

V I O L E N C E

AGAINST WOMEN & CHILDREN



In 1989,
119 women were murdered
in domestic situations. Wife battering is
being called a national epidemic with over
2.5 million women assaulted by their male partners.
And no one wants to talk about it.

IN MEMORIAM

EN L'HONNEUR DE:

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Cette édition spéciale du bulletin de la FWTAO est en commémoration du premier anniversaire du meurtre de 14 femmes à l'école Polytechnique de Montréal, le 6 décembre 1989.

En 1989, 119 femmes furent assassinées à la suite d'une querelle conjugale ou domestique. Des millions de femmes subissent des violences au cours de leur vie et de nombreux enfants de notre pays ont, de même, été blessés et abusés.

Cette édition du bulletin de la FWTAO leur est dédié à tous, pour leurs souffrances, pour leurs douleurs et pour les aider à s'en libérer.

This special issue of the *FWTAO Newsletter* is in commemoration of the first anniversary of the murders of 14 women at the École Polytechnique in Montreal on December 6, 1989.

In 1989, 119 women were killed within the context of a domestic relationship.* Millions of women encounter violence in their lives and children in our country have been hurt by violence and abuse during their lives.

This issue of the *FWTAO Newsletter* is for them - for their suffering, for their pain and to help them break free.

* Canadian Centre for Justice Statistics, Statistics Canada.

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Additional copies of this special *FWTAO Newsletter* are available by mail for \$4.00. (no phone orders). Send a cheque or money order to Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto, Ont., M5R 2B8

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COVER STORY



VIOLENCE AGAINST WOMEN
 An epidemic and a national disgrace
Mary Labatt

This article examines the facts about violence against women and shows how sexism spawns violence.

page 2



VIOLENCE against women

Mary Labatt

An epidemic and a national disgrace

One year ago, on December 6, 1989, a lone gunman walked into École Polytechnique in Montreal and gunned down fourteen women engineering students. The victims were intelligent young women; they were killed on a bright morning in the last hour of term.

Their executioner, Marc Lepine screamed, *You're all a bunch of feminists. I hate feminists.* As he worked his way through the building, he systematically spared men and killed women. Marc Lepine was an abused child and the son of a battered wife.

In the days that followed, people tried to make sense of the murders. Few commentators wanted to listen to the murderer's statement. He said clearly that he was murdering feminists because he hated them.

Violence against women and children increasing

In Montreal, more women were killed by their partners in 1990 than were killed at the Polytechnique. But, nobody noticed these women because they were killed in their own homes. They were nameless and faceless victims.

In 1989, 119 women were murdered in domestic relationships. Most publications say that one in ten Canadian women is battered by her male partner, but research now indicates that one in four women is physically abused by her male partner (Smith, 1987). In the Smith study, an additional measure of abuse revealed an even higher incidence rate over 36 per cent. One study found that 80 per cent of the children witness their father's violence and it is known that this trauma can leave indelible scars on their developing personalities.

A Canadian woman is raped every seventeen minutes (Canadian Association of Sexual Assault Centres) and the incidence of rape is rising alarmingly. Eighty-four per cent of assaulted women are raped by someone they know and 57 per cent of the rapes occur on a date (Warshaw, 1988). And 60 per cent of rapes take place in private homes. Date rape is a new form of violence for women to fear.

The attitudes of young people towards date rape are unbelievable. One researcher found that fifty-four per cent of high school boys and forty-two per cent of the girls sampled said it was acceptable for a boy to hold a girl down and force her to have sexual relations with him if he had spent a lot of money on her, they had dated a long time, or she led him on (Giarruso, 1984). In another study, 65 per cent of the boys and 47 per cent of the girls thought a man could force a woman to have sex if they had been dating for more than six months (Toronto Star, May 3, 1988). A study at York University revealed that 31 per cent of the males and 22 per cent of the females thought the girl was to blame if her partner forced sexual relations on her (Check and La-Crosse, 1988).

A study in Toronto secondary schools found that 20 per cent of the girls had suffered sexual assault and eleven per cent reported physical violence while dating. Sixty per cent of the students had been exposed to dating violence, either as victims, perpetrators,

witnesses or being told by friends. In all cases the girl continued the relationship after the first incident of violence. She did all the work in the relationship, adapted, watched his moods carefully and endured. Self sacrifice featured strongly in the young woman's image of femininity (Litch Mercer, 1987). It is estimated that only 1 per cent of the date rapes are reported to the authorities (Russell, 1984).

Children are regular victims. One out of every four girls is sexually abused within the family or sexually assaulted by an outsider. One in nine little boys is sexually molested. One study found that one out of every two girls and one out of every three boys had suffered at least one unwanted sexual advance before the age of 21 years (Badgley Report, 1984). In Canada, the number of child abuse cases have increased by 500 to 1200 per cent in the past five years (Rogers, 1988).

The true extent of physical abuse and child neglect is unknown because only the most extreme cases come to the attention of the authorities. The Canadian Medical Association estimates that 8,000 children are badly injured by abuse every year, but that is only the tip of the iceberg (Health and Welfare, Canada, 1989). Emotional abuse often accompanies physical or sexual abuse and is part of the continuum of abusive behaviour which culminates in battering (Health and Welfare, 1989).

Statistics don't describe the scars that abusers leave on their victims' souls, the mistrust, alienation, delayed development, social and emotional maladjustment and isolation. Too many children are stunted before they have a chance to develop and it takes a lifetime to heal, if they ever do.

Newspaper shows situation

A brief glance at the newspapers reveals the situation for women and children. As I write, the headlines in the Toronto Star tell us that an eleven year old girl has been gang raped by four, perhaps seven youths at a party while everyone

Wife battering is being called a national epidemic with somewhere between 2.5 million and 6.25 million women assaulted by men with whom they are intimate (Randall, 1989).



Recent research indicates that one in four women is physically abused by her male partner (Smith, 1987).

A boy growing up in our culture soon learns that he is heir to the status, the authority, the rights and the privileges of being male.



Girls learn to subordinate themselves.

watched. A spokesperson from the rape crisis centre said that party rape is common now. Every day, the rape crisis centre gets calls from parents seeking help for a daughter who has been raped at a party.

On the front page of the Toronto Sun, a woman's boyfriend threw her baby out of a moving car in Whitby. The infant was hit by a passing car and is at the moment clinging to life. On page five, perhaps because it's not unusual enough to merit the front page, a widow in Markham has been shot to death in her home by her nephew.

These are only the major stories in one twenty-four hour period. It is a completely random day, not a day selected for particular violence.

Society's denial of the problem

Most victims report that they are re-victimized by the courts, police, friends and family by being made to share the blame. In cases of sexual assault, there is a great tendency to make the female victim part of the problem, by accusing her of being seductive, leading him on, giving false cues of consent. Blame is especially virulent in the cases of date rape where the victim is almost always accused of arousing her attacker. The whole notion that women somehow cause themselves to be raped, violated and battered is not only unjust, it prevents society from seeing the real issues.

Society must not get confused when an assailant claims his partner was enraging him or a woman aroused him. It is irrelevant that the child was affectionate or that he thought the child was sexually provocative. One of society's most vile traits is the way the victim is made to share the criminal's responsibility. The perpetrator of a violent act commits the act, not the victim. Until everyone agrees on that point, there can be no change. There will only be a continuation of sexism at its worst.

Language is another way we can lose a clear focus. Terms such as domestic violence, spousal assault and family violence make the vio-

lence sound like a mutual thing. Inappropriate language makes solutions more elusive because the problem is not clearly defined. Some writers are suggesting the term woman abuse because it includes the sexual, emotional and physical forms of violence (Randall, 1989). Terms such as wife battering and wife beating also clarify our thinking about who is the victim and who is the perpetrator.

