same sex as there is between boys and girls. However, this is impossible to generalize about.

VAUGHN: Do the children in daycare come from fairly liberated homes?

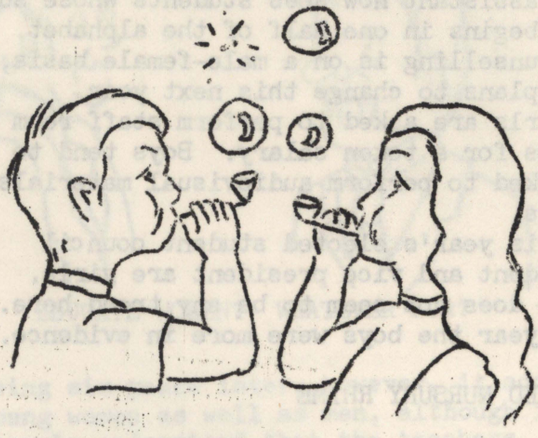
BARBARA: Some children in daycare have already been forced into sex stereotypes by their parents but increasing numbers appear to be free of any compulsion to fit an expected role.

VAUGHN: Does a relatively non-sexist daycare with no segregation create problems later on if these children happen to go into more structured schools with traditional sex role stereotyping?

BARBARA: Fortunately, with the open boundaries, the parents can make choices that fit more closely with their philosophies, though they tend to enroll their children in less-structured schools.

VAUGHN: In your opinion would it be beneficial for daycare children to have male teachers?

BARBARA: Definitely, and we have had. Some children are from single parent homes, usually mothers, and whether they are girls or boys they need to know how to relate to men. If the High Schools presented daycare as a career possibility for male students, perhaps that would help.



PROGRESS REPORT ON ONE SCHOOL
by Judy Waslenchuk

In assessing the relevance of public education to women's changing roles, I felt it might be useful to report on the status of one school, chosen because I happen to teach there.

Staffing

1. There are 12 women and 25 men on the teaching staff.
2. In September, 1975, a female and a male assistant principal were appointed.
3. In January a male principal replaced a male principal.
4. Out of 7 divisional chairperson positions, 4 are held by women (cf staffing ratio)
5. There is one woman on a 5 person cleaning staff.
6. There are one male and 3 female aides.
7. There are 3 female and no male office staff members.
8. A female nurse and female social worker have been assigned to the school.

Courses

1. All courses are open to both boys and girls, with the exception of grade 8 home economics and industrial education. Next year this exception will be eliminated.
2. Grade 8 physical education classes are male or female, but classes are grouped together for several activities.
3. 115 girls and 102 boys in grades 9 & 10 take home economics.
4. There is one class of bachelor skills for grades 9 & 10 boys. "In this class they learn basic sewing - buttons and patches...they sew one project - vests, shirts ...also learn apartment furnishing, etc."
5. Clothing and textiles 9 is open to both boys and girls. Only 1 boy opted to take this course. "He has taken this course all year with no feelings of alienation and with a great deal of success."
6. Total industrial education enrolment is 305 boys and 20 girls.
7. A social studies course entitled "Women in History" is available to all students. It was conceived by a male teacher and he is teaching it.

Operations

1. At the beginning of the school year, the female and male assistant principals disciplined the female and the male students respectively. This was soon changed.

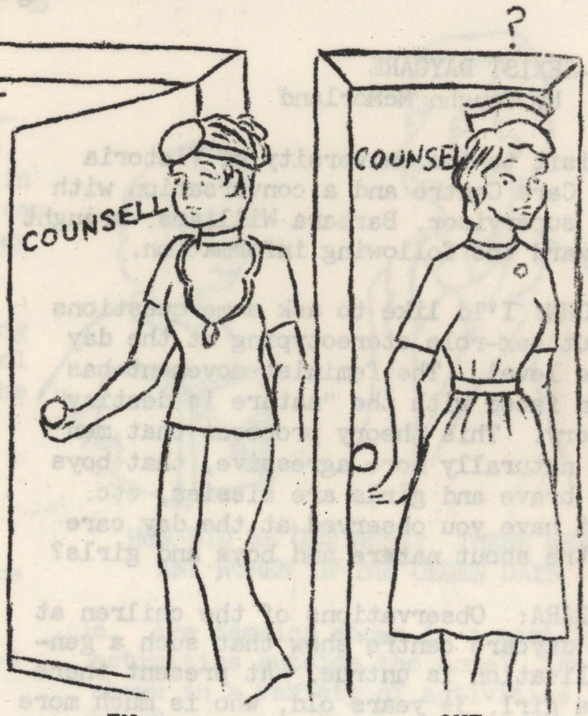
PROGRESS REPORT CONTINUED

Each assistant now sees students whose surname begins in one half of the alphabet.
2. Counselling is on a male-female basis, with plans to change this next year.
3. Girls are asked to perform staff room duties for a token salary. Boys tend to be asked to perform audiovisual materials chores.
4. This year's elected student council president and vice president are girls. There does not seem to be any trend here. Last year the boys were more in evidence.

