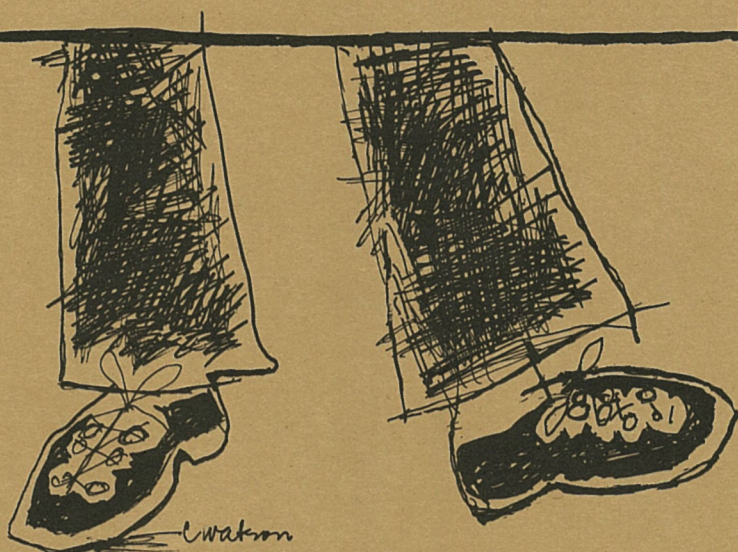
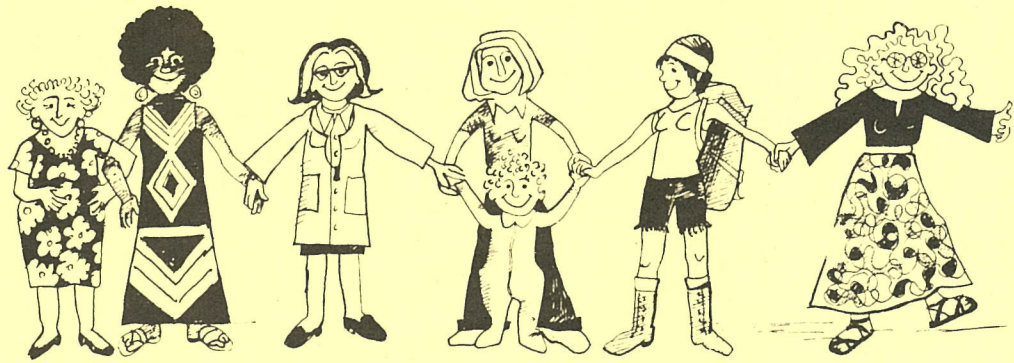




the
women's
kit ...





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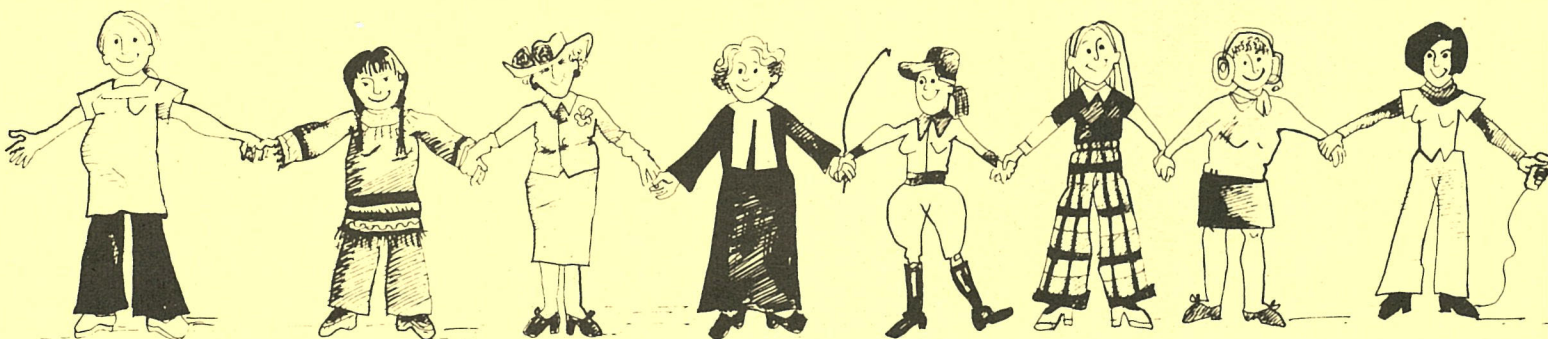
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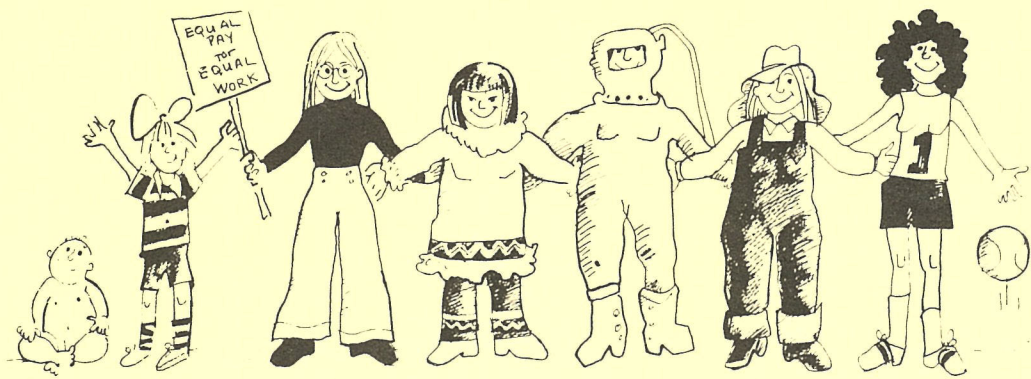
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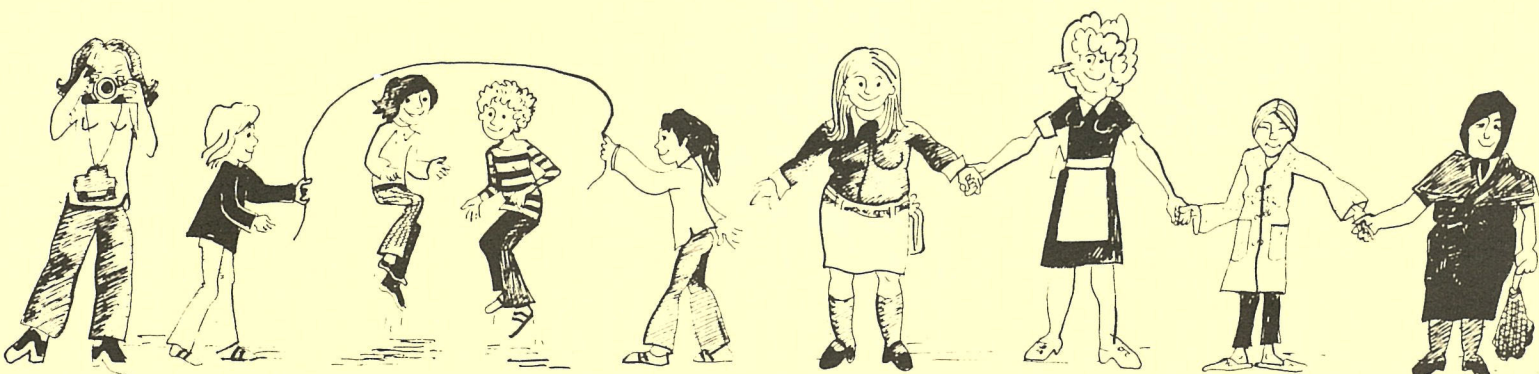
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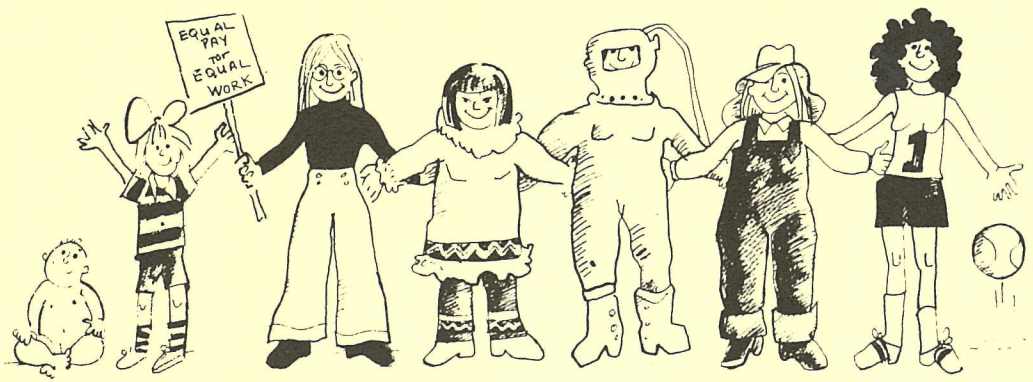




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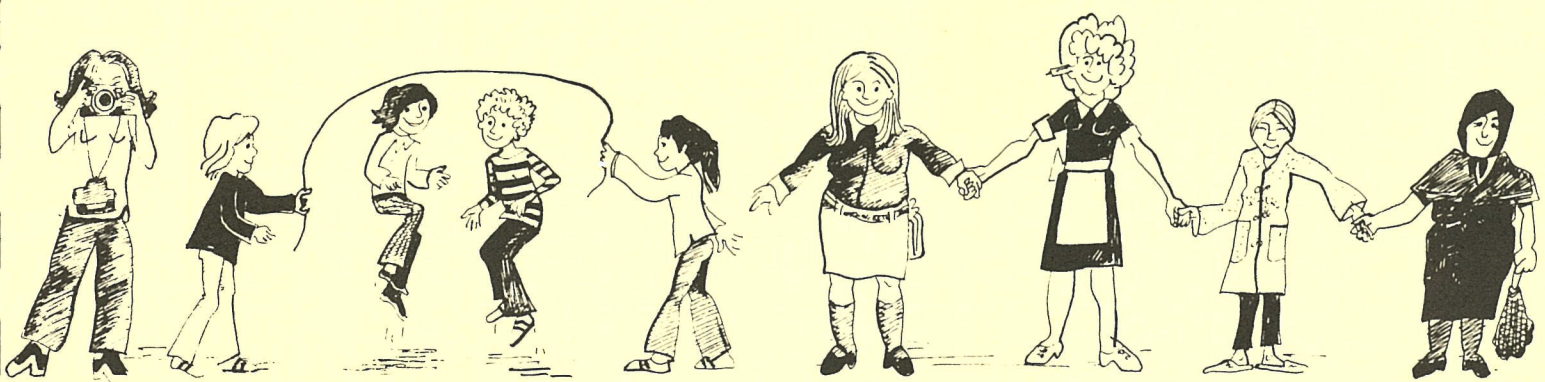


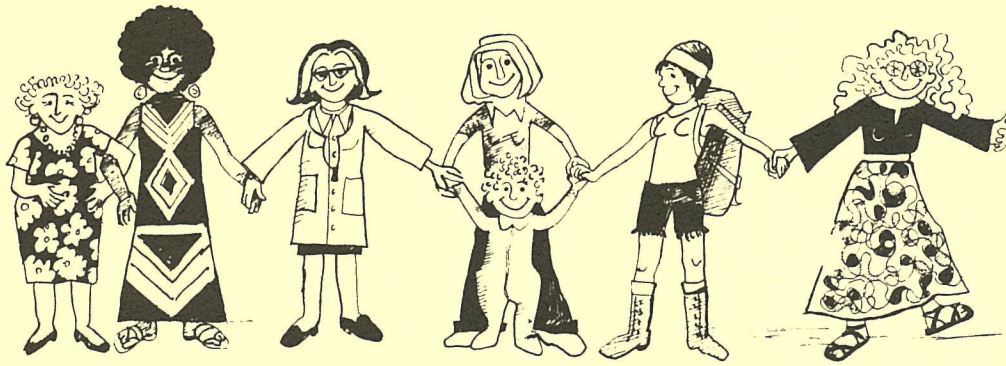


History has dismissed what women have done as trivial and unrelated to the “real” forces that have shaped our past. By denying groups their past, their role models, the individual is left feeling helpless and alone — seeing problems as personal failings when they are in fact created by social conditions. The aim of the Women’s Kit is to foster a new awareness of woman’s role in society, both past and present, and to help people look at and question:

- what limits are set for human beings through sex-role stereotyping and the socialization process,
- what kind of social values and behaviour would allow all humans to realize their fullest potential and make the greatest possible contribution to society,
- how women can gain a sense of their own history,
- what it is that history has actually recorded, what it has omitted, and why.

Through this kind of learning and questioning, people may begin to gain the freedom to make choices about their own lives on the basis of some knowledge of what is involved.





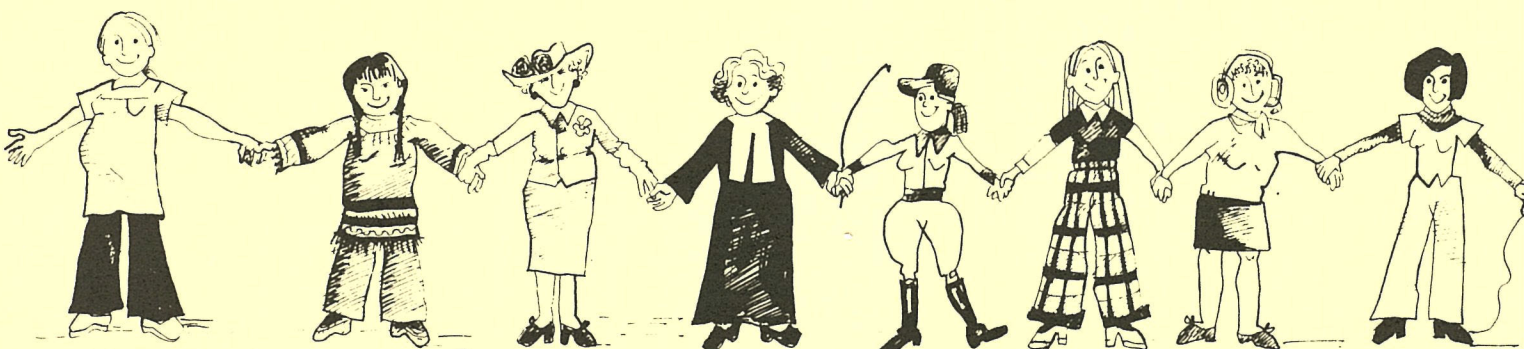
What Is It?

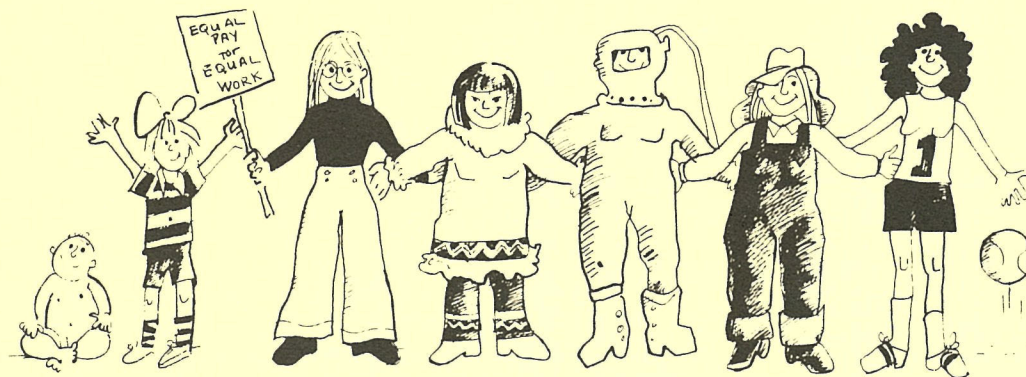
The Women's Kit is a cardboard box full of materials (pamphlets, records, posters, postcards, newspaper reprints, biographies, short stories, poems, drawings, plays, filmstrips, photographs, slides, historical documents, collages, etc.) which are all directly or indirectly about women and their socialization. There are roughly 150 items in the Kit, and it weighs about 20 pounds. The materials were produced and collected over the period of a year.

In Ontario, as elsewhere, there are now several pilot courses related to women's studies being introduced at the high school level. The subject of women is also dealt with in the guidelines for many other high school courses — for example, *Man in Society*, and *the Canadian Family in Perspective*. At the community college and university levels a great deal of exciting pioneer work is being done in the field of women's studies as well. The Kit, then, represents an attempt to meet a widespread need for more materials on women. It also represents an outgrowth of ongoing research conducted by the Ontario Institute for Studies in Education (OISE) into multimedia kits as a learning tool.

During the year 1973-1974, 170 of these kits were distributed to high schools and community colleges (mostly in Ontario) for field testing and evaluation. An additional 20 kits were made available on a one-month loan basis, and these were circulated to another 200 schools and community groups.

While the Kit was basically designed for use at the high school and community college level of study, and the information in this handbook speaks mostly to the teacher's needs, it can be used with any age group, teenagers through adults, and in many situations besides the formal educational setting. It can be used with all-female or all-male groups, or with mixed groups. The subject of "women" is a huge one because it touches on every aspect of our daily lives. It is about people and our relationships and how we view the world.