There is also the tendency to focus on drugs, alcohol, stress levels and lack of anger control. If society is going to address male violence properly, we have to get rid of all these red herrings. Putting a violent husband in an alcohol treatment centre, only addresses one of his problems. A relationship between violence and alcohol exists, but evidence shows it as correlated, not causal (Kincaid, 1982).

Even helpful safety tips can miss the point. *Look in the back seat before you drive. Don't walk alone at night. You can't be raped if you aren't there*, is the message. No one would deny the usefulness of this advice, but when safety tips become the focus of rape prevention, society is denying the problem. Not being there does nothing for a man who has developed the mental, moral and emotional consent required to rape someone. He will find a victim.

Linda McLeod, author of *The City for Women - No Safe Place*, has concluded that there is no safe place for women. Women at home are open to violence, because most women are victimized at home. If women go out in the evening, their chances of attack increase, so they are caught in a constricting bind. They limit their behaviours so they won't attract violence. But they are usually attacked by relatives and friends anyway, so avoiding violence is impossible. The fear level women must endure is an equality issue (McLeod, 1989).

Every individual who commits violence has learned to accept violent behaviour. If we agree that it does not make sense to accept excuses for violence and it does not make

sense to deny violence and it makes no sense to transfer responsibility to the victims, then we have to look at the roots of violence. Why is violence directed at women? Why did Marc Lepine scream, *You're a bunch of feminists?* What does feminism have to do with murder?

Violence in the home

Since the home is the crucible where individual character is shaped, the home is the starting point for serious inquiry. Wife battering has become a national epidemic with somewhere between 2.5 million and 6.25 million women assaulted by men they once loved (Randall, 1989). Wife battering affects everyone, women of all ages, all social class, racial, cultural, religious, economic, educational and professional backgrounds. People used to think it affected the lower socio-economic classes, not nice people. Not only is that assumption entirely wrong, it mitigates against the middle class woman who has had no experience with violence. She finds it very difficult to get out, because she is ashamed to admit it and she is bewildered by this unfamiliar and terrifying behaviour. In her classic study on wife abuse, *The Omitted Reality*, Pat Kincaid found that women who had experienced battering in their families of origin were the quickest to leave. Women with no experience of violence took up to 15 years to leave, compared to four years for the experienced group (Kincaid, 1982).

This has implications for an organization like FWTAO which serves 38,000 professional women. Calculations based on the Smith research indicate that there must be approximately 9,500 FWTAO members suffering violence from their male partners. If you teach with twelve women, the statistics indicate that three of them are being abused, by their boyfriend or husband. When we consider those numbers in light of the Kincaid research, we recognize that there are special barriers of pride and inexperience with violence that can make it hard for professional women to disclose, but disclose they must if they are ever to be free.

Understanding the woman victim

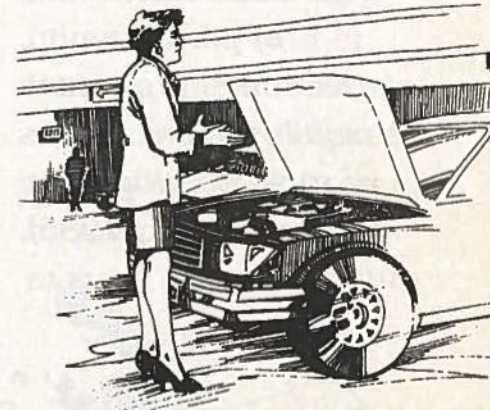
The victim suffers both physical and psychological trauma. The man tries to control where the woman goes and who she sees. This social isolation makes her more vulnerable because her home becomes more private. Immigrant women suffer terribly from isolation. They are prevented from seeking help by the controlling behaviour of their husbands and they are at a grave disadvantage due to language and lack of kinship networks in this country.

Sexual abuse, rape and coercion are often part of the pattern; the aggression is reinforced with verbal assaults, psychological denigration and intimidation. The aggressor needs to control every fibre of her being, even her self-image and her sense of hope. Women react predictably and become listless and develop a poor self concept.

Violence escalates over time, so her task becomes more and more difficult as she tries to cling to some semblance of normal life and some mainstays within her own psyche. She restricts herself, adapts herself, teaches her children to adapt and molds herself to her powerless status in the vain hope that she will be spared further violence. She is like a small animal, sensing danger, watching for escape routes, coping with the children, hiding the problem from the neighbours and friends. Coping increases her isolation and her self-esteem plunges so much that many women seek refuge in drugs or alcohol.

The most frequently asked question is why didn't she leave? There are always inferences of masochism which demonstrate ignorance of the problem's etiology and psychology. Answers such as economic dependence and uncertainty about where to go are factors which can be relevant, but they are not the whole reason. In the research on date rape when a young woman can end the relationship any time, women stayed, because they didn't believe they had the right to govern their own lives and because their tradi-

Over one hundred women were killed this year in their homes.



Over half the teenage boys thought it was acceptable for a boy to hold a girl down and force her to have sexual relations under conditions such as he had spent a lot of money on her, they had dated a long time or she had led him on.

(Giarruso et al, 1984).

Young people from age 12 to 17 are the main consumers of pornography. Over one-third watch sexually violent scenes of rape, bondage and torture (Check, 1985).



Violence is sexism's hideous offspring. It threatens women and children most of all.

tional view of femininity encouraged them to value self-sacrifice (Litch Mercer, 1987).

Answers lie in the nature of the trauma. The psychological trauma of a battered wife has been likened to the Stockholm Syndrome, the complex emotional dependency that has been observed in women who are kidnapped and abused by terrorists. It is not masochism. The Stockholm Syndrome is rooted in the experience of being battered, the near brush with death, the visceral knowledge that she could be killed so easily, the lack of control over her own body, her own fate. This kind of psychological terrorism comes from a hostage-type situation with intimidation over a period of time (Graham et al, 1988). The complex psychological phenomenon holds great promise for understanding the victims of wife assault.

Understanding the child victim

Men who batter consistently report that they witnessed their mothers being battered and received physical abuse themselves (Dutton, 1988). Violence is learned as a source of power and control in their first social group, the family.

The predicament of children who are captive in violent homes is terrible. Jaffe, Wolfe and Wilson in their study, *Children of Battered Women*, quote the work of L. Walker as the best description of a child's predicament. It is worth repeating: *Children who live in a battering relationship experience the most insidious form of child abuse. Whether or not they are physically abused by either parent is less important than the psychological scars they bear from watching their father beat their mother. They learn to become part of a dishonest conspiracy of silence. They learn to lie to prevent inappropriate behaviour and they learn to suspend the fulfillment of their needs rather than risk another confrontation. They expend a lot of energy avoiding problems (Walker, 1979).* There have to be serious psychological consequences for any child who is forced to live like that.

Wife battering strikes at the very heart of healthy child development. Mothers under stress are less able to respond to their infants so basic needs for attachment and routines of feeding and sleeping are disrupted. A mother who lives in fear may not be able to handle the stress of her infant's demands. Infants recognize their mother's lack of availability so they become cranky and fail to thrive (Hart and Brasard, 1987). Infants exhibit screaming and poor sleeping behaviours.

Preschoolers have been found to stutter, shake, yell, develop physical symptoms and hide from adults. Many authors have noted a significant overlap between wife assault and child abuse, so children are victimized directly and indirectly. Peak periods of woman abuse correspond to the peak periods of child abuse which are toddlerhood and the onset of the teen years (Jaffe, Wolfe and Wilson, 1990).