UPDATED NURSURY RHYME

Mary, Mary, quite contrary
How does your plumbing shop go?
With new plastic piping
And minimum griping
I'll make the old sewer flow.

by C Johnson and J Waslenchuk



WOMEN AND CAREERS
by Mimi Robertson

1. 90% of doctors are male.
2. 97% of dentists are male.
3. Over 90% of nurses are female.
4. The average woman's income is about ½ that of the average man's.
5. 34% of the undergraduate population in universities are women.
6. 28% of masters degrees go to women.
7. 8% of doctorate degrees go to women.
(from Women in the Labour Force, Facts & Figures, 1973)

WHY?

Before school age, little boys play at fantasy careers with planes, boats, science kits, trucks and buses, fire engines, doctor kits etc, pretending to be pilots, seaman, scientists, drivers, fireman and doctors. Traditional girls' toys, such as dolls, buggies, cooking sets, nurse kits, and sometimes a typewriter, limit little girls to fantasy roles of wife, mother, nurse and secretary.
Children see men in an almost limitless variety of occupations in society, on TV and in books, but see women mainly in service-oriented jobs such as clerks, waitresses, nurses and baby-sitters.
Throughout elementary education these images are reinforced through texts and the structure of the school system (women teachers, male administrators). Junior secondary school helps to cement the trend by channeling boys in grade 8 into compulsory Industrial Education and girls into Home Economics.
By grade 10 students must think seriously about careers because specialization causes selection or rejection of certain programmes.
Most school counsellors are overburdened with administrative tasks and dealing with emotional and behavioural problems, so career counselling usually falls to the Guidance teacher (most often a PE teacher with no formal training in counselling).

Many teachers without this training feel inadequate, themselves victims of traditional stereotypic attitudes. According to the Vancouver Status of Women, "The Secondary School Curriculum Guide for Guidance by the Dept of Education (1971) has limited value and is used on an optional basis." The result is that the majority of students are left to work out their futures on their own, and most young women after 17 years of conditioning from home, school and society choose a low-status, low-pay job - just something to tide them over until the White Knight arrives. They have never been asked to consider:
1. The White Knight might never appear.
2. He might die or walk out leaving a family to support.
3. 1/3 of all marriages fail and women can no longer count on "living happily ever after".
4. If it is ridiculous to assume all men would be happy as carpenters, why is it not ridiculous to assume all women would be happy as homemakers?
5. No traditional 'woman's job', except for teaching and possibly nursing, can provide adequately for the needs of a family today.

The failure of the BC schools to provide good non-sexist career counselling should be a prime concern to all of us. By omission, they are giving the same advice as the following blatantly sexist Ontario Guidance pamphlet:
"Your choice may be influenced by the fact that you are a girl. If your interest is chemistry, you'll find it easier to go into Home Economics rather than trying to break into the petroleum industry. If you want to take care of sick people it will be easier to become a nurse than a doctor. If you're interested in Human Welfare it will be easier to become a social worker than a politician."

CAREERS CONTINUED

What has to be done?

1. Parents must be encouraged to provide more alternatives to daughters through selection of toys and books and TV programs.
2. Children must see female role models in non-traditional occupations in society - eg women principals, bus drivers, dentists, telephone repair etc.
3. Texts (See article "A Woman's Place is in the Books")
4. We must encourage universities to offer compulsory courses on sex-role stereotyping to education students and daycare students.
5. We must encourage school boards to provide free in-service training in non-sexist teaching and counselling.
6. We must pressure the Dept of Education to have designed a complete career guide based on strengths in subjects and interest without regard to sex.

AND THEN

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill carried the water safely home
(Without any further assistance)

by Judy Waslenchuk

HISTORY OF WOMEN IN EDUCATION

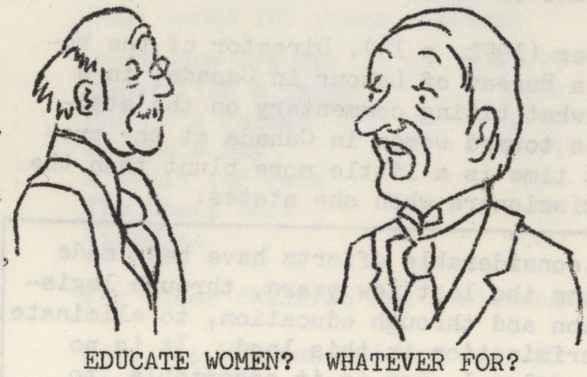
The following is an excerpt from "A Study of Group Attitudes Toward the Employment of Women Administrators", a masters thesis by Donald McKinnon, Principal, Rockheights School, Esquimalt.