Why a Women's Kit?

WHY STUDY WOMEN?

1. *The current events answer:*

When civil rights was a big issue, people studied it.

When drugs were a newly discovered social phenomenon, people studied it.

When ecology was in the news every day, people studied it.

Now issues about women are in the limelight, so, of course, study it.

2. *The academic answer:*

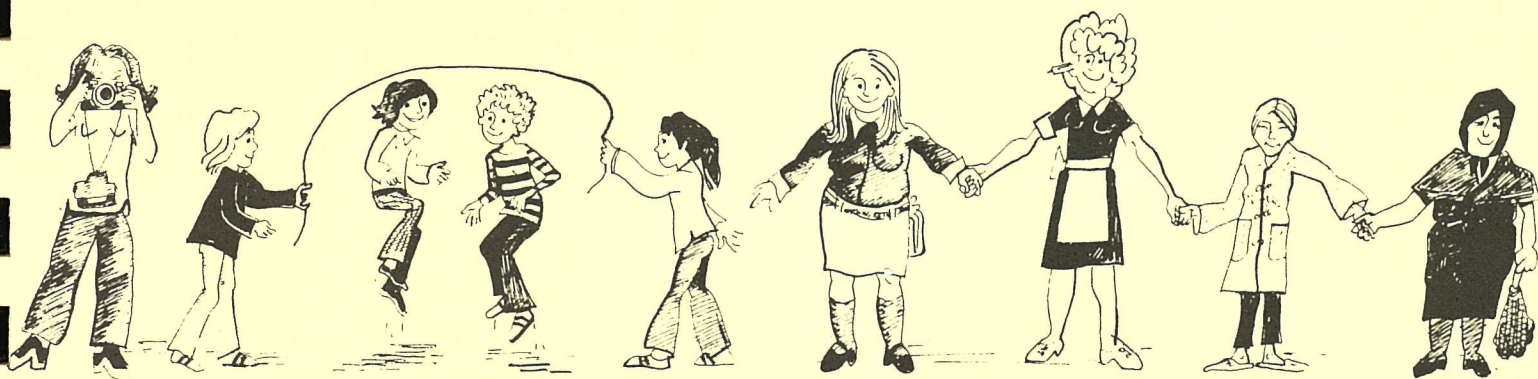
Most history deals with the adventures and lives of men.

Most social and psychological study relates to the male experience (even Freud was a misogynist*). Therefore, there remains an immense body of untapped material for research to deal with.

3. *The social change answer:*

If education is going to prepare people to live in the world, not only as it is now, but as it may soon be, then it must be sensitive to the changes which are taking place in society. The educational process must prepare people to recognize these changes, evaluate them, and choose what kind of a role they will play in determining the directions these changes will take (for every one of us does help to determine the nature of change in society, whether we fight against change, try to ignore it, or actively support and work for it).

* We think.



For whatever of the above (or other) reasons, there are at present a lot of people “studying” women, and there has been a growing need and demand for materials which can be used at the high school level and relate to the Canadian experience.

While many publications about the role of women in society are currently available, few are really suitable. Often these are heavily “intellectual” or analytical, geared to the middle-class, urban, educated North American (e.g., lengthy analyses of women in upper-management positions). Even more often, these are superficial and take the “bra-burning” or “aren’t-women-cute-doing-this” approach. (This attitude, which is especially prevalent in the mass media, is the one most people have encountered, and any serious attempt to study or understand the subject will have to overcome this bias.) Some publications are full of rhetoric and express anger. Anger may be an important phase which women must go through, but it is seldom effective as a tool of communication, except to other angry people.

Many teachers have spent hours of personal time collecting resource materials to use in their classes; often they have put together very large collections, but they still find them insufficient. And so we have tried to draw together an extensive collection of materials, some of which are available elsewhere but most of which were designed specifically for this kit, keeping in mind the criteria —

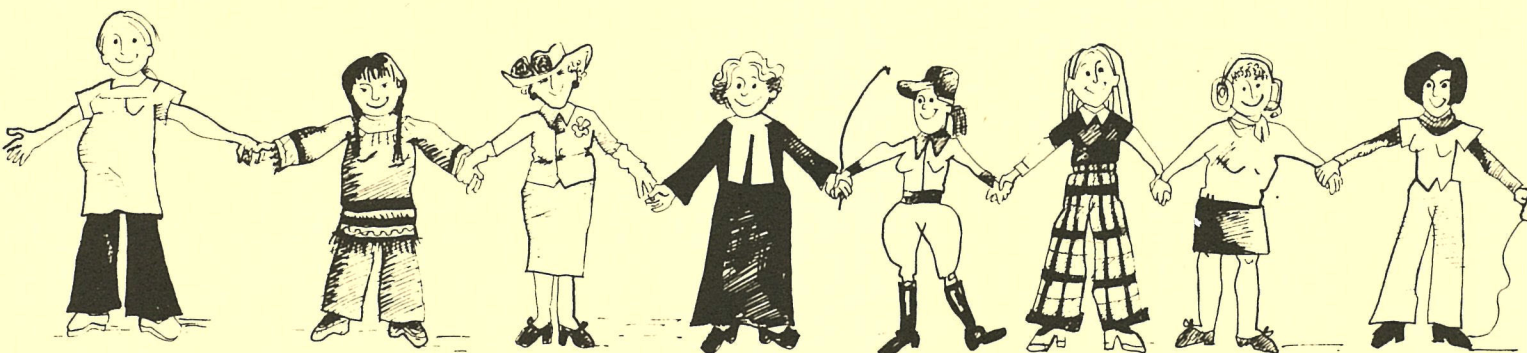
1. that the collection be suitable for use with a group of people who have not had exposure to many of the basic concepts,
2. that it derive from or relate to the Canadian experience,
3. that it include material which is not necessarily readily available elsewhere.
4. that it be sufficiently stimulating or in-depth to be suitable for groups doing extensive research or having a background in the subject,
5. that it serve as an encouragement and support for the many people who are interested in developing the concept of “women’s studies.”

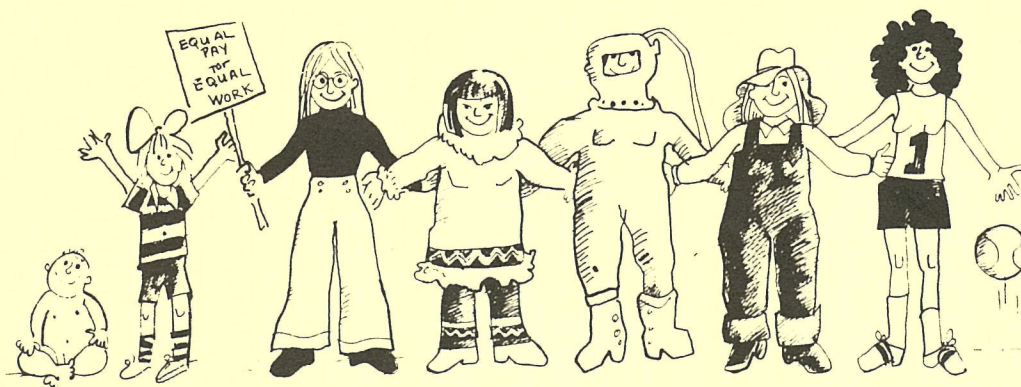
The subject of women is a controversial one. Most people have built-in ideas and emotions about it and often they are reluctant to question patterns of thinking and emotional responses that have become “natural” to them over the years. “Women’s Lib” immediately springs to mind in this connection; it is important to note how the media have distorted this subject.

There will probably be many criticisms of the Kit as “propaganda,” but *all* education is propaganda in the sense that it presents information from a certain perspective. Education is one of society’s main forms of socialization. Even historical “fact” is dependent on that society’s perspective (for example, U. S. students are still taught that their country won the War of 1812).

The assumption that this kit is not valid because it presents only the women’s point of view denies the fact that society has formally accepted the male point of view for over 2,000 years. The Women’s Kit is one of several small steps being taken in an attempt to balance the *human* point of view.

Hopefully, in several years the Women’s Kit will no longer be necessary.





WHY A MULTIMEDIA KIT?

Diversity

From David Stansfield's *The 1930s Multi-Media Kit: A Report on Its Use in Schools*: "The kit materials are almost as varied and diversified as life itself. Not only that, there are very, very many different items in the kit. This is an extremely important point. The sheer quantity of materials in the box makes it possible for every student in a class of thirty to find something of interest. He would have to be very blasé indeed not to come across some item that appealed to him. This point of catering for a wide range and diversity of tastes and interests represents quite a radical departure from the usual approach taken by curriculum designers. Normally, a curriculum package is designed with the intention that every student will see every item in the package. The 1930s kit, on the other hand, was designed so that no student would see — or want to see — all of its contents, but so that every student would be eager to see some of its contents." (Pp. 9-10.)*

Diversity of Content

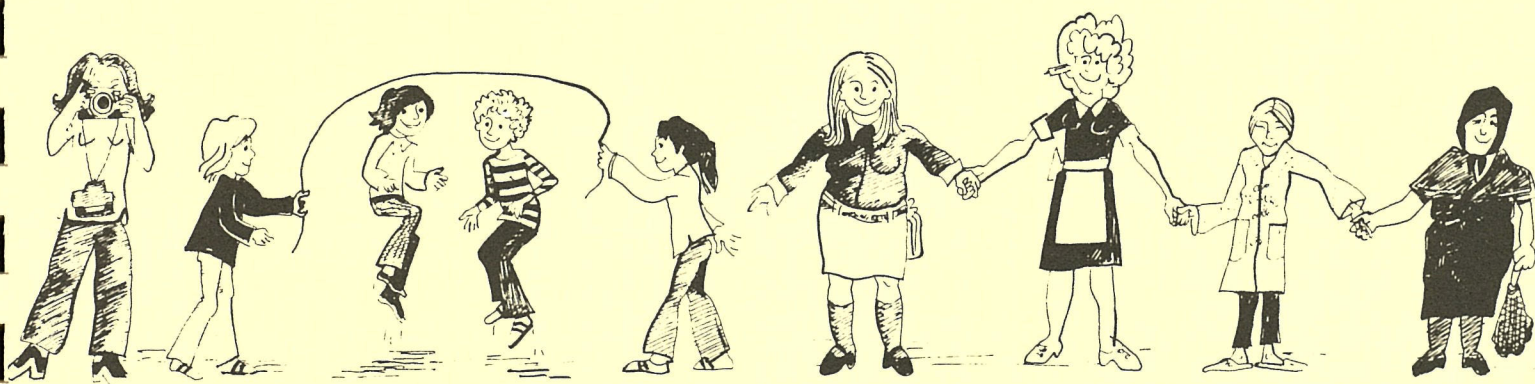
The subject of women (socialization, roles, relationships, history, etc.) is very close to everyone's lives. In a class of students there will be different interests and dilemmas which are currently affecting the lives of each individual, therefore different aspects of the subject will relate more closely to a given student's needs. Real learning (that which changes a person's life in some large or small way) can only take place when it relates to a person's life needs.

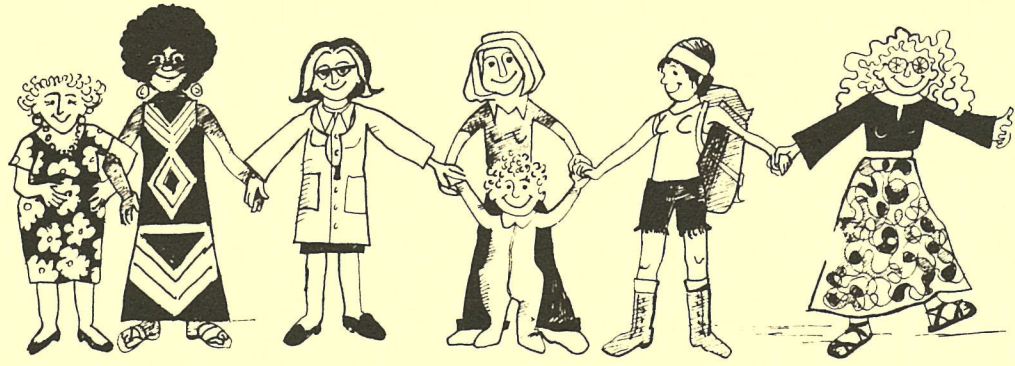
Diversity of Form

"Schools are little islands of print in an ocean of non-print media" (p. 17). Evaluation of the '30s Kit showed that records were effective in stimulating interest in a subject because the topic became "real" when it was presented in audio form. Keeping this in mind, we chose to record women talking about their own lives and experiences. We chose slides as obviously the most suitable form for doing justice to the work of Canadian women artists. Similarly, we chose filmstrips for materials which we felt had a strong visual impact.

The records, slides, and filmstrips are an integral part of the kit. They are not "added attractions." We know there is an overbalance of paper, but we wanted to put a lot in the kit, and paper is cheaper.

*For further information on research done at OISE on multimedia kits and some of the philosophy behind them, consult David Stansfield's *The 1930s Multi-Media Kit: A Report on Its Use in Schools*, edited by Anthony Barton — an informal publication of the Department of Computer Applications (Toronto: OISE, 1969).



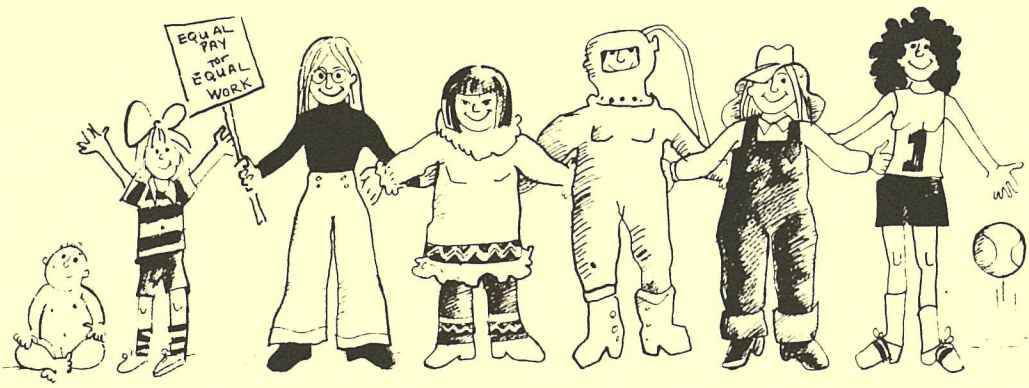


Diversity of Points of View and Approaches

A textbook tends to present one point of view and take one basic approach to its subject. In this kit many points of view are presented. Many people from the community, students, and teachers have contributed something to the Kit. Some of the articles take differing approaches to similar topics. Raw materials, factual data, and historical documents are often presented in their original form, rather than being distilled or interpreted by another person.

An important aspect of the multimedia approach to presenting curriculum material is that it stimulates further research and encourages people to formulate their own theories. This is especially important with a subject so close to peoples' emotions and values; the kit approach also gives the student the chance to draw parallels and relate separate articles together around certain topics.





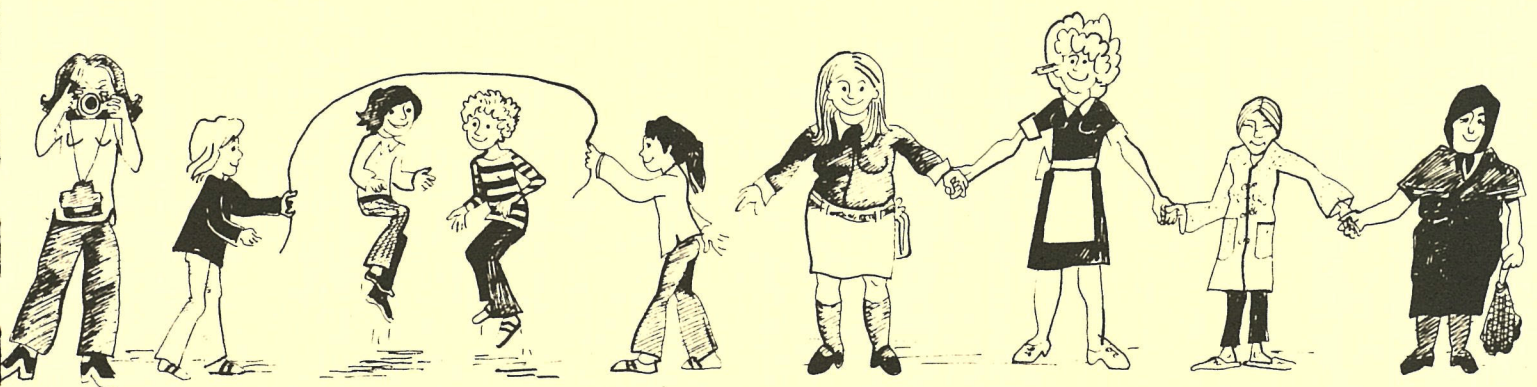
How to Use This Kit

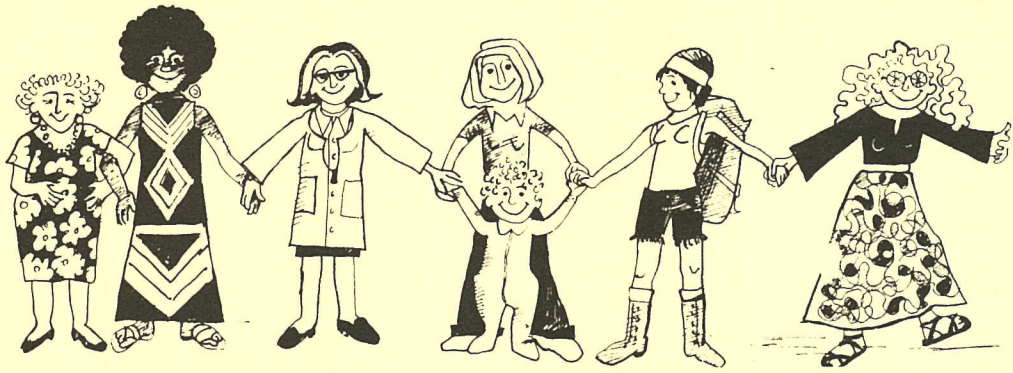
For several years, educators and researchers have been exploring alternatives to traditional education. Recently we have seen people proclaim that the free school/the open plan schools/ programmed learning/individualized learning/unstructured learning/etc./etc./etc. is THE ANSWER. Many of these ideas sound really inviting and possible when they are presented in theory; yet in practice, people have been finding that none of these seem to be THE ANSWER for all of the people, all of the time, and under all circumstances.