Children can internalize the conflict or externalize it in behaviour problems as they adapt to a roller coaster of emotion. Shame, fear, anxiety, guilt and intermittent rescue fantasies are common. At school, they are distracted and inattentive. At home, they are alert and tense as they lay in their beds waiting for the sounds of violence. They are condemned to grow up with very little peace and security in their lives (Jaffe et al, 1990).

Child and adolescent behaviours range from: psychosomatic complaints, absenteeism, delinquency, peer isolation or complete identification with peers, fears, loneliness, running away, poor impulse control, low self-esteem, depression, poor social skills, deceptiveness, lying, stealing, cheating, accepting blame or projecting blame, battering animals or siblings, alcohol, drug addiction, suicidal tendencies, carelessness (Boyd et al, 1984 in Jaffe et al, 1990).

Like their mothers, the children have been victimized by a type of post-traumatic stress disorder which can show itself at any age after trauma. Children's reactions

to the violence are trauma responses, outbursts of anger, aggression, fixation on the trauma, emotional and somatic complaints, and the reduction of normal activities (Jaffe et al, 1990). The normal development of children is inextricably tied to safety and nurturance in their family, something that is not available to a child in a violent home (Van der Kolk, 1987). The post-traumatic stress symptoms can erupt later in unexpected ways such as juvenile violence, running away and extreme oppositional behaviour (Jaffe et al, 1990).

In general, younger children are the most sympathetic towards their mothers (Alessi and Hearn, 1984), but this sympathy seems to wane as children grow. As children get older, they often display anger and hostility towards their mother. Sometimes adolescents blame their mother for the family problems and batter her themselves to gain their own ends (Straus et al, 1980).

Parents usually deny that their children have witnessed violence, but studies have shown that almost all children can describe the minute details of the episode even when their parents think they have not seen it.

Latency-age children are looking to their parents as role models and begin to see violence as an acceptable form of conflict resolution. Hughes, 1982, noted that many latency aged boys identified with their fathers and missed their fathers when they were taken to a shelter. McLeod (1987) in *Battered not Beaten* said it was extremely discouraging to see the daughters of battered wives coming back ten years later as battered wives.

Not every child exposed to wife battering becomes violent. In general, the more risk factors a child has at one time, the more likely he or she is to develop a psychiatric disturbance (Rutter, 1979; Rae-Grant, 1984). Additional risk factors are, poverty, alcoholic parent, parental deviance etc. For these unfortunate children, violence just continues in the next generation.

Violence radiates from a violent home. Not only does it spawn the next generation of abusers, it causes its teenagers to escape to the streets where they become homeless. Homeless adolescents not only become victims of street violence, they have to perpetuate violence in order to survive.

Wife battering is a problem with so many implications that it can be seen as the invisible core of violence within society. But, people want to avoid the issue. As Pat Kincaid said in her study, it's an *Omitted Reality*.

The effect of media violence

The media supports the culture of violence that the child sees in the home. In 1982, 3 to 11 year olds were getting 15 hours a week of violent cartoons. By 1986, it was up to 42 hours a week (Molnar, 1988) and by 1987, it had escalated to 43 hours a week (Carlsson-Paige and Levin, 1988). The average child spends the equivalent of 22 school days a year watching violence on television (Molnar, 1988).

Television is teaching children a world-view which includes violence as an acceptable solution, authoritarian power relationships, sex-role stereotyping and conflict as fun. And children do imitate what they watch and replicate it in play (Carlsson-Paige and Levin, 1988). A major review of research has concluded that television violence definitely affects aggression (Friedrich-Cofer and Huston, 1986). It should not be too surprising that dating violence has become such a problem. Young people from 12 to 17 years of age are the primary consumers of pornography in Canada. Thirty-five per cent reported watching rape, torture and bondage (Check, and LaCrosse, 1988).

Children from violent homes are especially susceptible to media violence. When inmates who were convicted of violent crimes were compared with a nonviolent control group who had not committed any offense, childhood television viewing habits alone were not predictive of adult violence. What was predictive was the interaction of large

Adolescents are experimenting with the gender roles they have learned and in their attitudes towards date rape, they express the male's right to do as he pleases with a woman of lesser status.



Violence is a natural outcome in a society that institutionalizes misogyny.

amounts of violent television and witnessing marital violence (Heath et al, 1986). Clearly, media violence contributes to the development of violent behaviour for a young person who has grown up with violence in significant adult role models.

Sexism

The root of the problem

Sexism runs deep in western civilization. A little boy in this culture soon learns that he is heir to the status, authority, rights and privileges of being male. Conversely, little girls learn to subordinate themselves. This western notion of male dominance has some very serious implications for violence (Dobash and Dobash, 1979; Eichler, 1980; Kincaid, 1982).

In thousands of subtle little ways, girls learn to denigrate themselves while boys learn to speak out, be adventurous and suppress emotions adults consider feminine. Little girls learn they have a duty to men and little boys learn they have the right to dominate women (Eichler, 1980). People of conscience and intelligence are working to eradicate sexism, but change that goes against the whole history of a culture is profoundly difficult. Sexism is everywhere - advertising, entertainment, media, industry, magazines, business, law courts. Research has found school readers filled with sexism (FWTAO, 1989), so if educational materials are inculcating sex role stereotyping, we shudder to think what the larger society is teaching children.

A patriarchy like ours places men in the positions of power, privilege and leadership while conferring lesser status on women and children. For a patriarchy to work, everyone in the hierarchy has to be conditioned to accept their status, so a whole ideology has evolved to legitimize inequality among people (Dobash and Dobash, 1979). Although people don't like to see our society in these terms, the process is not much different than socializing people to accept serfdom, slavery or the divine right of kings. Those injustices have disappeared into history, but the patriarchy

remains intact, supported by the awesome power of social conditioning, ideologies and the full structure of political and economic institutions.

In her research, *Not a Pretty Picture*, Shirley Litch Mercer demonstrates how adolescent dating violence illustrates this conditioning. Adolescents are experimenting with the gender roles they have learned and in their attitudes towards date rape, they express the male's right to do as he pleases with a woman of lesser status. It is not surprising that she found significant numbers of girls supporting male dominance. They are also echoing what they have been taught. The early childhood game of *playing house* gives way to the deadly adolescent game of *playing spouse* as children try on the adult roles they have been taught (Litch Mercer, 1987). In the words of one researcher; *Adolescents may seem wild and alienated... but their values are highly derivative of their parents' own* (Check and Lacrosse). Adolescents provide a mirror in which we can see the deadly consequences of providing children with role models of male dominance.

Systemic inequality is expressed in inadequate day care, sexual harassment at work, poverty, poorly enforced child support, lower pay, lack of promotions and sex discrimination. These injustices are forms of abuse that women suffer every day.

Violence is a natural outcome in a society that institutionalizes misogyny. Whenever a society devalues some of its members, it can expect that individual pathology will take up where institutionalized abuse stops. Like child beating, violence is the culmination of emotional and sexual domination that find its final expression in outright battering and even death.

Men growing up in a patriarchy learn that the natural order of things is for them to have superior status over women. It is not a status they have to earn, it is a birthright, a prescribed status. If

their actual status in real life situations doesn't correspond to their prescribed status, the gap causes uncomfortable tension. This difference between real and prescribed status has been called a *lack of fit*. This lack of fit between actual status and prescribed status has been called a major cause of violence against women (Eichler, 1980; Allen and Straus, 1979).