The difficulties encountered in attempting to get equal educational opportunities for women is somewhat similar to attempts to gain equality for women on the political scene. The affirmation of the rights of women to higher education is distinctly a movement of the last half of the nineteenth century.

A more enlightened world began slowly to take some thought of women's higher education and to realize that because certain attitudes had been in vogue for a good many centuries, this, in itself, did not necessarily mean that such attitudes were correct. Hecker (p. 143) notes that Scotland led the way and as early as 1868 the University of Edinburgh opened its courses in pharmacy to women.

Canada

In Canada, the education of girls was a matter of evident concern and various religious orders were the first ones to be concerned with the education of women. However, good educational opportunities were limited. French (1968, p. 18) indicates that in 1841 a bill in the legislature of Upper Canada urged the setting up of Normal Schools proposing that they should train men to act as teachers and instructors. When the actual Normal School came into



EDUCATE WOMEN? WHATEVER FOR?

being six years later, however, it admitted young women as well as men, although it was clearly understood that the teachers, themselves, in the Normal Schools were to be male.

During the second half of the 19th century an increasing number of women in Canada entered the teaching profession. It was the need for teachers, male or female, that seemed to change the picture and, by 1860 women were attending Normal Schools in all the provinces.

It was about this time that women were first admitted to the universities in Canada. Through gradual progression and enlightenment, education came to be considered right of all, and equal opportunity for education is now fundamental in our society.

Royal Commission Recommendations

In 1968 the Government of Canada set up a Royal Commission on the Status of Women in Canada. A total of 167 recommendations were submitted to the Governor General in Council on Sept 28, 1970. Typical of the recommendations of the Commissioners to provide equality of the sexes is the recommendation that the Federal, Provincial and Territorial Governments should set up committees to review all publications concerned with the choice of occupations and careers. The Commissioners suggest that only those publications which encourage women to consider all occupations, including those that have been traditionally restricted to men, should be selected for use. Another recommendation is that the provinces and territories direct the attention of guidance counsellors in both elementary and secondary schools to the importance of encouraging both girls and boys to continue their education according to their individual aptitudes and to consider all occupational fields. The Commissioners conclude their report with the following comments, (Canada, 1970, p. 393):

"Women, as they seek equality, must contend with a society conceived and controlled by men. They require a high degree of resolution to disregard present barriers and to attain the positions which best reflect their ability, But existing structures are not sacrosanct; women must be aware that they are entering a world which can be changed. And men, as they recognize women's claims to equality, may welcome an opportunity to examine Canada's Institutions in a new light."

HISTORY OF WOMEN IN EDUCATION CONTINUED

Gelber (197E, p 14), Director of the Women's Bureau of Labour in Canada, in a somewhat biting commentary on the attitudes toward women in Canada at the present time is a little more blunt than the Commissioners when she states:

> "...considerable efforts have been made during the last few years, through legislation and through education, to eliminate discrimination in this land. It is no longer legal, nor is it acceptable, to discriminate on grounds of colour, religion, racial extraction or, even in a few cases on grounds of age.
> Yet it is not recognized that when women are refused opportunities in employment and education; when they are treated less favourably than men in circumstances which should have dictated the same conditions, that this too is discrimination. It is discrimination on the grounds of sex. It is not only in the interests of women that this injustice must be rectified; it is in the interest of our country which boasts a free society."

Summary

From the foregoing it can be seen that women's historical quest for equality of the sexes has been long and hard, even bitter at times. Women have not, and even now do not, enjoy equal opportunities with men. It is in this context that one must view tha position of the woman administrator in education.

WOMEN PRINCIPALS

Exactly when the first woman school principal started in the schools of North America is still not clear. Any studies which were available prior to 1928 appeared to indicate that the first principalships were held entirely by men and that it was late in the nineteenth century before large numbers of women were holding positions as principals. By 1928 the number of women holding a supervising principalship comprised approximately 55% of the total number. By 1948, a reversal in the proportion of men and women in the supervising principalship had taken place, and men were in the majority with 59% Ten years later, 1958, the men had increased their majority to 62%.

In Florida, Hines and Grubman (1956) conducted a study to determine if observations about the effectiveness of democratic leadership were valid in education. In effectiveness responses to administrative practices, women were ahead of men. Parents who rated school teaching effectiveness and principal's personal qualities tended to prefer the woman school administrator over the man, and in matters of discipline parents approved more of women than men. Women principals were rated ahead in student morale, teacher morale, frequency with which teachers used desirable practices, and programme development. The authors expressed a concern that the sex of the principal has been a determining factor in recent years, with men very markedly preferred, although this preference correlates inversely with success on the job.