Perhaps the reason is that in any one class there are 30 to 40 very different students, and within a school there are many very different teachers. Some of these teachers may teach best using a structured style, and others may teach best using an unstructured one; some students may learn best with very little outside direction, and others may prefer direction; some may like chaos around them, and others work better when things are fairly orderly; some may work better in small groups, others in large classrooms, and still others completely by themselves; some may learn more when given precise facts, others when encouraged to use their own imagination, and so forth. There may be endless variations within one class and there certainly will be within an entire school.

This is diversity, the “mosaic” rather than the melting pot, the diversity which Canada prides itself on and attempts to encourage in the social milieu but has not yet learned to apply to the learning situation.

If this is THE ANSWER — the answer which allows for all other answers to be correct, though not exclusively — how can this be applied to the classroom? . . . to the school? . . . to the educational system? One conjures up a chaotic picture of 35 people all going in different directions — some studying alone, some in small groups, some sitting around spouting poetry, and others poring over an encyclopedia, one or two in the corner napping (they do their most effective learning through studying dreams), one person applying the “scientific method” to shattering glass by sound, and others quietly reading. And what *is* the role of the teacher?

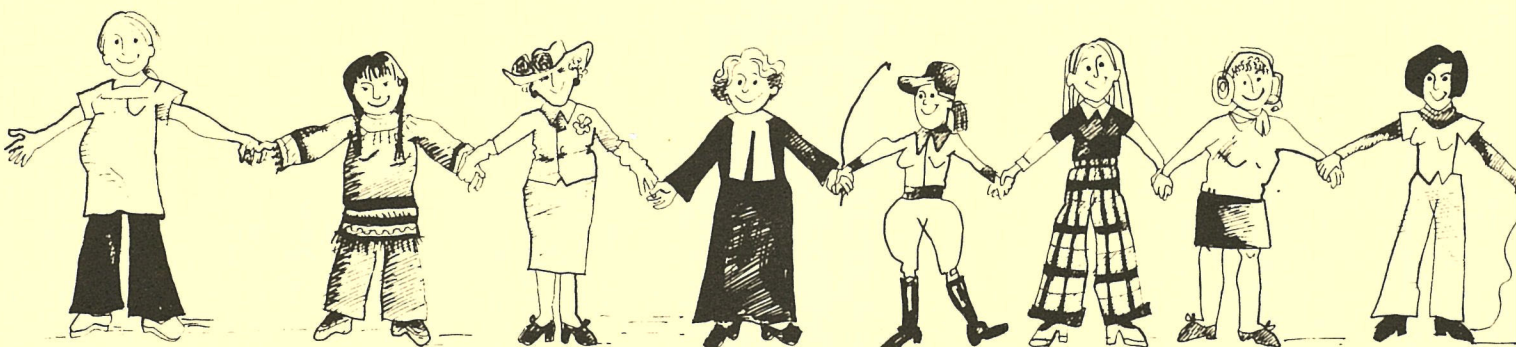


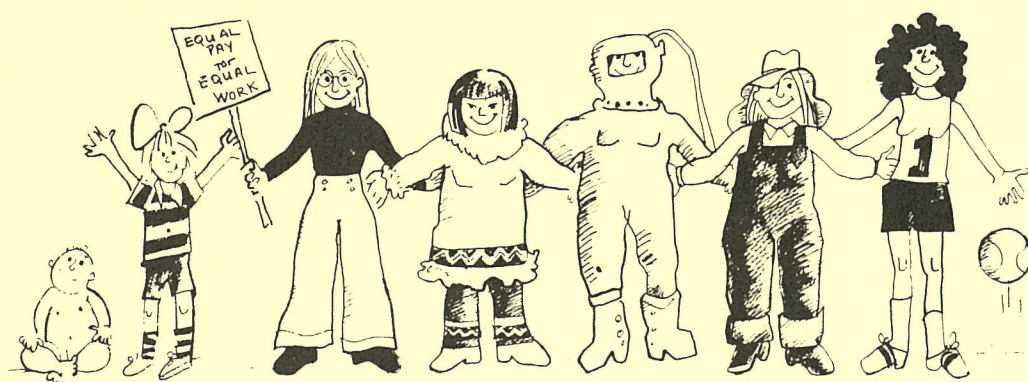


Well, we must say that all of the statistics aren't in yet. Diversity in the learning situation isn't really a concept which has been tried very thoroughly. There are several possible ways that it might be achieved. You could have a school building that has many different kinds of learning spaces: traditional classrooms and open plan classrooms, areas which are always orderly and areas which are pretty messy, quiet libraries for research in which resource materials are maintained in a systematic way and non-quiet libraries which have bins and baskets and racks of interesting-looking materials in no particular order; you could have seminar rooms and auditoriums and sound-proofed individual study rooms; you could have dark rooms and light rooms and some rooms in institutional pastels and some in bright colours. The possible variations are endless. The teachers could then evaluate which kind of environment and what kind of teaching style they were most comfortable with, and the students' programs might be either all of one approach or quite varied, depending on how they learned best.

Or you could try to introduce as much diversity as possible within a single classroom. Of course, this puts more of a burden on the individual teacher because, in allowing for diversity among the students, the teacher has to try to work well with many approaches. This might be done by altering the physical environment slightly (although this isn't an absolute requirement) and having many different kinds of learning spaces and different kinds of activities going on at once. The teacher's main activity would probably then be with those students who learn best by having more structure or more outside direction; but the teacher may also have to act as a catalyst and resource person with the other students.

Another way of pursuing diversity within the classroom is to vary the approach from one day to another, or from one week to another. In this way you encourage the students to know that there are many different learning styles and help them to define which style each finds most effective. This is the approach we have been doing research on with the Women's Kit.





THISKITMAYBEUSEDINMANYWAYS

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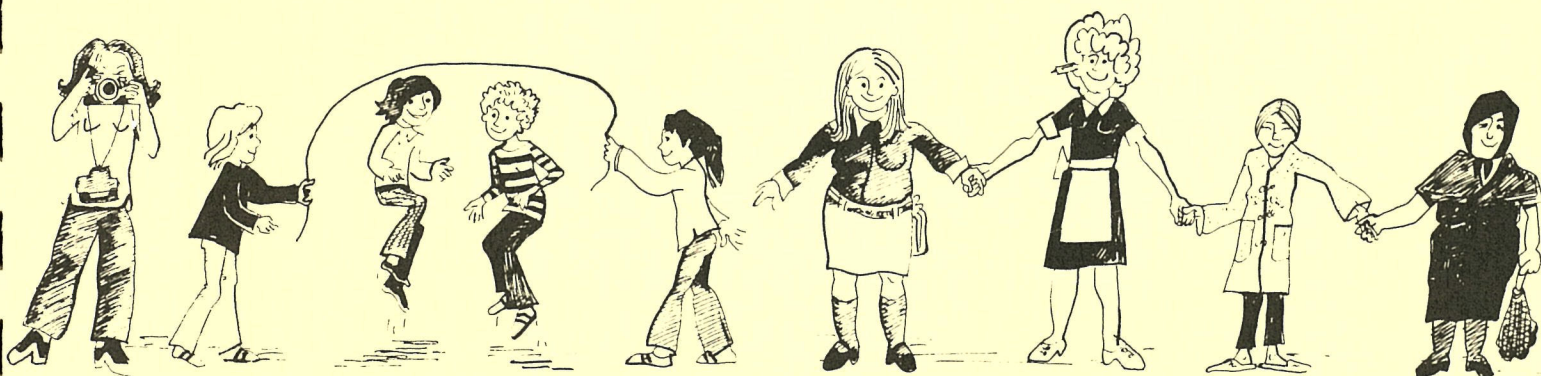
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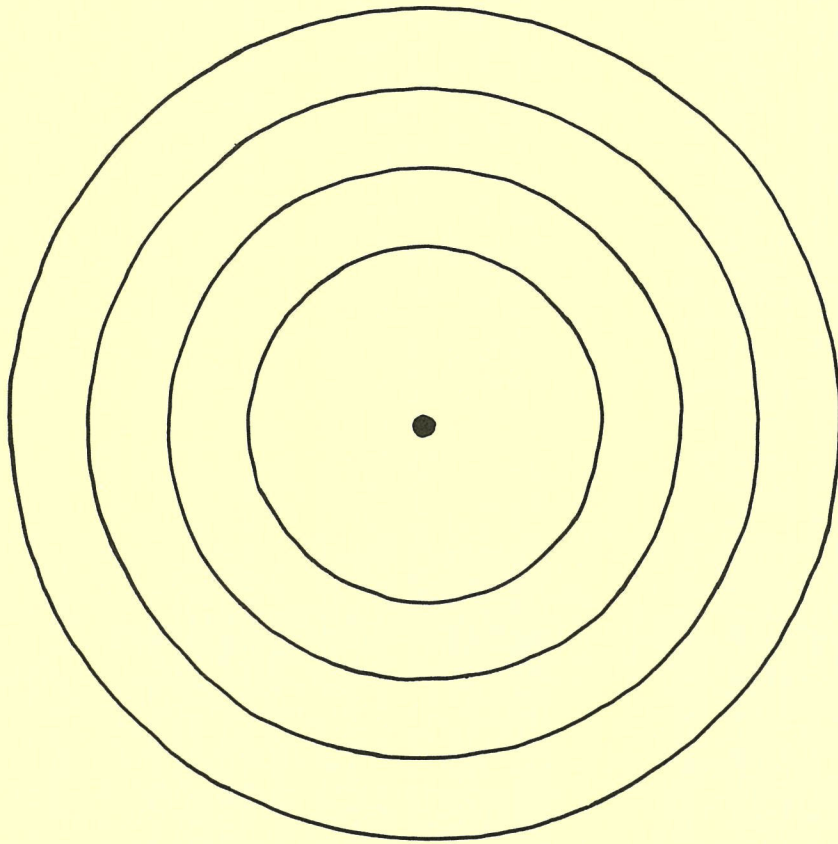
THIS KIT MAY BE USED IN MANY WAYS.

And we would like to see *each* of you use it in many ways.

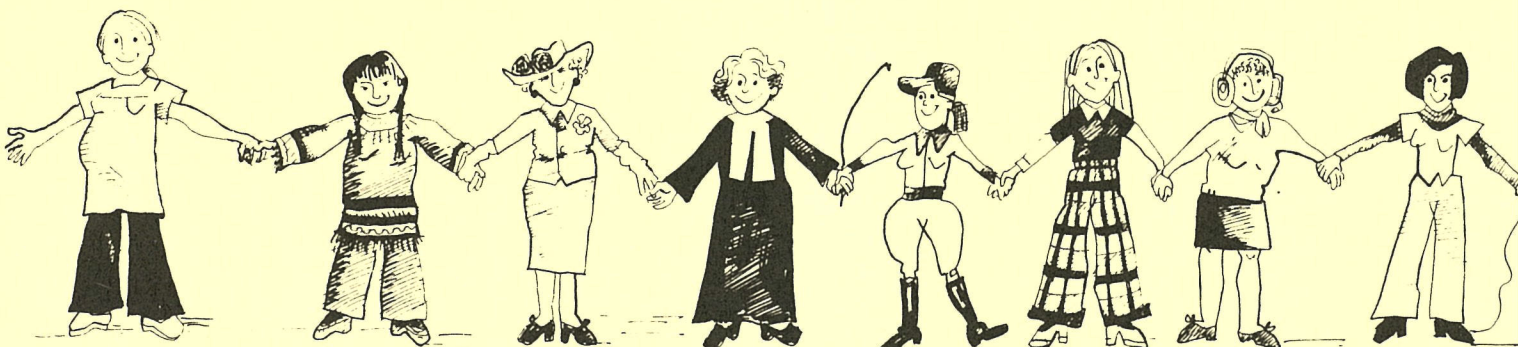
Curriculum materials are usually accompanied by an outline which specifies what is felt to be the most effective way of using them. But often that has little or nothing to do with individual needs. And so the instructions are discarded and people start from ground zero. What we are going to present are several possibilities. One or two of them may seem just right for your particular situation; or you may think of much better approaches that would be appropriate for you. You are the only one who can accurately define your needs.

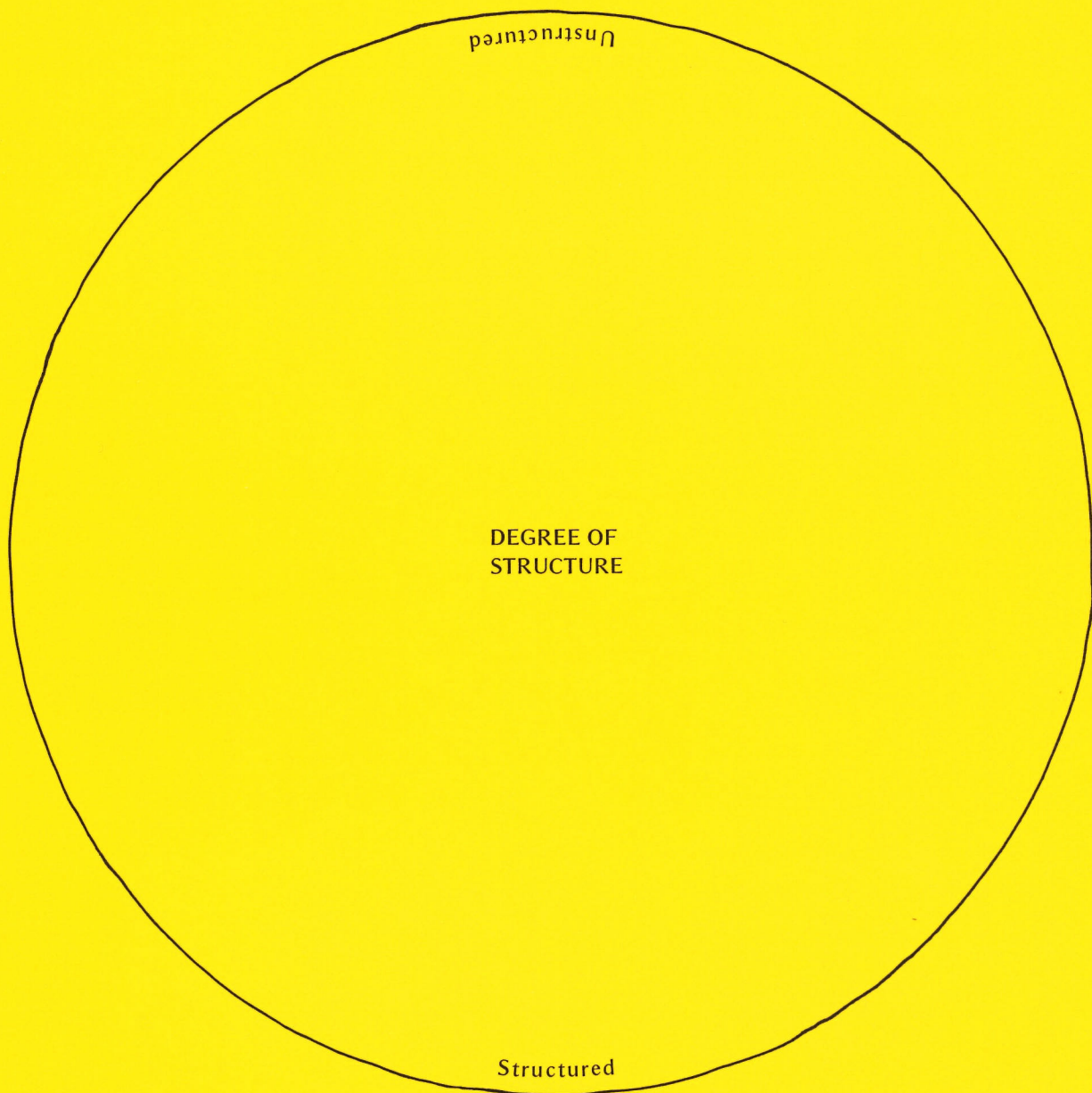
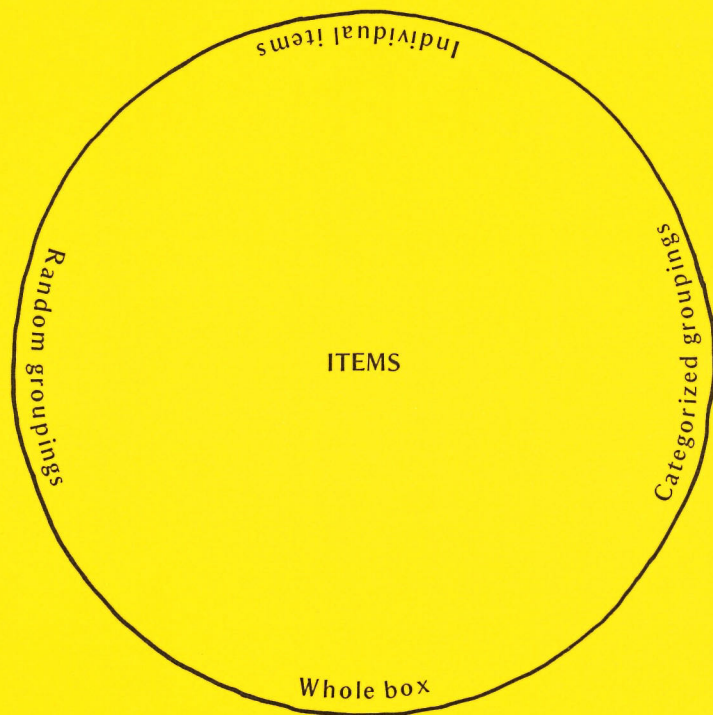
Some of the approaches may be very close to your normal teaching style, but what we would strongly urge you to do is to try some of the others. Maybe not every day with every class. You could have one class doing it one way and one doing it another way. Or you could introduce the subject using one style and do some of the actual study using other styles. We cannot demand that you do this, but the results might surprise you.