Pat Kincaid (1982) says we systematically teach both girls and boys a *prescription of male dominance as if it had a biological basis*. The degree to which individuals believe the sexist promise of a prescribed status, is seen as the major variable in wife battering (Kincaid, 1982).

Some theorists argue that if actual and prescribed status were congruent, there would be less violence (Allan and Strauss, 1979). Mercifully, the terrible sexism of that theory has been spotted because it supports a pattern of male dominance by emphasizing problems that arise with its maintenance (Kincaid, 1982). Exactly. Instead of questioning sexism with all our intellect and all our wills, people take it as a given. They think it's a fact. The earth is round and men were created to be superior.

Backlash against feminism

What does feminism have to do with murder? The answer is everything. Marc Lepine, beaten by a violent father and witness to his mother's battering, learned early that violence was the way to cope with frustration and he also learned to target women for that violence.

Women seeking equality have learned to expect backlash, but what is horrifying about the Montreal massacre is that it was the ultimate backlash. Those murders were not the usual misogyny that women struggle with all their lives. The murders point to a new and virulent backlash against women who dare break the stereotypes and get ahead educationally and economically (Lakeman, 1990).

In Marc Lepine's pocket, he had a hit list of successful women, all

non-traditional and successful in their careers. He expressed his rage at the engineering students before he shot them. Society had broken its promise that he was superior to women.

Our society betrayed Marc Lepine just as surely as it betrayed his victims. He was raised on the belief in male domination and it fuelled his hate. When the 1970 Royal Commission on the Status of Women released its report, it didn't discuss violence. Now, twenty years later, violence against women has become untenable. FWTAO has gathered representatives from major women's groups to seek a Royal Commission on violence against women. It's time.

We know the roots of violence. We know that every generation of children is being conditioned to hold values that will wreck their lives. We know that sexism lies at the root of the problem. And we know that sexism is so deep that most people continue to deny it.

Sexism seeps into every area of our lives. Like a lethal, silent fog, it clouds perceptions, relationships, aspirations and goals. Sexism is a limitation placed on everyone and all humanity is diminished by it.

Violence is sexism's hideous offspring. It threatens everyone, but women and children most of all.

Isn't it time we did something about it?

Mary Labatt is the editor of the FWTAO Newsletter.

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Calculations based on the Smith research indicate that there must be approximately, 9,500 FWTAO members suffering violence from their male partners.

The magic circle

Carolyn Crippen

A technique to build self-esteem

Our self-concept consists of the beliefs, hypotheses and assumptions that an individual has about herself. The self-concept includes the person's ideas of the kind of person one is, the characteristics that one possesses and one's most important and striking traits.

When I consider this definition, I cannot help but reflect upon Dorothy's words from the well loved story, *The Wizard of Oz*. *Oh, Aunt Em, I've been to many strange and marvellous places looking for something that was right here all along, right in my own backyard.*



Children look forward to circle time and are disappointed if it has to be cancelled.

Dorothy and her friends, Scarecrow, the Tinman and the Cowardly Lion searched for the magic kingdom of Oz and the mighty wizard who had the power to grant their wishes. It appears the foursome were in search of their self-concept. But our self-concept cannot be found somewhere else. We need to find it in ourselves and significant people can really help. Purkey, in *Inviting School Success*, suggests that educators are crucial in this search. As teachers, one way we can facilitate the positive development of student self-concept is through the use of the human development program, *Magic Circle*. This oral communication process provides an opportunity for our four basic affective needs to be met; attention, acceptance, approval and affection.

Three critical areas of human functioning

Discussion topics for the circle fall within one of the three critical areas of human functioning.

- Awareness. Feelings, thoughts and behaviour of self and others.
- Mastery. Self-concept or how individuals value their own worth.
- Social Interaction. Social relations or how individuals get along with others.

Why the circle works best

A circle has no room for a front, middle or back. No one feels that they are in front or behind anyone. We're all side by side and equal to each other. What is the session for? To share experiences, thoughts, feelings.

Circle session ground rules

- Bring yourself to the circle and nothing else.
- Everyone gets a turn to share, including the leader.
- You can skip your turn if you wish.
- Listen to the person who is sharing.

- The time is shared equally.
- There are no interruptions, probing, put downs or gossip.

Tools and skills needed

It is necessary for the teacher to provide students with certain tools and skills, if the circle sessions are to be effective.

Prior to establishing formal circles an understanding of active listening skills should be clarified. Pairing students and giving them the opportunity to role play a non-listening scenario and then an active listening scenario is effective. The teacher may note characteristics under three headings; feeling, thoughts and behaviour.

Record observations

It is easiest to list the observations on a chart, for example, *Students, let's think about you when your partner was not listening to you. What did you see that told you your partner was not listening? How did you feel? What did you think?*

Observations chart

NOT LISTENING		
FEELINGS	THOUGHTS	BEHAVIOUR
<ul style="list-style-type: none"> • silly • confused • frustrated 	<ul style="list-style-type: none"> • lost my train of thought • didn't tell story 	<ul style="list-style-type: none"> • not looking at me • yawning • tapping fingers • interrupting me
ACTIVE LISTENING		
FEELINGS	THOUGHTS	BEHAVIOUR
<ul style="list-style-type: none"> • felt important • happy 	<ul style="list-style-type: none"> • I want to keep talking • they are interested in me 	<ul style="list-style-type: none"> • looking at me • nodding • smiling • moved in closer

Talking in the circle provides for four basic needs, attention, acceptance, approval and affection.

Develop vocabulary

Another tool to enhance circle discussion is to establish a good affective vocabulary. Words can be introduced during language arts, creative writing or as a word for the day.

anger	excitement	nervousness
anxiety	fear	panic
awe	grief	pity
boredom	guilt	pride
cheerfulness	happiness	relief
delight	hate	sadness
depression	hope	shame
distrust	impatience	surprise
embarrassment	jealousy	trust
enjoyment	love	vanity

Teach communication stoppers

A third strategy to integrate into your regular curriculum that would support the circle dynamics would be to teach and actually demonstrate communication stoppers.

interrupting	interpreting	dominating
probing	confronting	putting down
judging	advising	inattentive

I have observed a positive growth in students, improved behaviour, cooperation and a calmer school climate.

Everyone encounters these blocks to communication and children model adult behaviour. Students have become especially skilled at the use of put-downs. If you analyze the rules of the circle it becomes apparent that these eight barriers are discouraged during the session. Thus, the circle becomes an environment that promotes sharing, active listening and trust among its members. As trust is built and children develop a stronger sense of self they will risk in new learning situations and hence, grow.

Role play

Role play to demonstrate, positive or active listening and non-helpful listening.

Non-listening behaviours are:

- didn't look into speaker's eyes.
- interrupted.
- had bored expression.
- turned body away from speaker.

- laughed inappropriately.
- looked at watch.

Active listening behaviours are:

- turned body toward speaker.
- looked into speaker's eyes.
- did not interrupt.
- had interested expression.
- smiled.

I/You messages

Teach students how to handle potential or actual situations. *You have been dropping papers all over the floor lately. You do it again and again. You don't listen when I ask you not to. You really make me feel bad.*

Then tell the students that you have just said the first message. Then say something to this effect, being very careful to begin each sentence with the word, I. *I've been noticing a lot of paper on the floor lately. I think it makes our classroom look messy. I've mentioned this before, but there is still paper on the floor. I feel bad about it.*

Then ask the students, *Both of my messages to you were about the same thing - paper on the floor - but did you feel the very same way when I said both messages. How did you feel when I gave the first message? How did you feel when I gave the second message? What was the main difference between the two messages?* Use groups of two for this activity.

