HOW DOES THE LAW **AFFECT YOU WOMEN ?**

1)27.3% of the Federal PUblic Service is female. There is no equal pay legislation pay applicable to the Public Service.2) When a women marries her legal domicile becomes that of her husband

3 When a woman marries, she is addressed as Mrs., no longer as Miss, or by a neutral title which doesn't reflect her marital status.

4) When a woman marries, her name for passport purposes becomes her husband's surname. (There is no legal obligation to change your name upon marrying.)

5)an Indian woman loses her status as an Indian if she marries a non- Indian. Her children are not considered Indian.

6) When a woman is widowed, she is not guaranteed a share in the estate which she and er husband have accumulated. 7) A man is legally responsible for support of wife and children. Woman is not.

8) The law against prostitution (Section 164(1)(c) of the Criminal Code) specifically refers to herself, and ignores

9) The law prohibiting abortion has not yet been removed from the Criminal Code.

,For a more comprehensive survey attend the forum Thursday, January 27, at noon in SUB Theatre.

EDUCATION - caught without its homework done

It is with great pleasure that I note that the Faculties of Medicine, Commerce and Physical Education have contributed to the support of Women's Week. These faculties thus demonstrate concern about the changing roles of women (and therefore men) in today's society, which phenomenon should be of interest to the academic community at LEAST from an intellectual point of view.

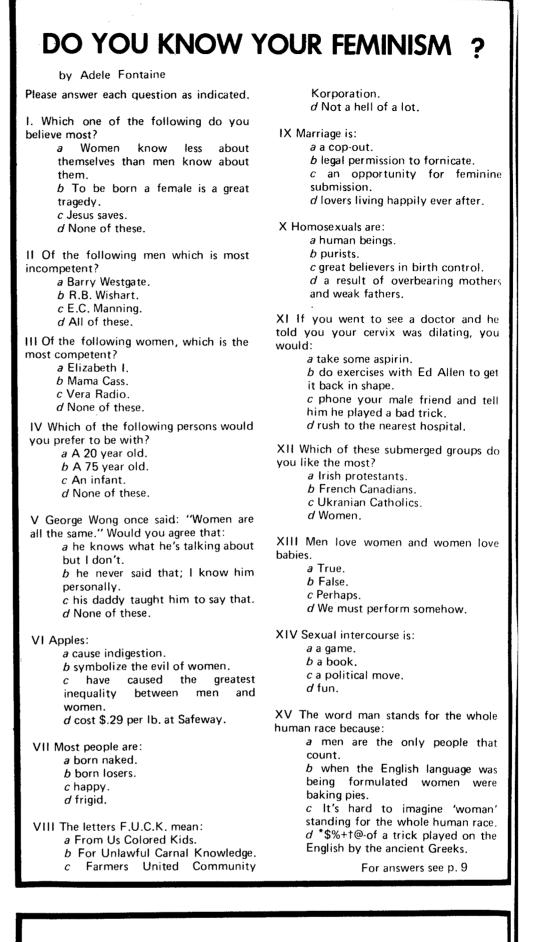
I was, however, very disappointed to note that the faculty concerned with socializing future generations did not contribute. I can't help wondering why the Faculty of Education persists in producing teachers who perpetuate harmful and incorrect stereotypes of the male and female roles in Canadian society.

If the Faculty of Education were a responsible body concerned with producing professionals, it would be making all the future teachers aware of the extent to which they are themselves products of an out-dated socialization and of the extent teachers daily impose these worn-out stereotypes on impressionable students.

For example, teachers often expect better achievement from boys in a Math or Science class than from girls in the same class. The students sense this teacher-expectation and perform accordingly to the detriment of the girls' development.

Many of the inaccuracies in the school curriculum could be corrected by aware teachers - who do not change their own chosen role - but who present their students - male and female - with all the possibilities for each human being.

Our textbooks are full of stereotypes that portray the boys as ACTIVE: "adventuring", "earning money", "winning", while the girls are portrayed as PASSIVE: "helping solve", "spending money" (on dolls or sewing equipment) and "making adjustments". Teachers should be willing to give alternative examples such as the math problem with the boys making cookies and the girls playing marbles. Teachers should also be encouraged to order books that attempt to redress the imbalance in our curriculm, such as:



Dr. Dorothy Smith

Dorothy Smith received her Bachelor's went of jail for breaking windows in a Degree from the London School of central store. That was before she married Economics and her Ph.D. from the and before the First World War. I wasn't Iniversity of California at Berkeley. She brought up as a feminist. In fact I was has taught at Berkeley and at U.B.C. At brought up conventionally although I 46, she is head of a single parent family. suppose some of my mother's Dr. Smith now chooses to make her home committments to independence for in Canada.

Jellybeans for Breakfast Parents Magazine Press Challenge to Become a Doctor, Feminist Press Mommies at Work, Knopt.

Female students should be allowed to take Industrial Arts and boys Home Economics if they so desire. Female students as well as male should be encouraged to rearrange furniture, distribute dictionaries and run the movie projector.

Counsellors should give young girls information on all occupations available to them, not just the ones considered women's work. Nor should the psychology that defines the healthy adult woman as different from the healthy adult person (male or female) be used.

These suggestions may seem self-evident; however, they are not being implemented fully in any school in Edmonton. Yet these are only a few of the possible desirable changes. Such changes will not be implemented until sufficient pressure is exerted on the teachers in the academic community and in the schools.

by Susan Tanner

Dr. Smith writes of women:

"Something has transformed their condition in a special way over the last two hundred years. The emergence in this century of large-scale corporate capitalism has transformed the family into a service organization, trivialized the world of women in the home, and substituted an order oriented towards display in the home oriented towards blind. Around that time I made a ordered around the practical activities of for) the situation and existence of "'My mother was a suffragette and resolution. I'm still trying."

women came through to me. I got interested in the situation of women in an active way. (I gave talks, etc.) when I was on the faculty at Berkeley six or seven years ago. I found just then how much women are discriminated against in my profession. I should have seen it before of course. It was always there. But without a women's movement around to nudge you to consciousness, you can be incredibly display in the home rather than one resolution not to take the crap any more, but it's taken a long time because I'd no family members...(This has implications idea just then how deep it went and how much I was involved in it. Or how much I'd have to change to live up to that

- C-four--