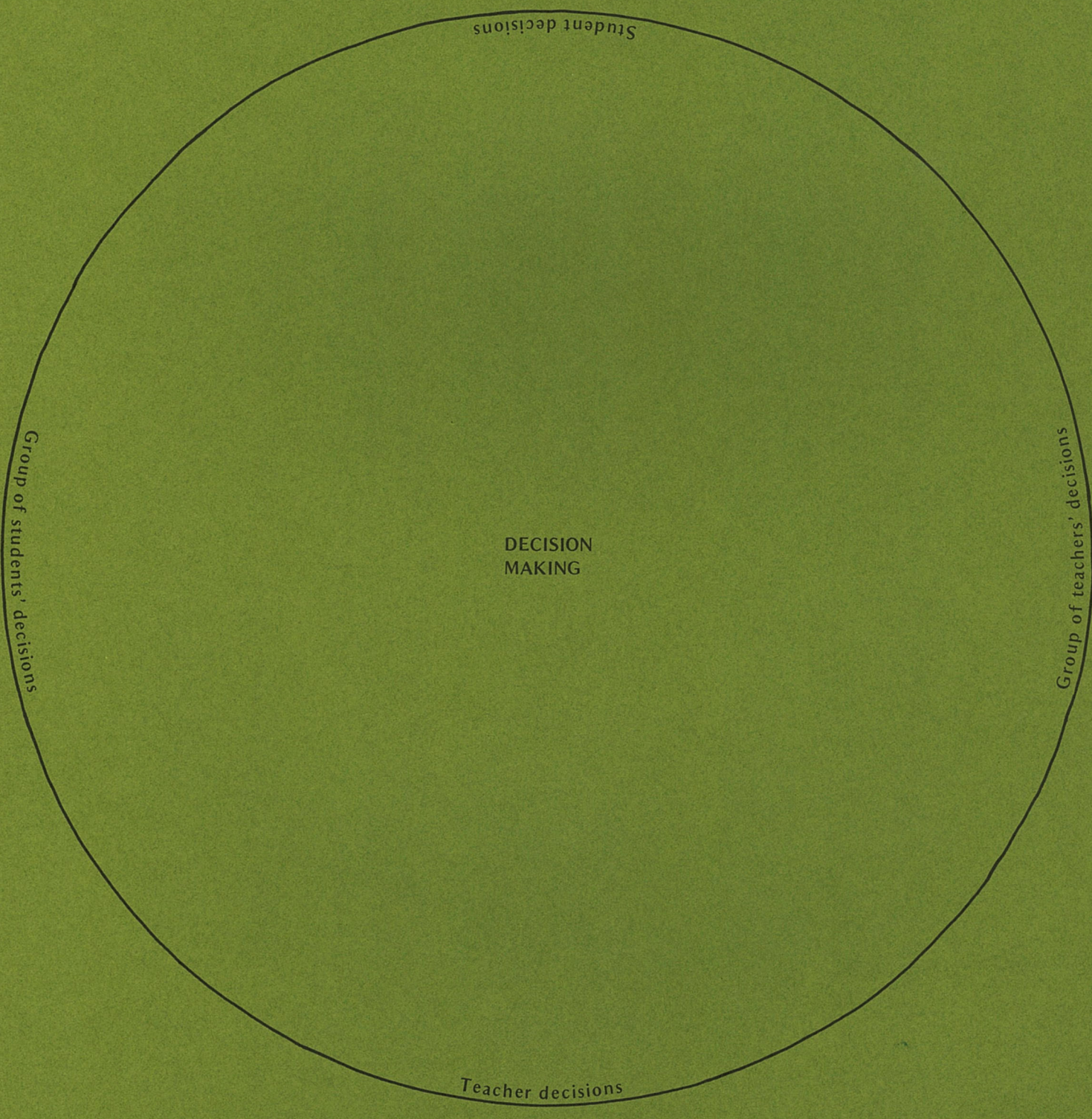


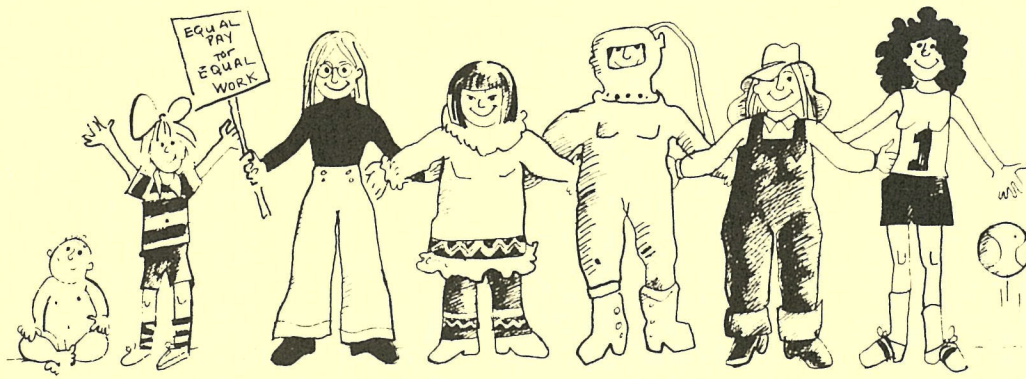


On the pages following are two sets of circles with words on the outside edges. These circles are to illustrate graphically some of the variables in teaching/learning styles which may be used in dealing with this kit. Cut the circles out. Put them together, with the smallest one on top and the largest on the bottom, and put a paper fastener through the middle. Now turn the circles around so that different sets of words line up together. Try a different one each day.









DECISION MAKING

The “decision-making” circle refers to decisions made about how the materials are to be used (and which of the approaches on the other circles will be tried).

Decisions Made by Teacher

In using this approach, a teacher plans the entire unit/course and defines the other approaches to be used.

Decisions Made by a Group of Teachers

When there is more than one teacher in the school using the Kit, the teachers may choose to plan their units/courses and define their approaches together. This will help the students to avoid unnecessary overlap and repetition when more than one of their teachers is using the Kit. Women’s studies are interdisciplinary and may be effectively taught (and taught differently) in many courses.

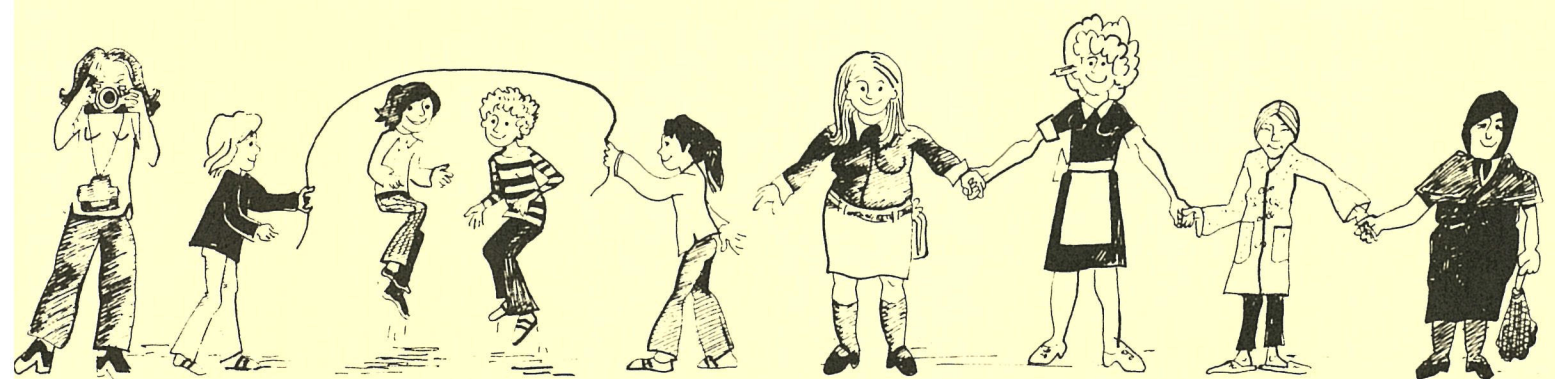
Decisions Made by the Students

Using this approach, you could present the limitations and flexibilities of the unit/course to the whole class – the time available for spending on it, the concepts which “must” be covered, the materials in the Kit. Using xeroxed copies of relevant sections of this handbook, they could plan the course or unit themselves. This method is probably most effective with a group who already have some interest in the subject and support the idea of studying it. (Otherwise the group might democratically decide not to study it at all.)

This approach can also be used for smaller periods of study within a course or unit.

Decisions Made by a Group of Students

Several schools now have groups (or potential groups) of students who are actively interested in women’s studies. Some schools have extracurricular student women’s groups, or four or five women students who are particularly interested in the subject. Involve these students in the planning. Perhaps put the entire unit into their hands (subject to your approval if necessary).



DEGREE OF STRUCTURE

“Structured” and “unstructured” are very hard terms to define, partly because they have been over-used. They do not actually describe pure forms, but rather varying degrees of structure. Neither approach is more “valid” than the other, and if you turn the circles around a bit, you may be able to picture stereotype-breaking combinations.

Structured

Structured learning is learning which is defined by something outside of one’s self. What specifically is defined may be goals or techniques or what is to be learned.

Traditional teaching has been pictured as the essence of structure, and many educators say the word “structure” with a slight sneer.

Unstructured

Unstructured learning does not really exist at all. However, learning can be less structured than the norm, and some learning experiences are comparatively lacking in structure. The room you are in structures your experience, as does the number of participants and the fact that you are dealing with a particular subject. The Kit itself is a structuring force, in that it is in a certain format and offers a limited selection from the possible materials on a particular subject.

GROUP SIZE

Whole Class

The whole class might participate in a lecture format, watch a film, listen to a record, listen to a speaker, divide into small groups each doing the same thing, or do the same research individually. In other words, “whole class” defines any situation in which all of the students are receiving essentially similar input.

Small Groups

Small groups may be used for the entire time or for specific tasks, each group having a slightly different approach to the learning situation or each studying a different aspect of the subject.

Individual Study

Individuals may choose or be assigned different subjects to research, perhaps for a project, or perhaps for a report back to the whole class, or perhaps not to “do” anything with besides just to learn.



ITEMS

Individual Items

Individual items may be selected from the box by the student or the teacher. These can then be analyzed, discussed, used to find other things not in the kit which are examples of what that item is about, to relate to one's personal experience, to present to the whole class, etc.

Random Groupings

Using random groupings of items the students may look for similarities and differences in the materials and concepts presented. They could also do any of the things suggested above under "Individual Items."

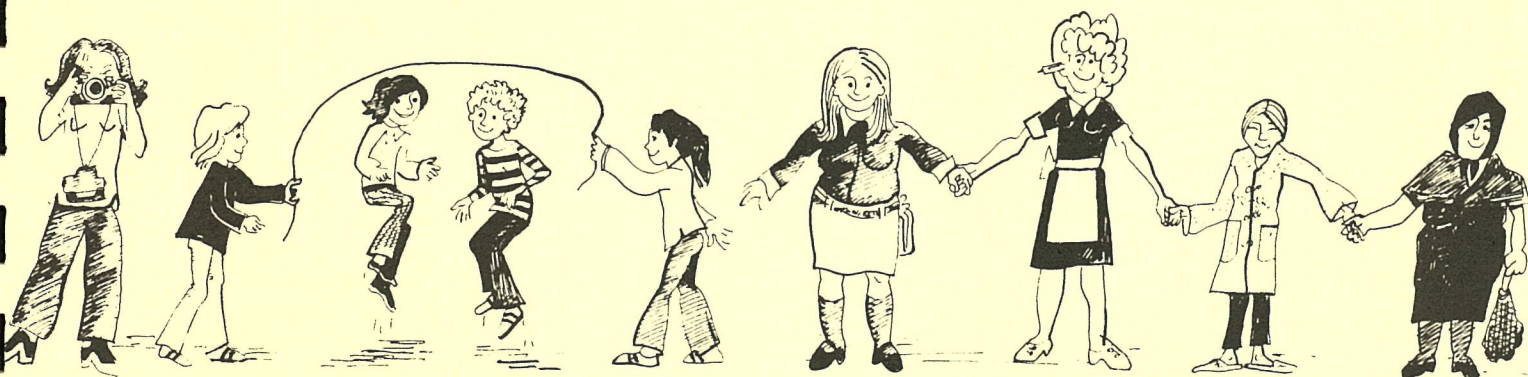
Categorized Groupings

In this handbook we give some fairly broad groupings of items by topic. Students can use these groupings as a basis for discussion, for further research, etc. They may also serve as an aid to teachers who have specific issues or aspects of the subject which they want to cover as thoroughly as possible. We certainly expect that people will regroup the items into other categories.

Whole Box

While we present a number of variables in the use of the items, we want to stress the use of the **WHOLE KIT**. In the introductory remarks under "How to Use this Kit," we described what might be the teacher's nightmare of diversity in education. The multimedia kit-maker's nightmare (at least ours) is that some teachers will receive the kit, organize it, plan their units, lock it in a cupboard, and take out one filmstrip, one record, or one written piece and present it to their classes as they personally interpret it. Part of our multimedia kit concept is that it is designed for *the students* to explore.

To use this approach to the Kit, try to have available a record player, a filmstrip projector, and a slide projector, so that the students can fully use the media materials in the box. As the students come in, you could have them clear the desks and other furniture to the side of the room, leaving a large open floor space. Then put the Kit in the middle of the floor, define any limits you must (degree of noise, etc.), and let them spend a good amount of time with the materials (45 minutes to an hour; more if possible). What results is a bit like Christmas morning, with some of the accompanying chaos. In some situations, this is an excellent way to introduce the topic of women's studies, because the Kit contains such a wide range of materials, concepts, and approaches to the subject. In other situations, this approach is a good one for the selection of topics for projects, especially encouraging those projects which are not ten-page papers.



INFORMAL EDUCATIONAL USE OF THE KIT

Although most of this handbook is directed to the formal educational setting, the Kit has many possible uses outside of the classroom.

It could be used as a program in itself, using the “Whole Box,” “Whole Class,” “Unstructured” settings on the circle. Or items in it could be used to supplement specific programs. Or it could be left open in a place where people have some time to spend just looking at the materials. There are many possibilities.

THE KIT WHEN NOT IN USE

We hope this will not happen.

When the Kit is not being directly and actively used, we suggest that it be made available to students (in a resource centre or library or in the classroom) for use after school. You might make arrangements for students to “check out” individual items to read at home.

Pass it on to another teacher for use in other classes.

Take the Kit to the staffroom for a while and participate in discussions there. Take it home and invite friends over for an evening of coffee or beer and the Women’s Kit. Above all, don’t let it gather dust.