Use a tape recorder

The tape recorder activity sharpens students' listening skills. In pairs, students take time to share a description of their favourite holiday, trip or place for 30 seconds. After the first student is finished, the listening partner will then repeat back exactly what has been said. Roles are then switched so that each partner has a turn as speaker and recorder. This activity may be repeated with the same pairs but with a topic change and they may practise paraphrasing. Discussion would follow to discover the similarities and differences of the two processes. This too, can be put on chart paper and displayed in the class.

Create discussion groups

Once a teacher feels she has a handle on the interaction in the classroom for six to eight weeks, the students should be divided in permanent groups of five to seven students. It is important not to concentrate problems in one group. Mix talkers, shy students, bright students, behaviour problems, sexes. Name your groups one, two, three or red, white, blue, not value laden names.

It is necessary to demonstrate to the students what you mean by a circle session. And what is the purpose of the process. The first time this is done the teacher should work through all groups while the others observe. It is imperative that students understand from the outset that the circle is not to be interrupted unless there is a fire drill or an emergency. Often, if the principal comes into the room and a circle is in session, students will invite her to join the group. This is a marvellous opportunity for the school administrator to interact in a positive way with the students, develop a rapport and get to know the children.

Common questions about the circle

How do you establish the circles? Divide your class into equal groups, usually three or four. Each group should contain a mixture of verbal/non-verbal, boys/girls, active/quiet students. Usually the members of the circle remain constant for the year. This will foster trust within this group. If a new child enters your classroom let them observe the circle meetings for two weeks. After you have observed the new student within and outside the classroom decide which group the student would best fit. Before inviting the circle together mention to the group that they have a new member of the circle, then bring the child into the group.

Does the teacher take a turn? Yes, the teacher initially acts as leader and can model appropriate behaviour, sentence structure and answers. Eventually, students assume the leadership role. Ulti-

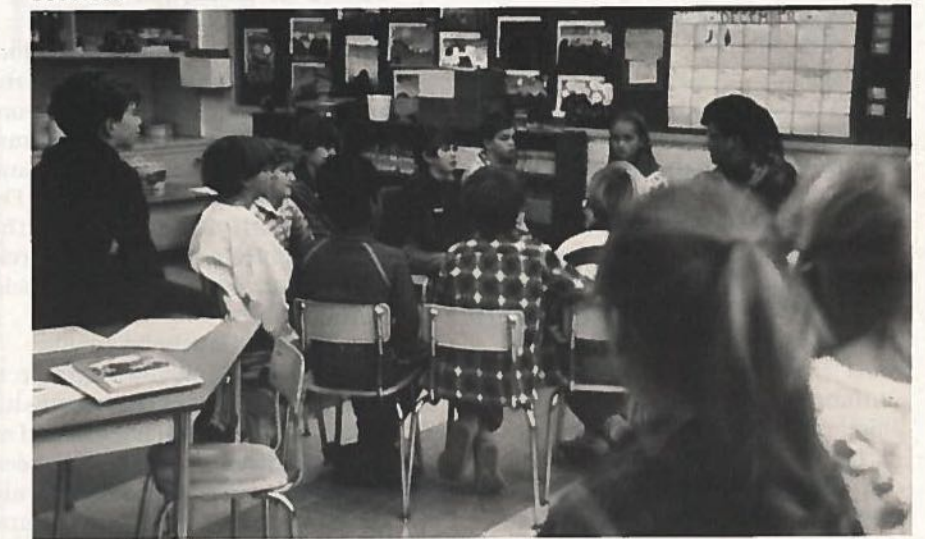
mately, the teacher will not have to be in the circle and two or three circles can run at the same time under student leadership.

Where do you hold a circle meeting? Hold a circle within the classroom, gym or in any area that allows the students to gather together. Kindergarten through grade two often prefer to sit on the floor. Older students may like a circle of chairs. A table with chairs around it would not be suitable. The table can be a barrier to open communication. Also, everyone should be seated at the same level.

What do the other students do while a circle is in session? The other students attend to written work or individual assignments.

Where do the topics come from? The topics for circle discussion are found in the teacher's manual for each grade level. Each circle has the opportunity to discuss each topic outlined.

Can a student be sent from the circle? Yes, if the student continues to violate the rules they should leave, but their empty place or chair, should remain. Of course they would be invited back the next session.



The circle promotes sharing, active listening and trust among its members.

Nothing but a fire drill is allowed to interrupt the circle talk.

What happens if a student never answers, should you coax him? Never! The students actively participate just by being in the circle. There aren't any expectations placed upon the student, this would violate the safety and trust of the circle.



Teachers practise active listening skills during their professional development time.

Can we introduce our own topics? It is best to use the manual topics because the skills are developed in a sequential manner.

How long does a circle session last? In junior kindergarten a circle may be only 30 seconds long. Grades eight through 12, usually last 20 minutes.

The circle technique is recommended

Barbara Clark in her publication, *Optimizing Learning*, reaffirms the importance of a positive self-concept if students are to be optimal and effective learners. Canfield and Wells, author of *100 Ways to Enhance Self-Concept in the Classroom*, refer to the magic circle program as a tool to develop self-concept.

I have implemented the magic circle program with several hundred students over the past ten years and as an administrator who has been fortunate to develop the program school-wide for the past two years, I have observed a positive growth in students, greater self assurance, appropriate eye contact, improved behaviour and cooperation, verbal and social skills and a calm school climate. I am convinced of its effectiveness and believe that we too can

help our students discover what is really within them, a positive self-concept - right in their own backyard!

For more information, contact Carolyn Crippen through the FWTAO Newsletter.

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Carolyn Crippen is a vice-principal with the Carleton Board of Education and a trainer with the human development program.

Canadian Teachers' Federation project



Most adolescents don't realize how surrounded they are with sex role stereotypes. Once their awareness grows, they can discuss the damages of rigid roles.

Thumbs down on violence

Heather-jane Robertson

If violence against women is to stop, we must start with students.

The abuse of women cuts across socioeconomic, ethnic and cultural groups. It is witnessed all too often by children who are at great risk of themselves becoming abusers or abused as they mature. Children in abusive homes are learning about violent relations between men and women, violent ways of dealing with anger and the role of violence and power in human relationships. It has been estimated that as many as 25 to 30 per cent of all children live in homes where their mothers are beaten by their partners. These children are in our classrooms. Often they behave in ways that interfere with learning and, because the source of their misery is so rarely recognized, their problems remain misunderstood. These stu-