It is quite significant that, of all the literature which has been published on this important topic, not one piece of research could be found which favours the appointment of a male over a female for the position of school principal. There appears to be no valid reason for not appointing women as school principals at either elementary or secondary level

NOW THE "BOYS" ARE HOME, MISS JONES, WE NO LONGER NEED WOMEN PRINCIPALS

QUESTIONNAIRE RESULTS

A questionnaire was sent to a sample group of principals, teachers, school trustees, superintendants, and directors of instruction in school districts #61 (Victoria), #63 (Saanich) and #81 (Vancouver Island West). Conclusions and implications follow.

Conclusion

1. Of the four selected groups, female teachers have the most favourable attitude toward the employment of women as school principals.
2. School Board members rank second in their attitude toward the employment of women as school principals.
3. Male teachers have a less favourable attitude toward the employment of women as school principals than either the female teachers or the School Board members.
4. The Administrator grouping (District Superintenddents, Directors of Instruction, and school principals) have the least positive attitude toward the employment of women as school principals.

the implications?
see next page...

Implications

1. That women have a favorable attitude towards the employment of women as school principals is recognized from this study, and it would appear that more women could be appointed to this executive position with the approval of the majority of the profession. However, if more women are appointed to the position of principal, they may have to contend with the less positive attitude of their male counterparts.

2. The number of women school principals in any district is determined by the School Board through the authority granted to them by the Pulbic Schools Act. It is possible that, in the past, the School Board has been governed to a great extent by the attitudes of the total teaching profession. If the School Board followed their won inclinations and those of the total teaching profession, it is conceivable that more women would be appointed to the position of principal.

3. Since there seems to be a discrepancy in attitudes between the School Board members and the administrator group, greater communication of role perceptions and role expectations between these two groups might achieve a more closely related attitude.

NON-SEXIST BOOKS SUGGESTED

Now in stock at Everywoman's Books, 2033 Oak Bay Ave (592-7311) are the following books. The store is open Tuesday through Saturday from 11 am to 6 pm.

Canadian Series "Women at Work" $1.90 ea
(colour photo and story)
Maryon Makes Shapes
Ellie Sells Fish
Myra Builds a House
Doctor Mary's Animals
Take One
Ready for Take-off
Open Wide
Let's Take a Vote

Canadian Series "Family Life" $1.75 ea
Minoo's Family
Irene's Idea
When I Visit Daddy or Daddy Visits Me
Families Grow in Different Ways

Non-sexist Fairy Tales $2.95 ea
The Forest Princess
The Return of the Forest Princess

And the familiar
Free to Be You and Me $6.95
Mr Rogers Talks About $5.95
(Going to the Doctor, etc)

Some books for young children

Grown-ups Cry Too	$1.75
Fresh Fish & Chips	2.00
Martin's Father	1.50
Joshua's Day	1.75
A Train for Jane	3.50
The Sheep Book	1.75
Firegirl	3.00

For older children and adolescents

Mom, the Wolfman and Me	.95
Girls Will Be Women	2.00
Other Choices for Becoming a Woman	1.25
Daughters in High School	3.80
Women Who Win	4.50
Marie Curie	5.50

The above lists are just a partial list of books available. An excellent new book has just arrived in the store. It's one of those "I wish I had read this when I was a teenager" books! We are taking orders for those who would like a copy. Unfortunately, it was just published this spring so it is only available in hardcover. It's called "Why Am I So Miserable If These Are the Best Years of My Life?" (A survival guide of the young woman) by Andrea Bocoff Eagan ($7.95). Do come by the store and see what is available.

Also watch for these books which are for parents, teachers, and counsellors.

Consciousness Razors	.25
A Child's Right to Equal Reading	.50
The Absorbent Mind	3.25
Young Girls: A Protrait of Adolescence	3. 25

BEFORE THE PICNIC
A Role Reversal from "Breaking the Mold"

Shawn got out of bed and drew back the pretty flowered curtains in his dainty pink and white bedroom. It was a brilliant sunny morning, and he giggled happily as he remembered the family picnic planned for the afternoon. He opened the closet and fingered the gaily coloured T-shirts hanging there. First he took out the blue one, than the green one and couldn't decide which looked nicest. "Dad," he caroled down the stairway, "which T-shirt shall I wear?" "I think the blue one looks nicest because it goes with your eyes," Dad called back. "But put on an apron because I want you to help me this morning getting the food ready for the picnic."
For more laughs see the resource above put out by the BC Dept of Education.

swag

status of women action group

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Mrs Maggie McDonald