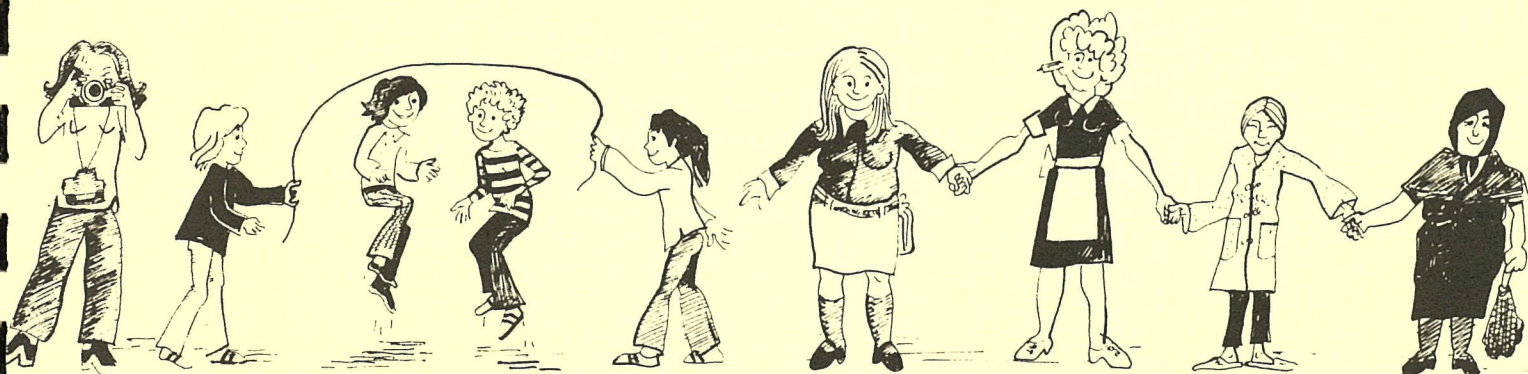
A WORD TO THE MALE TEACHER

In some of our literature and correspondence, we have suggested that male teachers try to work with female teachers or female students in teaching any unit/course which involves the Women’s Kit. This suggestion is not based on “female chauvinism.” Rather, it is based on the idea that we should try to overcome the fact that it is mostly men who have taught women about themselves for many, many years. Therefore what we are recommending is that you turn the “Decision-Making” circle to “Group of Teacher Decisions” or “Group of Student Decisions,” and that this group be female, working with you and actively teaching part or all of the unit/course.



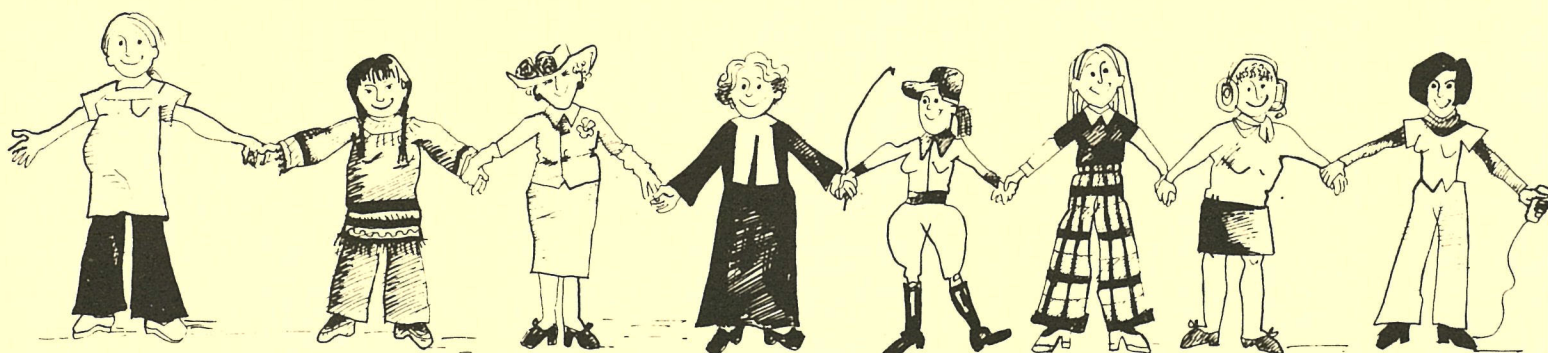
Kit Contents

- **POSTCARDS**
 - Women and Dog by Marisol
 - The Family by Marisol
 - Forest, B. C., by Emily Carr
 - Zunoqua of the Cat Village by Emily Carr
 - Black Venus by Niki de Saint Phalle
 - Reason over Passion by Joyce Wieland
 - Confedspread by Joyce Wieland
 - Flood by Helen Frankenthaler
- **POSTERS AND LARGE REPRODUCTIONS**
 - Agnes Macphail
 - A painting by Emily Carr
 - “Once upon a time . . .” (“The Hole”)
 - Birth Control
 - Misogyny
 - The Cat and Mouse Act
 - Photos of a billboard by Pamela Harris
 - 1st Canadian Women
- **FILMSTRIPS**
 - Our Mothers' Mothers – photos from the Public Archives
 - Canadian Women – photos by Pamela Harris
 - Photos of Women by Women selected from a photographic exhibition
- **RECORDS**
 - Black cover – Family Court and training school experiences of a 16-year-old girl (two sides). See also the Transcript.
 - Brown cover – an Eskimo woman talks of her life (one side).
– Nell Hall-Humpherson, reminiscences of an English militant (one side).
 - Blue cover – 5 artists in conversation (one side).
– Madeleine Parent on women in unions (one side).
 - Red cover – “Bread and Roses” and other songs (one side).
– They Are Playing a Game, readings from Gertrude Stein and R. D. Laing (one side).
- **HISTORIC NEWSPAPERS**
 - The Suffragette – historic “raided” issue, May 2, 1913.
 - The Suffragette – July 3, 1914.
 - The Toronto Daily Star, Nov. 2, 1906. Report on a Toronto suffrage meeting.
 - The Toronto Daily Star, Oct. 18, 1929. Women declared persons.

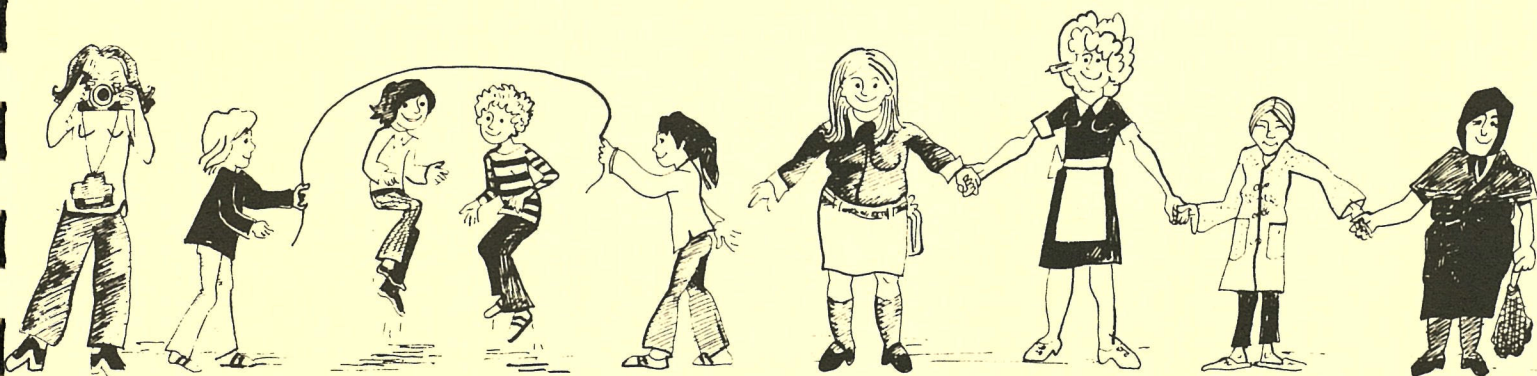


- **OTHER PRINT MATERIALS**

- Text for songs and readings on the record with the red cover.
- Transcript from Provincial Courts, Family Division Court, which can be used with the record in the black cover.
- **They Went to Prison** – a list of names of British suffragette prisoners from 1905-1914.
- An untitled excerpt from *A Room of One's Own* by Virginia Woolf (*Shakespeare's Sister*).
- Untitled story – a personal experience (author's name withheld).
- **Wahlstimme** – statistics on women's enfranchisement throughout the world.
- "Notes for a Case History" – a story from *A Man and Two Women* by Doris Lessing.
- **Daddy** – poems by Diane Wakoski and Sylvia Plath.
- An untitled story from *Never in Anger* by Jean Briggs ("*Arctic Birth*").
- 3 suffrage cards.
- An invitation to the unveiling of a bust of Dr. Emily Stowe.
- **Lost Women: A Doctor's Diary, 1904-1932** by Mabel S. Ulrich, M.D.
- **A Play about Bread and Roses** by Frieda Foreman and Margôt Smith.
- **Women's Suffrage in Canada** – a tract put out by the Toronto Suffrage Association.
- **Votes for Women**, postcard.
- 2 each of 8 translation cards.
- A card about Dr. James Barry (untitled).
- Hertha Muysson exhibition announcement.
- **Inaloosiak and the Grizzly Bear** – an Eskimo story.
- **A Day of Care** – a cartoon book by Roger Baker from *The Day Care Book*.
- **We Are Women** by Angela Rose.
- **Aphra** – a feminist literary magazine.
- **Möbius strips (2)**.
- Brief biographies of four great Canadian women by Becky Kane:
 - Emily Carr.
 - Dr. Emily Stowe.
 - Cora Hind.
 - Agnes Macphail.
- Excerpts from **In Times Like These** by Nellie McClung.
- **Women and Film Programme Notes** – a well-documented resource list of films made by women.
- **Juvenile** – Canadian juvenile law.
- **Misogyny** – quotes from well-known men.
- **Women of Canada** – identification list of images in the filmstrip "Our Mothers' Mothers."
- **The Building of the Gilded Cage** by Jo Freeman.
- **Suffragette** – a personal experience (a reprint from *Raft*).
- 2 fortune-tellers on sexist and non-sexist children's literature – "Judging the Past" and "Stepping into the Future".
- **Birth Control that Works** – a brochure from Family Planning.
- **Wages for Housework** by Marie Welton.
- **Canadian Women Elected to Parliament 1921-1972 and The Other 17 Women**.



- **Insiders' Tips on How to Get Women Elected** by Barbara Frum, and **Suffragettes Who Have Never Been Kissed**.
- **On Being a Prom Queen**.
- **Tying the Knot** by Pamela Harris – the marriage contract.
- **The Great Goddess**.
- **The Rising of Women** by Ronnie Lichtman.
- **Teen Tales** by Bev Allinson and Linda Fischer – a comic of juxtaposition.
- **Paradigm** by Pamela Harris.
- **Sex role reversals in marriage** – 2 cards.
- **The Arts of Life** – excerpts from Robert Briffault's **The Mothers**.
- **For Boys Only** – diary of an intrusion into male territory by Leah Heyn.
- **The Politics of Housework** by Pat Mainardi.
- **Letter sent from Holloway Prison** by Nell Hall.
- **Names** by Pamela Harris.
- **Fear of Women** by Pamela Harris.
- **Why Women Fear Success** by Vivian Gornick.
- **A Marriage Agreement** by Alix Shulman.
- **Could Be a True Story** – being hassled on the street.
- **The Independent Female** – a play.
- **Six Canadian Women** – photos by Pamela Harris.
- **Male Chauvinism Permeates Medicine**.
- **Speaking Out on Prostitution** by Susan Brownmiller.
- **A Visit to a Junior High Women's Group** by Marie Welton.
- **My Father's House**, poetry by Barbara Dryzen, drawings by Claire Watson.
- **China envelope** – a collection of materials about women's position in China.
- **Years of Struggle envelope** – a collection of materials about working women.
- **An envelope including 50 slides of work** by Canadian women artists.
- **Family** by Donna James.
- **The Double Standard of Aging** by Susan Sontag.
- **Witches** by Becky Kane.
- **Our Clothing Our Prisons** by Maggie Fehlberg.
- **You Are What You Play** by Karen Kuzmochka.
- **Movement Strategy** – some tactics of the Canadian suffragettes.
- **Other Contributors** by Katie Seward – an annotated bibliography of biographies about women.
- **Scrap Book** – odds and ends.
- **Rites of Passage** by Pamela Harris.
- **Mind Warp** by Angela Miles – advertising.
- **Our Psychic Spaces** by Maggie Fehlberg – on women and madness.
- **Improvisations** by Tony Miles – family role games.
- **Dracula and Sleeping Beauty** – a contrast card.
- **The Manifesto of Quebec Women** – extracts in the original French and in English.



At the workshops held in Toronto the teachers strongly suggested that it would be useful to have lists of the items divided into topics. The following is such a list. We have used fairly broad categories and it is not exclusive or complete. We hope that people will arrange materials as they perceive them, perhaps using categories we have not.

FAMILY

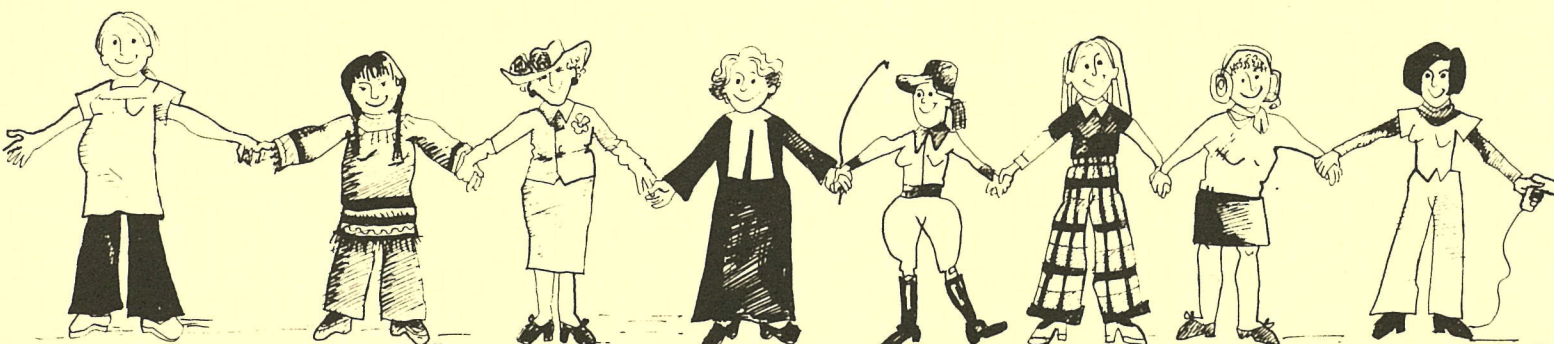
- Sex role reversals in marriage
- Inaloosiak and the Grizzly Bear
- Rites of Passage
- Daddy
- Our Psychic Spaces
- A Day of Care
- Politics of Housework
- Black record, & Transcript
- Brown record – an Eskimo woman
 - Nell Hall-Humpherson
- Family
- Improvisations
- Wages for Housework
- Untitled story
- My Father's House
- Juvenile
- Notes for a Case History
- Part of China envelope
- Arctic Birth
- A Marriage Agreement
- Birth Control poster
- Tying the Knot
- Scrap Book
- A Play about Bread and Roses
- Birth Control that Works

SOCIAL/PSYCHOLOGICAL

- Paradigm
- Why Women Fear Success
- Double Standard of Aging
- Misogyny
- Inaloosiak and the Grizzly Bear
- Rites of Passage
- Our Clothing Our Prisons
- Daddy
- We Are Women
- Fear of Women
- Our Psychic Spaces
- The Building of the Gilded Cage
- Politics of Housework
- Black record, & Transcript
- Blue record – 5 artists
- Brown record – an Eskimo woman
- Red record – songs
- Family
- Speaking Out on Prostitution
- The Great Goddess
- Improvisations
- Lost Women
- Translation cards
- Tying the Knot
- My Father's House
- Witches
- Names
- Notes for a Case History
- Mind Warp
- Aphra
- Scrap Book
- On Being a Prom Queen
- Male Chauvinism Permeates Medicine
- Could Be a True Story
- A Marriage Agreement
- Misogyny poster
- Birth Control poster
- "The Hole" poster
- Photos of a billboard

THE ARTS

- The Independent Female – a play
- Hertha Muysson exhibition announcement
- Emily Carr
- Inaloosiak and the Grizzly Bear
- Daddy
- "Shakespeare's Sister"
- The Great Goddess
- Postcards of women artists
- Untitled story
- Women and Film Programme Notes
- Blue record – 5 artists
- Red record – songs
 - They Are Playing a Game
- A Play about Bread and Roses



- Scrap Book
- The Arts of Life
- My Father's House
- Other Contributors
- In Times Like These
- Notes for a Case History
- Envelope of slides

- Aphra
- Six Canadian Women
- Filmstrip – photos of Canadian women
- “Arctic Birth”
- Emily Carr print
- “The Hole” poster

SOCIALIZATION

- Improvisations
- The Rising of Women
- Untitled story
- Red record – songs
- In Times Like These
- Names
- Notes for a Case History
- Mind Warp
- Möbius strip
- China envelope
- For Boys Only
- On Being a Prom Queen
- Could Be a True Story
- A Marriage Agreement
- Why Women Fear Success
- You Are What You Play
- Paradigm
- Double Standard of Aging
- A Visit to a Junior High Women's Group
- Wages for Housework
- Lost Women
- Fortune-tellers (2)
- Sex role reversals in marriage