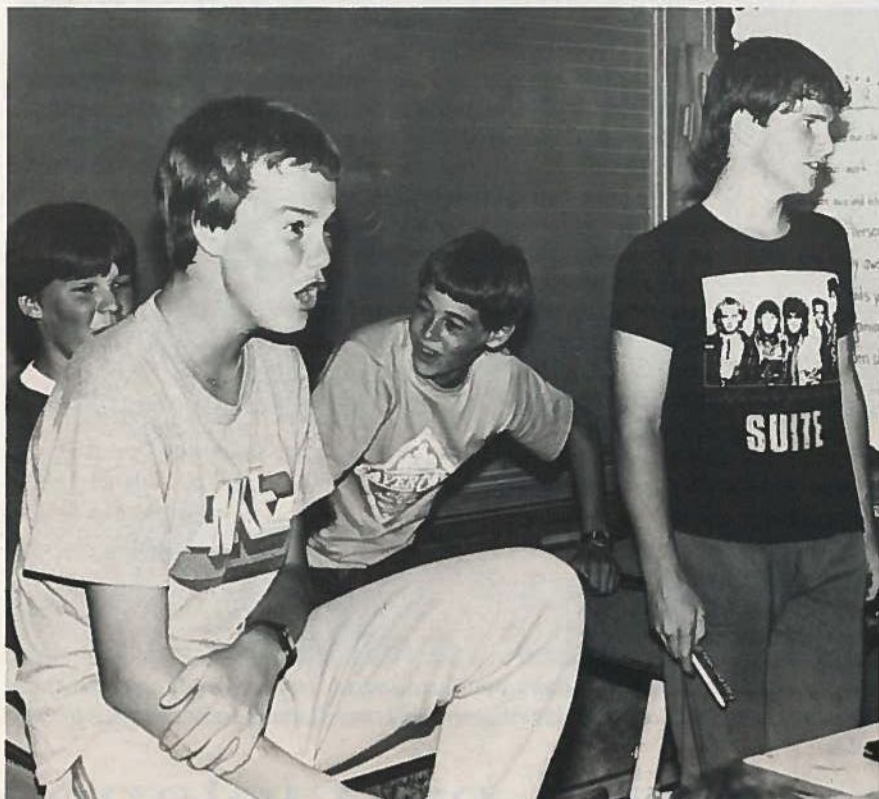
dents experience few opportunities to consider and nurture alternative behaviours.

Education of children vital

On December 6, 1990 public events will be held across Canada commemorating the women who were murdered one year earlier. There will be media specials, community meetings and speeches from politicians. Predictably, each will be presented by, to and from the perspective of adults. If children are to be reached, it will be up to teachers. If violence against women is to stop, we must start with students.

These three lessons which encourage classroom discussion and activities, in age-appropriate ways,

are aimed at deterring violence against women. Teachers can address this vital social issue that touches the lives of both teachers and students. These lessons are part of a project called *Thumbs Down* which has been developed for students at all levels, JK through to the end of high school by the Canadian Teachers' Federation.



Dramatizing macho role stereotyping presents a challenge for intermediate boys. It is a real chance to look at behaviours they have taken for granted.

There is no difference between positive and negative stereotypes, any stereotype is a generalization that puts people into boxes.

Thumbs Down, the name of this project, reminds us of the expression, rule of thumb. For most of our history, wife assault has been legal. In 1767, a British common-law decision determined that men could enforce domestic discipline so long as the instrument they used to beat their wives and children was no broader than the width of a man's thumb. This rule of thumb persisted in social and legal affairs. It was not until 1968 that physical cruelty became grounds for divorce under Canadian law.

Primary

People are not for hitting

Teach that those who hit others or otherwise abuse them, are responsible for their own actions and to emphasize that the person hit is not responsible for the other's behaviour.

Use a familiar resource, such as a story from the references listed below, magic circle or other curriculum material, to introduce the topic of conflict between people.

Generate examples within students' experience of disagreements and conflict and the feelings associated with being part of or a witness to, conflict.

List helpful and not helpful ways of resolving conflict, focusing on the feelings of everyone involved.

Ask for the definition of a bully. In discussion, emphasize the typical innocence of the bully's victim and whose fault it is when someone is bullied. Emphasize feelings. Explore what solutions children have tried when they've encountered a bully.

Ask whether there are adult bullies. Message; If children know a grownup who is a bully, it is OK to be angry at that person even if you love him or her. It's never right for adults or kids to hit each other.

Have each student make a poster or button with the theme, people are not for hitting.

Suggested read-aloud books

Bonnie McSmithers is at it Again. Sue Ann Alderson. Tree Frog Press.

The Silver Cow. Susan Cooper. Atheneum.

The Paper Bag Princess. Robert Munsch. Annick Press.

Mean Murgatroyd and the Ten Cats. Nathan Zimelman. E.P. Dutton.

Teaching notes

This lesson should not be construed as inviting kids to tattle about family relationships or individuals in their lives. At the same time, students may disclose their personal experiences with violence. Be prepared to follow-up such events according to your school's policy and provincial regulations.

Junior

We are responsible for our own actions

If possible, choose an appropriate section from one of the read-aloud resources to set the tone and topic of the discussion.

Have students, in groups, create composite fictional stories about a family disagreement and perform these dramas before the class.

Have the class describe the feelings of those involved in the conflict as well as bystanders. Talk about the feelings of everyone after, as well as during the conflict. Enlarge the students' emotional vocabulary to include concepts like frustration, guilt, humiliation, ridicule, shame, impatience, satisfaction and harmony.

Consider alternate ways the conflict could be resolved. Does saying sorry erase the event? What does it mean to lose your temper? Can someone make you lose your temper? Who is responsible for a lost temper? How do people hurt each other besides hitting them? What is a bully? What does a bully really want? How can you handle a bully? Can adults be bullies?

As an assignment, ask students to observe and be ready to describe a real-life or televised conflict using an enlarged emotional vocabulary.

Suggested read-aloud books

Cracker Jackson. Betsy Byars. Viking Penguin.

A December Tale. Marilyn Sacks. Doubleday and Co.

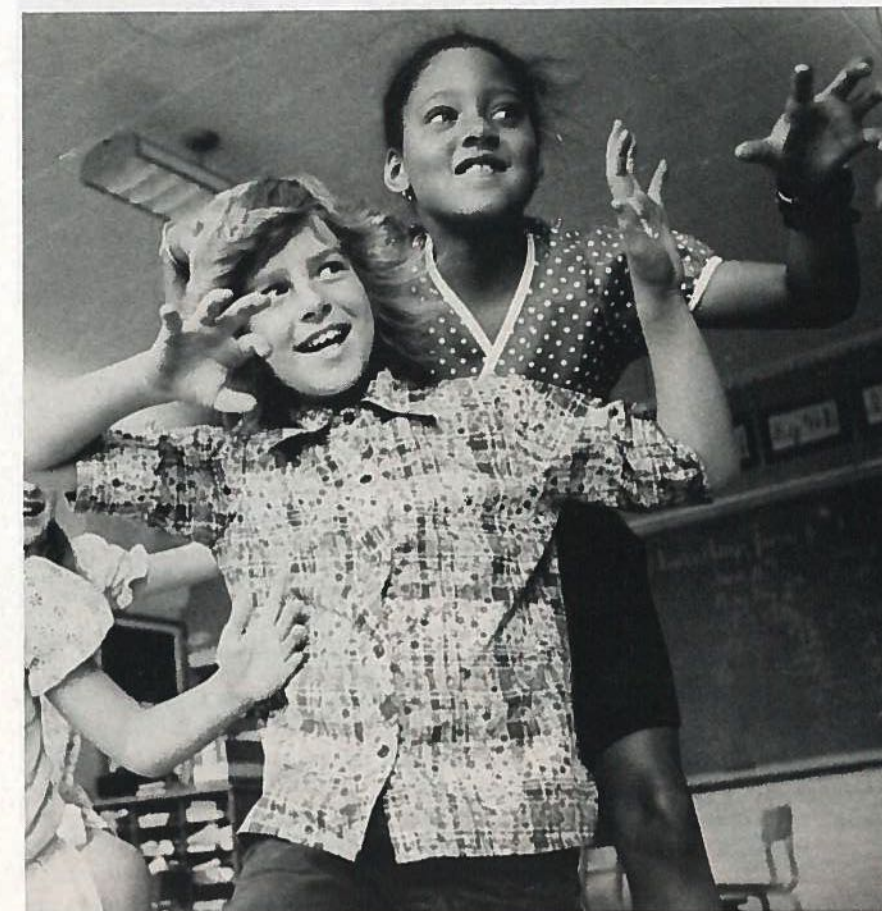
Teaching notes

Many of those who are violent towards others with whom they have a personal relationship suffer from emotional illiteracy. Such a person can describe only two emotional states. OK and angry. By enlarging the range of emotion students can label and describe, we can help them use words rather than violent actions to work out and prevent conflicts and to gain more insight into their own emotions and those of others.

Intermediate

Gender stereotyping and its effect on behaviour

Introduce the concept of a stereotype, perhaps asking for descriptors of preppies, head-bangers, etc. Teach that there is no difference between positive and negative stereotypes and that any stereotype is a generalization that puts people into boxes.



In mixed groups, have students complete chart pages labelled *people think boys are more...* and *people think girls are more...* Remember, these are not lists of what is, but rather, what people seem to think; the students are creating gender role caricatures.

Post the lists and discuss them. Encourage girls to talk about pressure to act more stereotypically feminine, by such things as dieting, being more interested in children and childcare, gender related careers and household responsibilities. Encourage boys to talk about pressures to be more stereotypically masculine, such as being into

Students enjoy dramatizing conflict situations and deciding which behaviours are helpful and which behaviours are not helpful.

Ask students to observe and be ready to describe a real-life or televised conflict.

sports, not showing feelings, being responsible. What happens to people who behave out of character?

Have a TV guide handy. Divide up a number of programs, including if possible, soaps and cartoons and rock videos, so that at least two students will watch each. Have



Primary children know what a bully is. They can readily understand that the bully is always responsible for his or her actions.

It's never right for adults or kids to hit each other.

students note which characters act in ways consistent with their gender stereotypes and examples of variation from the stereotype. Have students look for themes like who's the boss, who makes the decisions, who rescues whom, who is dependent and who acts aggressively and how often. Which emotions are shown most often for male and female characters? Note, in particular, what actions the male characters take when they feel angry.

Intermediate Sex role messages

Generate discussion of the sex-role messages students identified within the TV programs they observed. Move from specifics to themes such as:

- Passive - Active
- Dependent - Independent
- Being hurt - Being the hurter
- Sad - Angry

In the programs observed, which gender fell into which category?

Focus discussion on the stereotype of the male character who is nearly always angry, who figures he should be in control and who hasn't learned to talk about his feelings. How does he relate to others? How does he relate to his family? How does he treat male and female friends? Whose responsibility are his actions?

Distribute copies or read the following statements written by young girls as part of a 1990 CTF survey on adolescent girls. The participants were responding to a question about topics they would like to talk about at school. Ask what stereotyping has to do with the feelings these girls describe? What does it have to do with violence against women?

Topics of interest to intermediate girls

The great amounts of drugs used in schools daily. The teenage sex rate. Why do some people have no friends? What if you know of someone who was sexually abused? Where do you go for help? I was sworn to secrecy. Help.

My concerns are to get help for the children that are abused.

How to prevent yourself from getting into situations to be beaten. How to deal with school, parents, friends.

Sex, dating with guys who you first meet and they rape you.

That's why some men think they can abuse women, because they're stronger.

Why would people abuse people they don't know or people they love?

Girls should have a discussion on wife abuse. It really bugs me when I see true stories on wives being beat up by men and getting away with it.

Yes, a lot of girls are raped and abused. I hate that I know a lot of girls who were raped and abused.

Girls are having a tough time; puberty, dating, careers, future plans. I don't know anything that would help, but not being so rough on us, such as yelling, hitting, etc.

Maybe we could discuss what happens when they date, like if any girls have been beaten up by their boyfriends.

Our other interests are being afraid to walk in the streets at night without being hurt.

Parents, how to talk to them, how to get them to open up. Rape, why do men commit such a violent act on women. Sexual abuse in the family, the victims feel pressured to shut up, we are told that it's wrong to say anything. How to cope with it on your own.

We should do karate lessons so we don't get raped or beaten up.

Concluding activities could take a variety of forms, including group video analysis, critiques of magazine images of men and women or further work on assertiveness for both males and females. Bridging the gap, rather than blaming, should be an ongoing objective.

Teaching notes

Boys, in particular, may see interpersonal violence as gender-neutral and claim that female to male violence and aggression are equally problematic. While violence is not condoned between any individuals, it is important that the connection is made between gender-role and violence, for male towards female violence is certainly ten times more common than the reverse. The female who is violent to her partner is acting outside the norms for females, males who are violent are too often seen as acting within the norms for males. Fact sheets are available from the National Clearinghouse on Family Violence. See page 62 of this Newsletter.

It is also worth exploring why

breaking the rules of gender behaviour is treated differently for men and women. For example, for a girl to aspire to become an engineer is much more acceptable than for a boy to aspire to become a nurse. Particularly for young children to be



a sissy is much more worrisome than to be a tomboy. The pressures on males to assume the traits of maleness, as described by the stereotype, are severe. It may be appropriate to introduce the concept of androgyny, the blending of male and female characteristics, as a possible cultural goal.



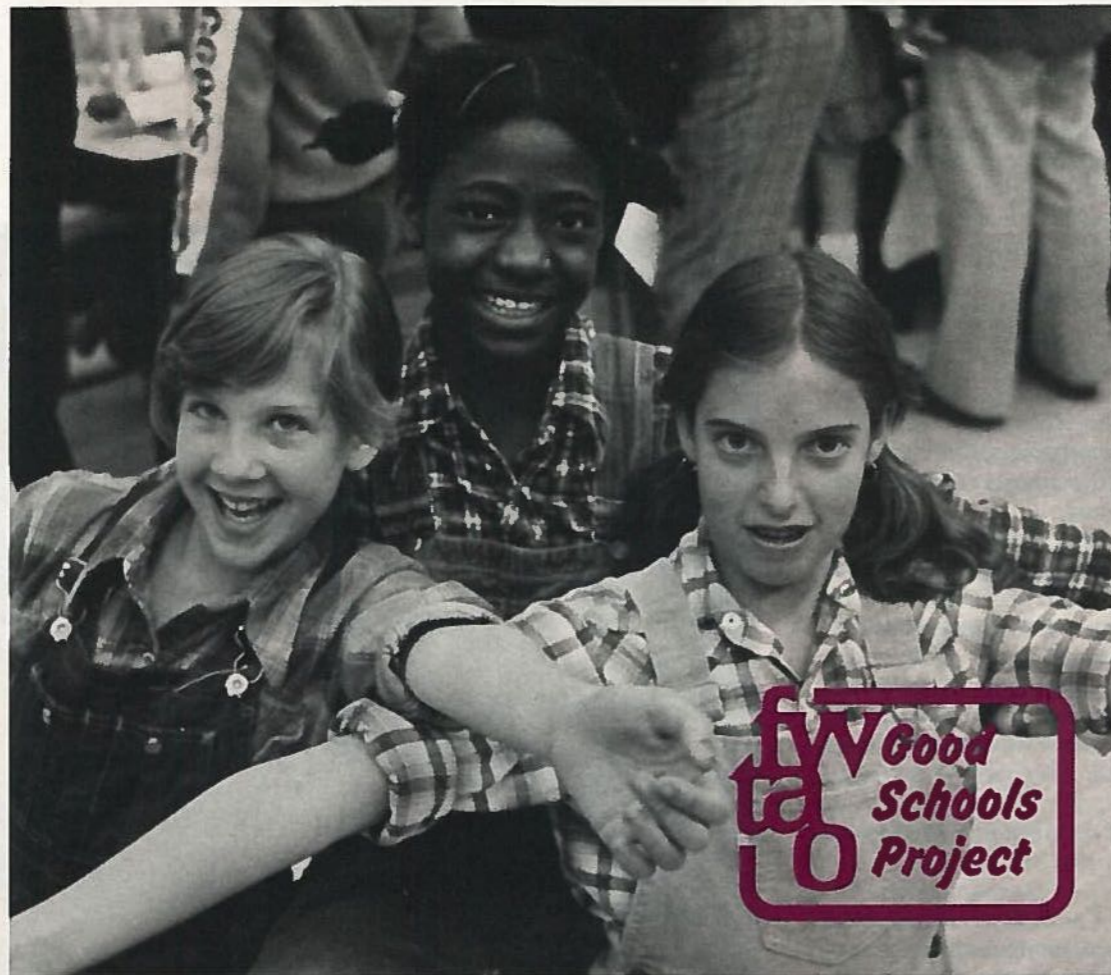
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Photo credits
John Easton, Ministry of Education, (pages 15,17,19).
Gail Kenney, Middlesex County Bd. of Ed., (page 16). Scarborough Bd. of Ed., (page 18).