- Misogyny
- Teen Tales
- Inaloosiak and the Grizzly Bear
- Rites of Passage
- Our Clothing Our Prisons
- “Shakespeare's Sister”
- We Are Women
- Scrap Book
- Fear of Women
- Our Psychic Spaces
- The Building of the Gilded Cage
- A Day of Care
- Politics of Housework
- Black record, & Transcript
- Brown record – an Eskimo woman
- Translation cards
- Family
- Speaking Out on Prostitution
- 1st Canadian Women poster
- “The Hole” poster
- Photos of a billboard
- A Play about Bread and Roses

POLITICS

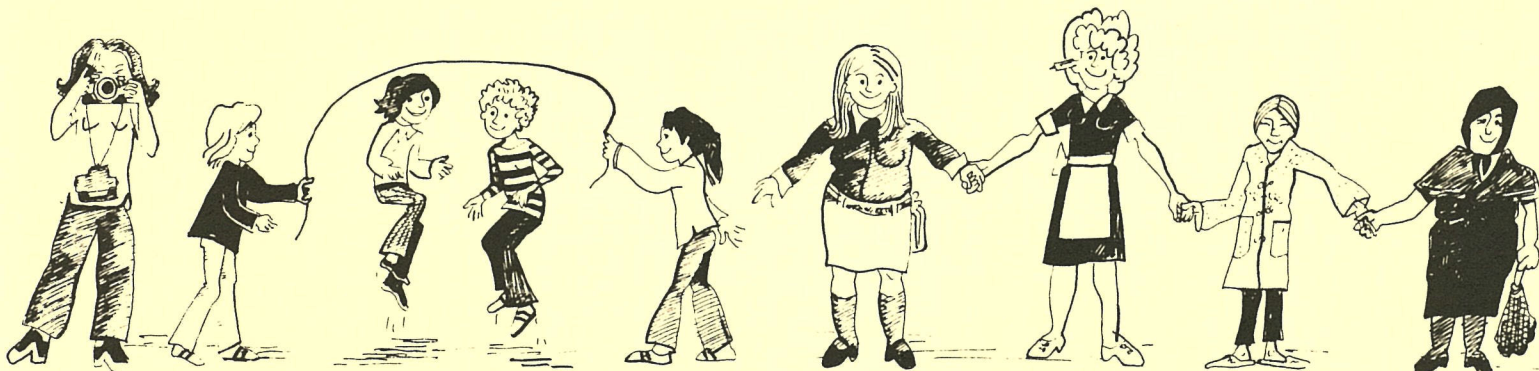
- Agnes Macphail
- Wahlstimme
- Teen Tales
- The Independent Female – a play
- We Are Women
- A Day of Care
- Scrap Book
- Politics of Housework
- Brown record – Nell Hall-Humpherson
- Blue record – M. Parent
- Suffragette – a personal experience
- Toronto Star, 1929
- The Rising of Women

- The Other 17 Women
- Witches
- In Times Like These
- Mind Warp
- The Cat and Mouse Act poster
- Agnes Macphail poster
- Photos of a billboard
- “The Hole” poster
- Years of Struggle envelope
- Part of China envelope
- Male Chauvinism Permeates Medicine
- Wages for Housework
- Insiders' Tips on How to Get Women Elected

LAW

- Wahlstimme
- The Building of the Gilded Cage
- Black record, & Transcript
- Brown record – Nell Hall-Humpherson
- Suffragette – a personal experience
- Speaking Out on Prostitution
- Toronto Star (both)

- Tying the Knot
- Scrap Book
- Juvenile
- Part of Years of Struggle envelope
- Letter from Holloway Prison
- The Cat and Mouse Act poster



WOMEN NOW

- Why Women Fear Success
- Double Standard of Aging
- Teen Tales
- We Are Women
- Fear of Women
- Our Psychic Spaces
- The Building of the Gilded Cage
- A Day of Care
- Politics of Housework
- Black record, & Transcript
- Brown record - an Eskimo woman
 - Nell Hall-Humpherson
- Blue record - 5 artists
 - M. Parent
- Family
- Speaking Out on Prostitution
- A Visit to a Junior High Women's Group
- Wages for Housework
- Insiders' Tips on How to Get Women Elected
- The Great Goddess
- Translation cards
- Tying the Knot
- Other Contributors
- Names
- Mind Warp
- Aphra
- China envelope
- Six Canadian Women
- A Marriage Agreement
- Filmstrip - photos of Canadian women
- Scrap Book
- Photos of a billboard
- The Other 17 Women

HISTORY

Canada

- Agnes Macphail
- Scrap Book
- Cora Hind
- Toronto Star (both)
- Dr. James Barry card
- Emily Stowe
- In Times Like These
- Part of Years of Struggle envelope
- Filmstrip - Our Mothers' Mothers, and identification list
- Agnes Macphail poster
- Emily Carr print
- 1st Canadian Women poster
- The Other 17 Women
- Insiders' Tips on How to Get Women Elected

General

- Paradigm
- Misogyny
- Our Clothing Our Prisons
- Fear of Women
- The Great Goddess
- The Rising of Women
- Lost Women
- The Arts of Life
- Witches
- Other Contributors
- Part of Years of Struggle envelope
- Part of China envelope
- Misogyny poster

Suffrage

- Wahlstimme
- Brown record - Nell Hall-Humpherson
- They Went to Prison
- Suffragette - a personal experience
- Toronto Star (both)
- Scrap Book
- Letter from Holloway Prison
- Women's Suffrage in Canada
- E. Stowe invitation
- 3 suffrage cards
- Votes for Women postcard
- The Suffragette - May 2, 1913
- The Suffragette - July 3, 1914
- The Cat and Mouse Act poster
- Movement Strategy

EDUCATION - SCHOOLS

- Black record, & Transcript
- A Day of Care
- We Are Women
- Teen Tales
- Why Women Fear Success
- 2 Fortune-tellers
- Scrap Book
- The Rising of Women
- For Boys Only
- On Being a Prom Queen
- A Play about Bread and Roses
- A Visit to a Junior High Women's Group



WORKING WOMEN

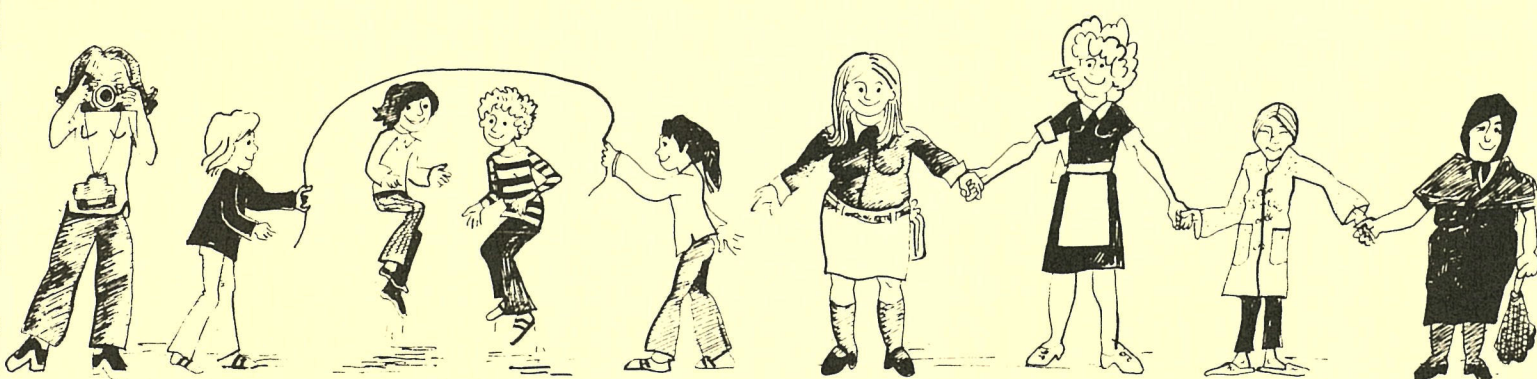
- Agnes Macphail
- The Independent Female – a play
- Why Women Fear Success
- Emily Carr
- A Day of Care
- Cora Hind
- Politics of Housework
- Scrap Book
- Brown record – an Eskimo woman
- Blue record – 5 artists
 - M. Parent
- Postcards
- Lost Women
- The Other 17 Women
- Filmstrip – Our Mothers' Mothers, and identification list
- Speaking Out on Prostitution
- The Rising of Women
- Emily Stowe
- In Times Like These
- Envelope of slides
- Years of Struggle envelope
- Part of China envelope
- A Marriage Agreement
- 1st Canadian Women poster
- Agnes Macphail poster
- A Play about Bread and Roses
- Wages for Housework

CHINA

- China envelope
- Scrap Book

CANADIAN CONTENT (i.e., something about the Canadian experience or something produced by Canadians in Canada)

- Agnes Macphail
- Hertha Muysson exhibition announcement
- You Are What You Play
- Emily Carr
- Teen Tales
- Rites of Passage
- Our Clothing Our Prisons
- Inaloosiak and the Grizzly Bear
- We Are Women
- Fear of Women
- Our Psychic Spaces
- A Day of Care
- Scrap Book
- Cora Hind
- Black record, & Transcript
- Brown record – an Eskimo woman
 - Nell Hall-Humpherson
- Blue record – 5 artists
 - M. Parent
- Red record – songs
 - They Are Playing a Game
- Some postcards
- Suffragette – a personal experience
- Mind Warp
- Envelope of slides
- Part of Years of Struggle envelope
- Filmstrip – Our Mothers' Mothers, and identification list
- Women's Suffrage in Canada
- E. Stowe invitation
- "Arctic Birth"
- Male Chauvinism Permeates Medicine
- A Play about Bread and Roses
- A Visit to a Junior High Women's Group
- Wages for Housework
- Family
- Toronto Star (both)
- The Great Goddess
- Improvisations
- Dr. James Barry card
- Untitled story
- Women and Film Programme Notes
- Dr. Emily Stowe
- The Arts of Life
- Tying the Knot
- My Father's House
- Witches
- Other Contributors
- Juvenile
- In Times Like These
- Names
- Six Canadian Women
- Could Be a True Story
- Filmstrip – photos of Canadian women
- Birth Control poster
- Emily Carr print
- Agnes Macphail poster
- "The Hole" poster
- Photos of a billboard
- 1st Canadian Women poster
- Movement Strategy
- Paradigm
- Insiders' Tips on How to Get Women Elected



- Write and illustrate a non-sexist children's story with the main character being a female.
- Write and illustrate a non-sexist children's story with the main character being a male.
- Stage a Mock Parliament, with the supplicants being male and the M.P.'s and officials being female.
- Show the relationship between the articles "Tying the Knot" and "Speaking Out on Prostitution."
- Explain why various pieces of material were included in the Kit.
- Describe your own socialization.
- Find out as much as you can about the following historically significant Canadian women:

Nellie McClung

Cora Hind

Dr. Emily Stowe

Dr. Augusta Stowe-Gullen

Emily Murphy

Catherine Parr Traill

Susanna Moodie

Agnes Macphail

Emily Carr

Elizabeth Simcoe

Lady Aberdeen

Adelaide Hoodless

Lady de la Tour

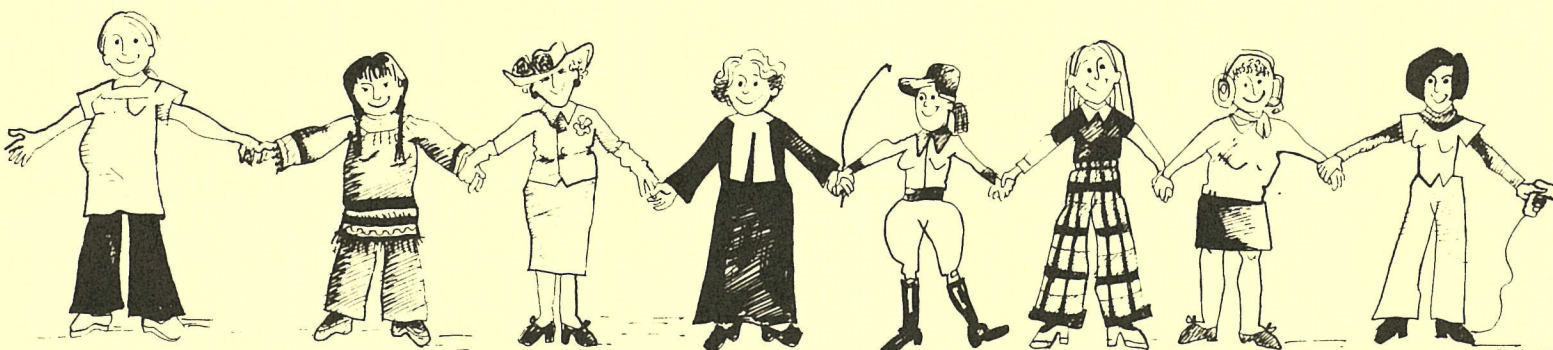
Mme. de Pean

Marie Hébert

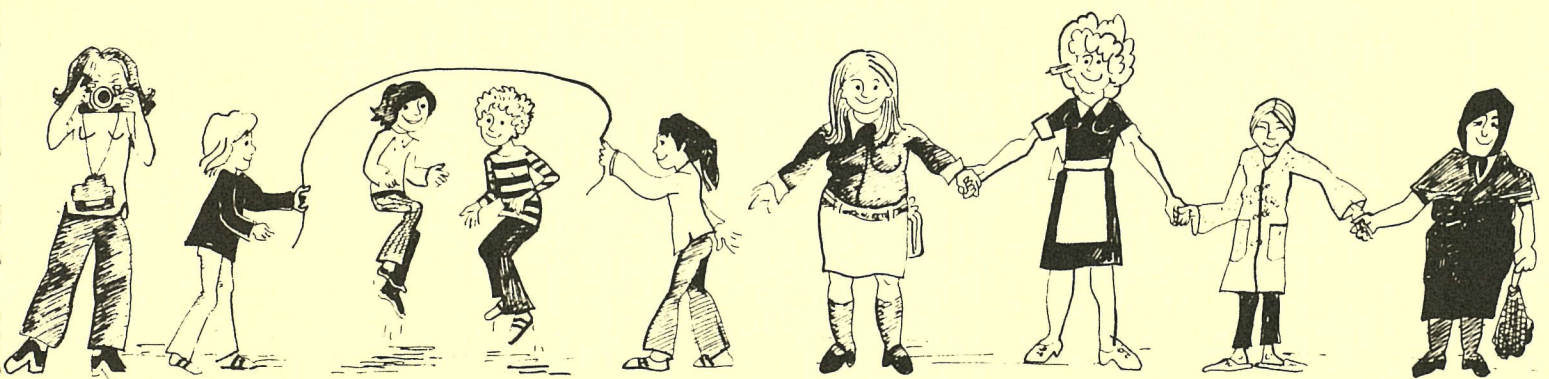
Cairine Wilson

Clara Brett Martin

- Analyze T.V. commercials for sexist content; send your analysis to the T.V. station and to the manufacturer of the goods.
- What should go into a Men's Kit? Begin to compile one.
- Start a Whimsy Palace (see *A Play about Bread and Roses*).
- Write a biography of members of your family (mother, sister, father, brother, grandmother, grandfather, aunts, and uncles).
- Find the various pieces of materials in the Kit about the suffrage movement and put together a suffrage scrapbook.
- Pick one newspaper to read every day for a month. Pull out material (articles, cartoons, advertisements) that are obviously sexist and downgrade women. Write letters to the paper giving an analysis of these articles.
- Analyze the words of current songs that denigrate women and complain to the singer or group.
- Write women's songs from a liberated viewpoint (what other view is worth having?). Try using the tunes from nursery and children's songs, spirituals and hymns, and folk songs.
- Order some free films from your public library — early Hollywood movies, guidance films (vocational, social, educational) — and see how the image of girls and women compares to yours.
- Write a Utopian skit, play, or novel.
- Watch your language!
- Make more origami "fortune-tellers" like the ones in the Kit, but on different topics.
- Look at the book *Values Clarifications: A Handbook of Practical Strategies for Teachers and Students*, by Sidney Simon *et al.* (Hart Publishing Company, 1972); adapt *some* of the exercises to relate to role situations and the status of women.



- Think of many role situations (family, school, occupational, dating, etc.); work in small groups to act out these situations using role reversal (having men play female roles and women play male roles).
- Keep a diary.
- Research the families of famous men. What were other members of their families like?
- Compare the cultural values of various countries and relate this to when women were allowed to vote.
- Study the Ontario Human Rights Code. Show where there are discrepancies between the Code and day-to-day practice.
- Draw up a theology for “Christianity” using God, the Mother, and a female Christ.
- Go to the children’s section of the public library and take all of the sexist picture books off the shelf and put them in one stack. Discuss this with the children’s librarian.
- Go to the shelves of any toy store and see how many toys are geared toward one sex. What values and skills are these toys encouraging?
- Compare “Witches” with “The Arts of Life” and “The Great Goddess.”
- Add many pages to the “Scrap Book.”
- Stage “The Independent Female.”
- Analyze the housework chores in your own family.
- Take a course in your school which is traditionally geared to the opposite sex.
- Write a description of “the ideal family” – showing relationships between all of the members.
- Describe possible puberty rituals which might be used in North American society.
- Draw up your own “Marriage Agreement.”
- Substitute the word Negro, Catholic, Indian, or male for female in stories, advertisements, clichés, textbooks, newspaper articles.
- Set up the criteria for judging a male beauty contest.
- Compare the jail experience of the suffragettes in England with that of the Doukhobor women serving terms in Kingston Federal Penitentiary in the early '70s.
- Compare the civil disobedience tactics of the militant suffragettes with those of Mahatma Gandhi and Martin Luther King.
- Look at historical and contemporary art work. Are the people portrayed as passive objects or as active characters in the painting? What characteristics have been considered beautiful across the ages?
- What characteristics of the Great Goddess are still glorified in women today?
- What is the parallel word for “misogyny” – a word which means “man-hating”?
- Stage a Women’s Day Festival for the rest of the school, parents, community; invite speakers, show films, stage plays, give debates, set up displays, present student projects and research, have a good time, and please invite us!
- Tomorrow the World!



This kit, while it contains a great deal of material, is really only an introduction to many ideas and ways of looking at certain phenomena. It does not pretend to be either comprehensive or authoritative. Some of the articles within the Kit take slightly different approaches to similar topics. Moreover, there are many important subjects of particular concern to women which are not even touched on, and many ideas (for instance, Canadian history) for which far more research still needs to be done.

The following is only a very partial list of resources, especially in the areas of periodicals, publishers, and organizations. Included elsewhere in the Kit are other resource lists – see “Other Contributors” and “Women and Film Programme Notes.”

GENERAL

Abortion in Canada. Eleanor Pelrine. New Press, 1972.

Adam's Rib. Ruth Herschberger. Harper & Row, 1970.

The Adolescent Girl in Conflict. Gisela Konopka. Prentice-Hall, 1966.

Anonymous Was a Woman: A Documentation of the Women's Art Festival; A Collection of Letters to Young Women Artists. Edited by Miriam Schapiro. Feminist Art Program, California Institute of the Arts (McBean Parkway, Valencia, California), 1974.

Art and Sexual Politics: Why Have There Been No Great Women Artists? Elizabeth Baker and Thomas Hess. Collier, 1973.

The Bible.

The Black Woman: An Anthology. Edited by Toni Cade. New American Library, 1970.

Born a Woman: The Rita MacNeil Songbook. Rita MacNeil. Canadian Women's Educational Press, 1974.

Born Female (rev. ed.). Caroline Bird. McKay, 1970.

Canadian Women and the Law. Marvin Zuker and June Callwood. Copp Clark, 1971.

Canadian Women at Work, 1867/1940. Canadian Women's Educational Press, 1974.

Century of Struggle. Eleanor Flexner. Atheneum, 1968.

The Church and the Second Sex. Mary Daly. Harper & Row, 1968.

Cuban Women Now. Margaret Randall. Canadian Women's Educational Press, 1974.

The Day Care Book. Canadian Women's Educational Press, 1972.

The Descent of Woman. Elaine Morgan. Stein & Day, 1972.

The Dialectic of Sex: The Case for Feminist Revolution. Shulamith Firestone. Morrow, 1970.

Essays on Sex Equality (originally published between 1832 and 1869). John Stuart Mill and Harriet Taylor Mill. Edited and with an introductory essay by Alice S. Rossi. University of Chicago Press, 1970.

Equal Opportunity for Women in Ontario. Ontario Ministry of Education, 1973. (Available from Ministry of Education, North Wing, Main Parliament Bldg., Queen's Park, Toronto, Ontario.)

The Family System: Progressive or Oppressive? Caroline Lund. (A Merit pamphlet available from the Pathfinder Press, Inc., 410 West Street, New York, N.Y. 10014, U.S.A.)

The Fear of Women. Wolfgang Lederer. Grune & Stratton, 1968.

The Female Eunuch. Germaine Greer. McGraw-Hill, 1971.

The Feminine Mystique. Betty Friedan. W. W. Norton, 1963.

Feminine Psychology. Karen Horney. Edited by Harold Kelman. W. W. Norton, 1967.

Feminism: The Essential Historical Writings. Edited by Miriam Schneir. Vintage Books, 1972.

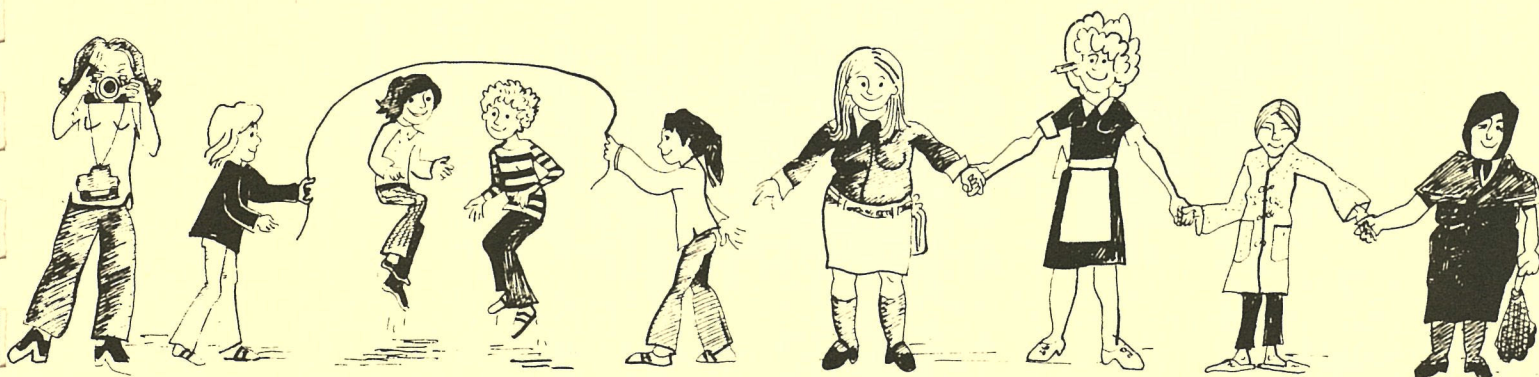
Feminism and Socialism: An Anthology. Edited by Linda Jenness. Pathfinder Press, 1972.

Fifty-One Percent: The Case for Women's Liberation. Basic Books, 1970.

From Feminism to Liberation. Edited by Edith Hochino Altbach. Schenkman, 1971.



- A Graphic Notebook on Feminism*. Su Negrin. Times Change Press, 1971.
- This Great Argument: The Rights of Women*. Edited by Hamida and Haig Bosmajian. Addison-Wesley, 1972.
- The Great Mother: An Analysis of the Archetype* (2d ed.). Erich Neumann. Translated by Ralph Manheim. Pantheon Books, 1963.
- Growing Up Female in America: 10 Lives*. Edited by Eve Merriam. Dell, 1973.
- Guide to the Women's Movement in Canada*. Bonnie Kreps. Chatelaine, 1972. (Available through Chatelaine, 481 University Avenue, Toronto M5W 1A7, \$1.00.)
- Herstory 1975 Calendar*. Canadian Women's Educational Press, 1974.
- "History of Women's Rights in Canada." Margaret E. MacLellan. In *Cultural Tradition and Political History of Women in Canada, Studies of the Royal Commission on the Status of Women in Canada*, no. 8. Information Canada, 1971.
- In Times Like These*. Nellie McClung. University of Toronto Press, 1972.
- The Lace Ghetto*. Maxine Nunes and Deanna White. New Press, 1972.
- The Liberated Woman's Songbook*. Edited by Jerry Silverman. Macmillan, 1971.
- Liberation Now! An Anthology*. Deborah Babcox and Madeline Belkin. Dell, 1971.
- Male Chauvinism — Attitudes and Practices*. Nancy Henley. KNOW Inc.
- Male and Female*. Margaret Mead. Dell, 1968.
- The Male Myth*. Hendrik Ruitenbeck. Dell, 1967.
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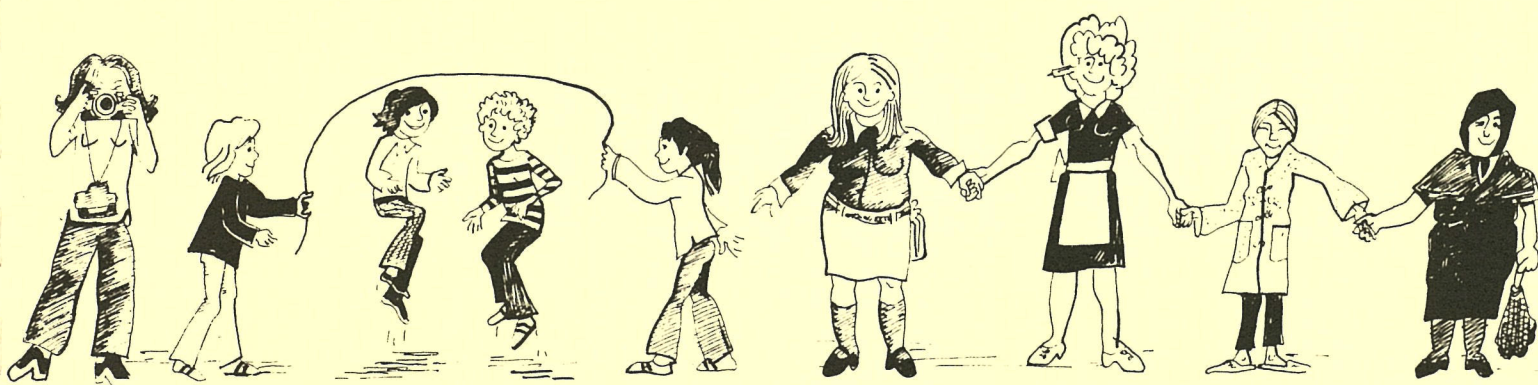
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1. *Martha Quest*
2. *A Proper Marriage*
3. *A Ripple from the Storm*
4. *Landlocked*
5. *The Four-Gated City*

Claudine at School. Colette.

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The Collected Poems of Anne Wilkinson, and a Prose Memoir. Anne Wilkinson.

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The Death of the Heart. Elizabeth Bowen.

Death Kit. Susan Sontag.

Diary of a Mad Housewife. Sue Kaufman.

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Dream Telescope. Miriam Waddington.

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The Group. Mary McCarthy.

Hetty Dorval. Ethel Wilson.

I Am Watching. Shirley Gibson.

I Never Promised You a Rose Garden. Hannah Green.

Ida. Gertrude Stein.

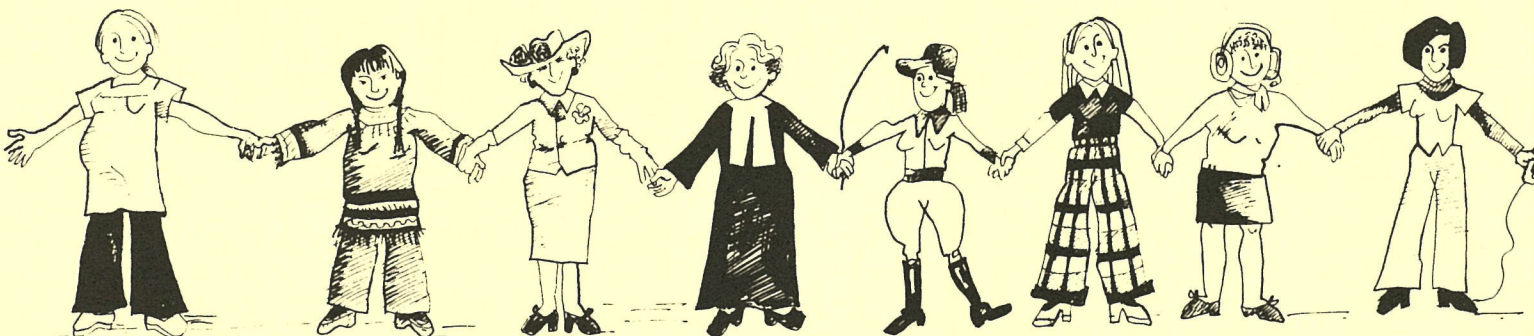
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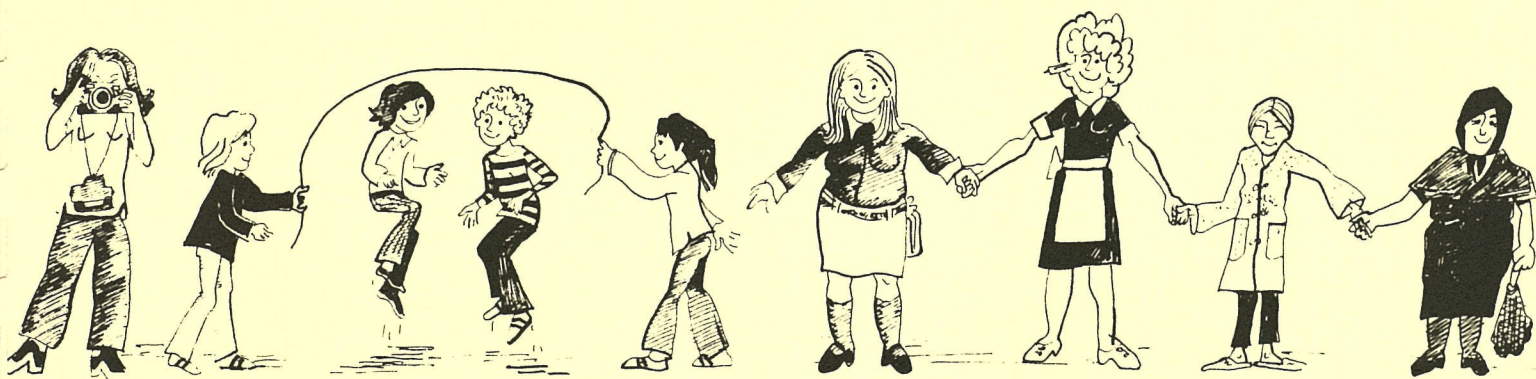
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Strange Fruit. Lillian Smith.
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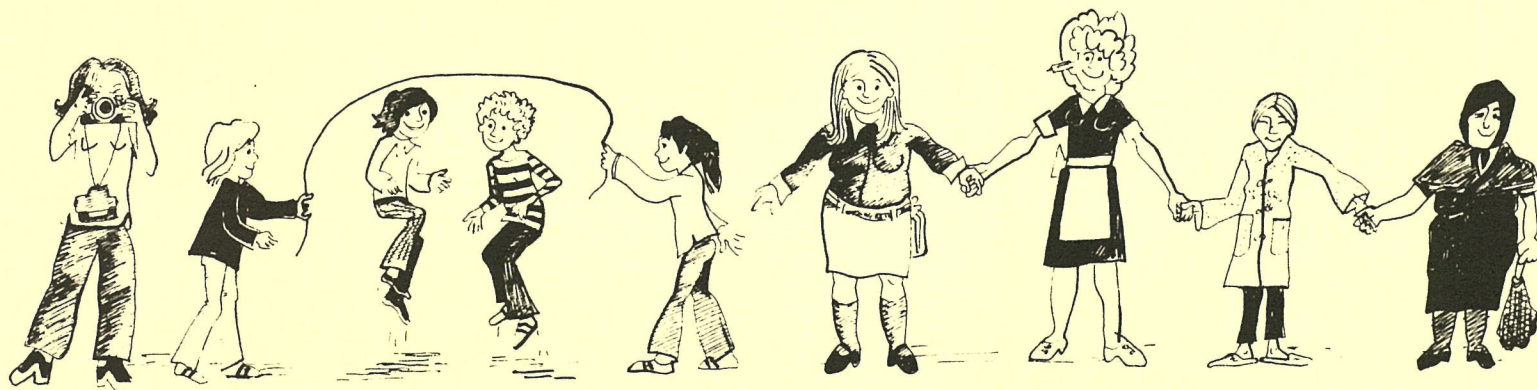
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LIBRARIES, COLLECTIONS, AND OTHER RESOURCES

Public Libraries

Public libraries are a good source of current books and periodicals. If they don't have the books you are looking for, request that they purchase them. They are fairly receptive to public demand. They also often have historical books, topical scrapbook or clipping collections, pamphlets, and so forth. However, these materials generally are not available for circulation, but must be used at the library or photocopied for research. In addition, some larger libraries have microfilms of old and fragile publications and of newspapers. Most public libraries have films which are available on loan.

Other Libraries

University and other libraries often have special collections that are worth investigating. Some that we have enjoyed exploring are:

University of Toronto, Rare Books Collection, Toronto.

Located in the new Robarts Library building at the intersection of St. George and Harbord streets in Toronto, the Rare Books section houses the Flora McDonald Denison Collection of early suffrage materials (the personal manuscripts of Denison, an extensive collection of news clippings, suffrage meeting announcements, menus, etc.) and the Woodsworth Collection of feminist writings.

University of Toronto, Victoria College Library, Toronto.

The papers and scrapbooks of Dr. Augusta Stowe-Gullen are located here.

University of Waterloo Library, Waterloo, Ontario.

The Lady Aberdeen Collection of Canadian Women was presented to this library in 1967. Since that time, the Library has built a collection of over 5,000 volumes on feminism, probably the largest in Canada.

Simon Fraser University Library, Vancouver, B.C.

This library is building a contemporary collection of feminist materials.

The National Library and Public Archives of Canada, 395 Wellington Street, Ottawa, Ontario.

The National Library and Public Archives contains an extensive collection of historical and contemporary manuscripts and other materials. It may soon compile a bibliography of works in the Library and Archives that are by women. It also has a large photographic section which has wonderful pictures of pioneer women (although there is not a separate listing of these holdings); unfortunately, its photographic collection of historically significant Canadian women is not very large.

The London Museum, Kensington Palace, London W8 4PX, England.

The Museum's Suffrage Collection is an extensive collection of original materials, manuscripts, plays, and so forth. A catalogue of their holdings is available on request. Also available are many materials — posters, postcards, etc. — which have been republished for sale to the public.



The National Film Board of Canada

Films are available on loan (free). To send for their catalogue, write The National Film Board of Canada, Tunney's Pasture, Ottawa, Ontario.

Canadian Broadcasting Corporation

The C.B.C. has a variety of audiotapes which can be purchased. For their catalogue, write C.B.C. Learning Systems, Box 500, Terminal A, Toronto.

A very special film which we have been using extensively for a variety of situations: *Anything You Want to Be* by Liane Brandon. This film is not technically excellent, but it deals with the subject of socialization in a highly effective manner. The film is eight minutes long, black and white, and is available from the Canadian Film-Makers Distribution Center, 406 Jarvis Street, Toronto, Ontario.

PERIODICALS

Aphra: The Feminist Literary Magazine. Aphra Inc., Box 893, Ansonia Station, New York, N.Y. 10023. Quarterly, \$5 for four issues (in Canada).

Branching Out: Canadian Magazine for Women. 11443-77 Avenue, Edmonton, Alta.

Canadian Newsletter on Research on Women. C/o M. Eichler and M. Stephenson (eds.), Department of Sociology, University of Waterloo, Waterloo, Ont.

The New Feminist. P.O. Box 597, Station A, Toronto, Ont. M5W 1E4. Monthly, \$3 per annum.

The Other Woman. Box 928, Station Q, Toronto, Ont. Bimonthly, \$3 per annum.

The Pedestal: A Women's Liberation Newspaper. Pedestal Collective, 804 Richards St., Vancouver 2. Monthly, \$3.50 per annum.

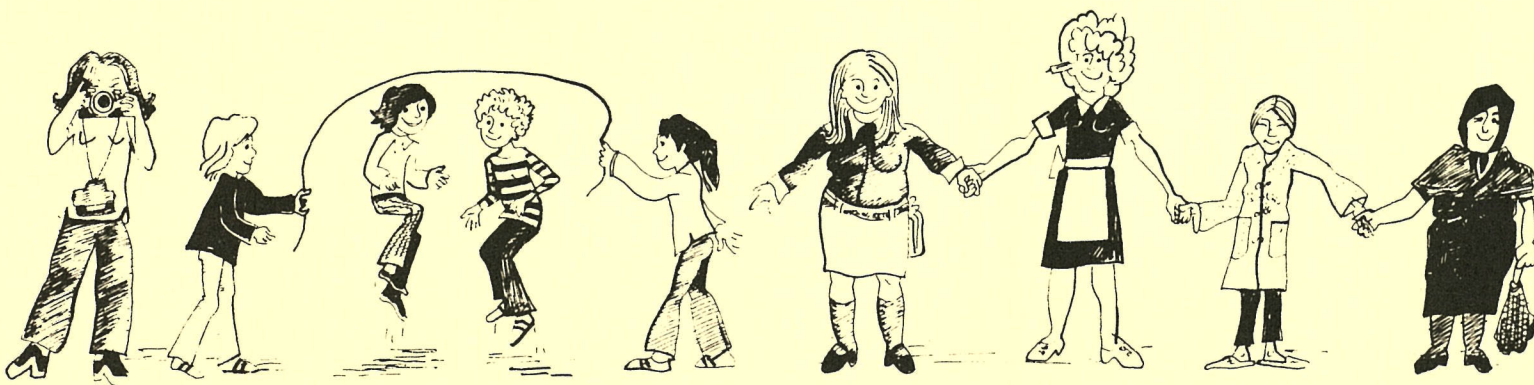
The Status of Women News. National Action Committee on the Status of Women, Box 927, Adelaide Postal Station, Toronto, Ont.

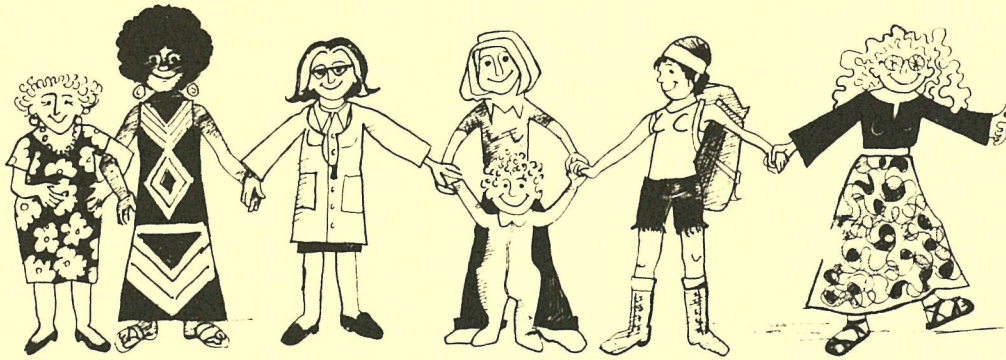
Up from Under. 339 Lafayette St., New York, N. Y. 10012.

Women: A Journal of Liberation. 3028 Greenmount Ave., Baltimore, Md. 21218. Quarterly, \$4 per annum (individuals), \$10 per annum (institutions).

Women's Studies Newsletter. Clearinghouse on Women's Studies, Feminist Press, Box 334, Old Westbury, N. Y. 11568. \$5 per annum.

Many women's groups and organizations have newsletters relating to local information and events; there are also newsletters focused on specific areas — for example, politics, art





PUBLISHERS & DISTRIBUTORS (specializing in or having large collections of materials related to women)

Before We Are Six
Box 104
Breslau, Ontario

Canadian Women's Educational Press
280 Bloor Street West
Suite 305
Toronto, Ontario M5S 1W1

Content Publishing Ltd.
Suite 404
1411 Crescent Street
Montreal 107, P.Q.

Corrective Collective
372E 5th Street
N. Vancouver, B.C.

The Feminist Press
S.U.N.Y./College at Old Westbury
Box 334
New York, N.Y. 11568

Kids Can Press
Box 5974
Postal Station A
Toronto, Ontario

KNOW, Inc.
Women's Free Press
Box 86031
Pittsburgh, Pa. 15221

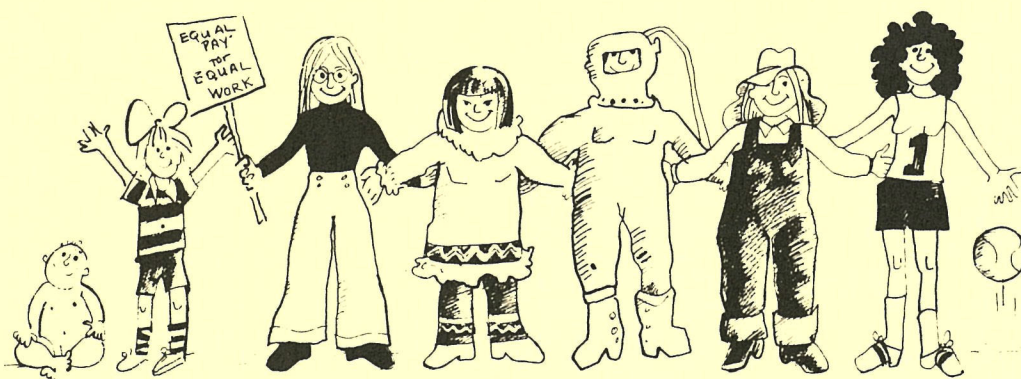
New England Free Press
791 Tremont Street
Boston, Mass. 02118

New Hogtown Press
12 Hart House Circle
University of Toronto
Toronto, Ontario

Women's Graphic Collective
Chicago Women's Liberation Union
852 West Belmont
Chicago, Illinois 60657

Working Women's Association
511 Carral Street
Vancouver 4, B.C.





ORGANIZATIONS

It would be impossible to make a comprehensive list of the organizations of women across Canada. There are many different federal, provincial, and local women's organizations serving a variety of needs and purposes. What you can do is write the following address to see if they have information on any women's groups in your vicinity. (If none exist in your area that deal with the issues about which you are concerned, start your own.)

Secretary of State — Women's Organizations
130 Slater St.
Ottawa, Ontario.

(partial list of Ontario organizations)

Association for the Repeal of Abortion Laws
160 Laurier Avenue West
Ottawa, Ontario

The Guelph Women's Centre
63 King Street
Guelph, Ontario

Liberation Media
Women's Involvement Programme
Suite 309
341 Bloor Street West
Toronto, Ontario

The London Women's Centre
283 Dufferin Street
London, Ontario

National Council of Women
9 Cobblestone Drive
Thornhill, Ontario

Ontario Women's Bureau
10th Floor
400 University Avenue
Toronto, Ontario

The Ottawa Women's Bureau
Canada Department of Labour
Sir Wilfrid Laurier Bldg.
Ottawa, Ontario K1A 0J2

The Ottawa Women's Centre
136 Lewis Street
Ottawa, Ontario

Parkdale Single Parents Association
1267 Queen Street West
Toronto, Ontario

Planned Parenthood
11½ Spadina Road
Toronto, Ontario

Windsor Women
Women's Liberation Office
Room 603
76 University Avenue West
Windsor, Ontario

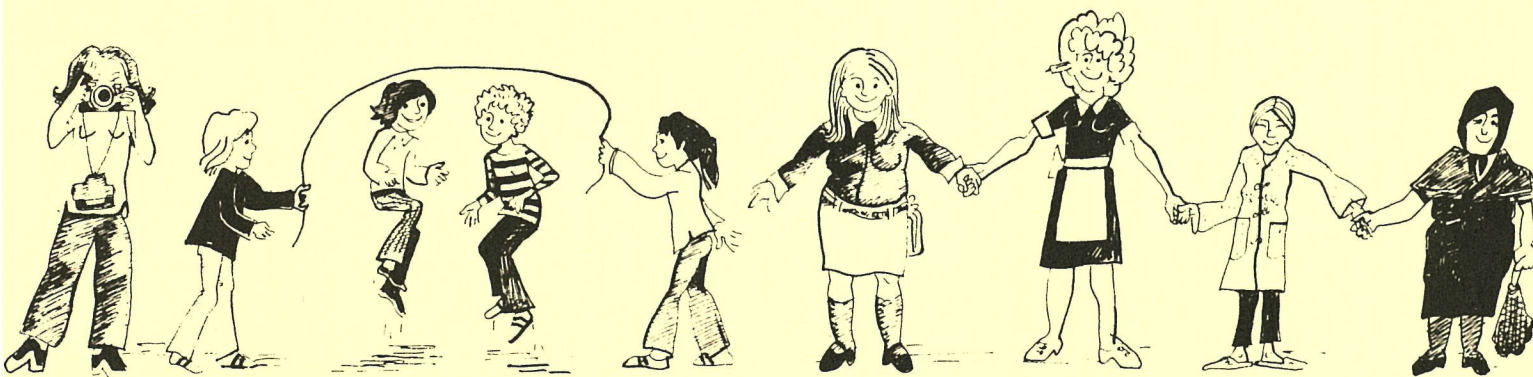
The Women's Communication Centre
573 Yonge Street
3rd Floor
Toronto, Ontario

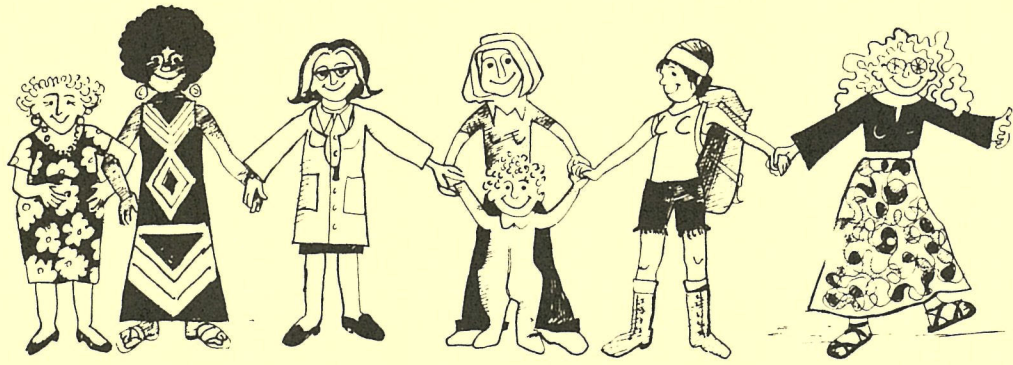
The Women's Place
137 George Street
Toronto, Ontario

Women for Political Action
Box 1213
Station Q
Toronto, Ontario

University Women's Club
162 St. George Street
Toronto, Ontario

Voice of Women
1554 Yonge Street
Toronto, Ontario





Personal History of the Kit

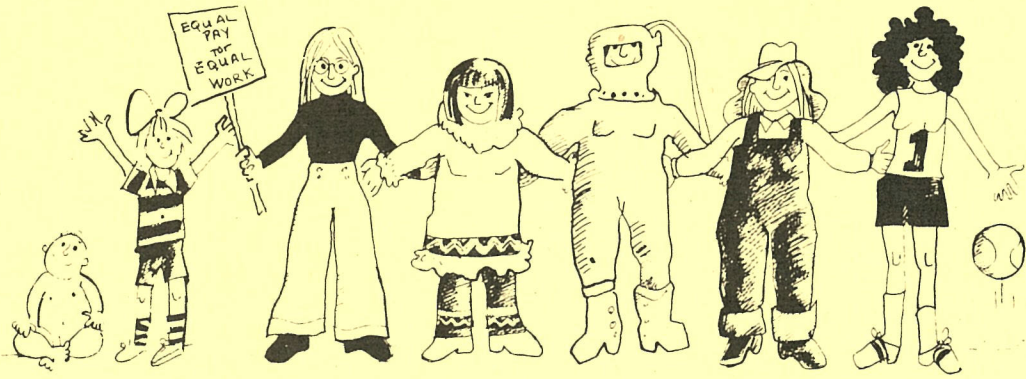
Pam Harris originated the idea for producing the Women's Kit. She had previously worked with OISE's "Media Group" on other multimedia boxes — "Ten Years in a Box," "The Perception Bag," and "The Ecology Box."

Work on the Kit was started in mid-1972 by Pam; six months later Becky Kane and Donna James joined the project.

We had a relatively small budget, which was funded through OISE's Research and Development program. The Federation of Women Teachers' Association of Ontario also gave us financial and moral support through a small grant.

News of what we were doing began to spread by word of mouth. People came to talk to us, and many wanted to contribute something to the Kit. We had meetings with teachers and students and people from the community. Some wrote articles and poems, some did illustrations, many offered useful suggestions and ideas. A lot of energy was generated within the group. It was exciting for everyone to do creative work and to find support and encouragement from each other. We hope this feeling of excitement and mutual support will be something that others experience when they discover the Kit and start on projects of their own.





THE WOMEN'S KIT

Thanks to Us All!

Claire, Maggie, Angela, Hope, Liz, Wilma, Dorothy, Pam, Kay, Bev, Jim, Briar, Carol, Linda, Ann, Sharon, Wayne, Karen, Nell, Grace, Shirley, Marina, Ethne, Mel, June, Becky, Theresa, Sherrill, Moira, Donna, Karen, Wim, Doreen, Ann-Elise, Priscilla, David, Donna, Gloria, Agnes, Sally, Richard, Chris, Hope, Barbara, Aldonia, Brenda, Randy, Ginni, Malva, Nellie, Rita, Tom, Sandee, Rita, Shirley, Ann, Kathy, Anthony, Emily, Zeta, Jackie, Elizabeth, Melanie, Tony, Rose, Francesca, Marilyn, Susan, Jane, Barbara, Les, Rachel, Laurel, Judith, Joe, Kay, Laura, Lynn, Wendy, Frieda, Ruth, Peg, John, Margôt, Pat, Carol, Helen, Michael, Marion, Kathy, Paul, Cathy, Judy, Nola, Marcella, Terry, Moira, Barbara, Virginia, Malka, Marian, Phyllis, Nora, Malvina, Hedda, Martha, Esther, Janet, Marty, Heather, Jessica, Emma, Charlotte, Sheila.