By enlarging the range of emotions students can label and describe, we can help them use words rather than violent actions to work out conflicts.

Those who hit others are responsible for their own actions.

A complete package with the Canadian Teachers' Federation Project material on violence is in your school now. If you don't have one, contact CTF at (613) 232-1505.



A violence free school is a happy school.

Violence awareness week

Lorayne Robertson

One school's response to violence

Family violence can be defined as, *the maltreatment of one family member by another*. Family violence may include physical mistreatment, sexual abuse, emotional abuse and neglect.

The challenge for education

As a society we are taking tentative steps towards facing the stark realities of family violence. As educators we have shown commitment and caring toward children by protecting their rights to not be abused or neglected. But there are educational issues surrounding family violence that are above and beyond our duty to report suspected abuse. Community leaders and experts in this field have started to make us aware of the effect family violence

has on children and the need for deeper school commitment on this issue. As educators we must ask ourselves what the role of the school is in breaking the silence which surrounds violence in the home.

Recently, as part of the London Board of Education's ongoing staff development program, school administrators came together to learn about family violence. They heard, some for the first time, about the effects family violence can have on children who witness it. Experts exposed and refuted the myths regarding men who batter and women who are their victims. The presentations were both unsettling and compelling.

London's Director of Education Jack Little placed the challenge before the schools.

- Educators have a role to play, as yet undefined, in breaking the silence surrounding family violence. We are trusted persons.
- Educators can provide an interface - assisting family members and students seeking help from community agencies.
- Educators can anticipate and monitor situations where children may be at risk. We can teach personal safety skills to children who witness violence.
- Educators are a readily accessible source in times of stress. We can learn how to react and to respond when children express their feelings.

The task presented to school administration and resource teams was to discuss and develop a school based response to family violence and related issues.

Committee of staff set goals

At Lorne Avenue School a committee of staff members volunteered to formulate a school response to the director's challenge. This committee started out with discussions as to whether or not our school or any school had a strong role to play in the behind doors issues. It was decided that there were definitely some issues here that were school related. The committee then decided to set goals, identify issues and make an action plan.

Goals

- To implement a week long program that focused on violence awareness; in our society, in the media and in the home.
- To formulate a school response to aid staff when disclosures of family violence were made.
- To develop a pro-active social skills curriculum with respect to alternatives to violence.

- To identify the school related issues with respect to family violence and to focus staff development toward those areas.

During the development of the school plan the roles of the school and the teacher were discussed. These were some of the school related issues which came to light. All of these issues had implications for the classroom delivery of our programs and implications for meeting the emotional, social, intellectual and physical needs of our students.

The educational issues

The educational issues arise clearly out of the facts. The facts are as follows.

- At least one out of ten women in Canada is battered by her partner translates to an average of three parents for every class of elementary school students.
- At least one in nine secondary school students report being involved in an abusive dating relationship.

Family violence may include physical mistreatment, sexual abuse, emotional abuse and neglect.

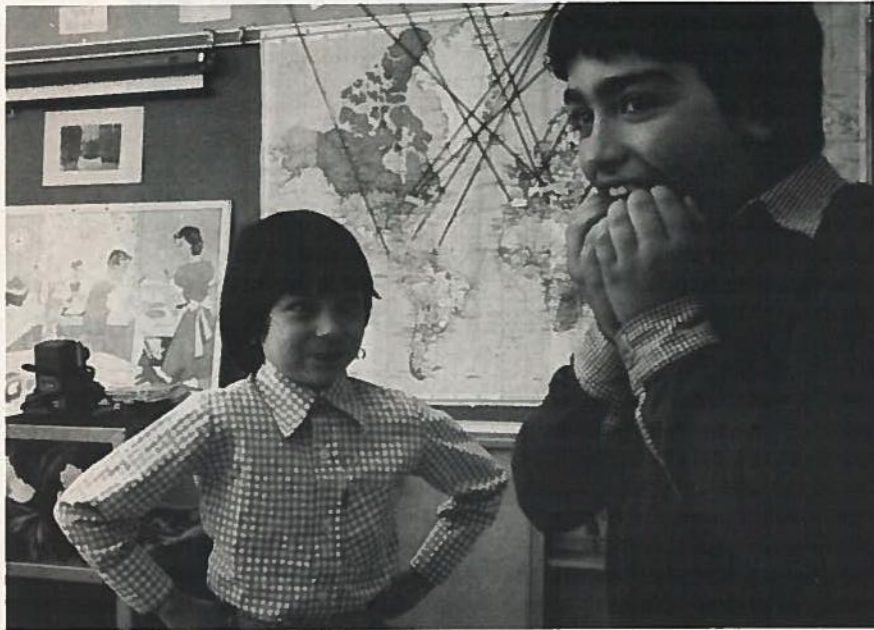


- An estimated 150,000 to 250,000 school aged children in Ontario are exposed to family violence in their homes.

- Witnessing violence is sometimes as serious for children as being directly abused themselves. Resultant feelings can be confusion, shame, anger, guilt, fear and isolation.

Awards were given for helpful behaviours. Every student who had ten awards was given special recognition.

- Children need to hear that other families have this problem and that teachers have an understanding of the issues.



Dramatizing appropriate and inappropriate social behaviours increases awareness.

An estimated 150,000 to 250,000 school aged children in Ontario are exposed to family violence in their homes.

- Children from violent homes need to know that they are not to blame for the violence.
- Children can learn personal safety skills to practise when violence occurs in their home.
- Schools who enrol children from women's shelters or children who have been identified with family violence recognize and support the special needs of these families.
- Children from non-violent homes can develop a better understanding of their peers who are in violent homes.
- Children can learn pro-social skills at school which are geared toward reducing incidences of violence on the school yard. These skills could be applied to prevent future violence in families and in relationships.
- Equality of the sexes is a topic which needs to be explored and discussed in our schools, particularly within the context of the connections between equality issues and violence towards women.

To quote Dr. Pat Kincaid, a regional superintendent with the Ministry of Education, *We know that there is a link between sexism and violence. Intervention in the schools can change the equation. Schools can play a major role in promoting healthy, cooperative relationships between men and women.*

Action plan

Establish school objectives

School committee is established. Objectives are set, general approaches and key tasks identified.

Invite key speakers

Key speakers are invited to staff meetings to present and to discuss. We invited Dr. Peter Jaffe, executive director of the family court clinic in London and a respected researcher and children's advocate in this area. We also asked questions of a child psychologist who dealt with children who were victims of family violence.

Discuss with the staff

Tentative ideas for the violence awareness week were presented to the staff. Staff added and/or deleted ideas and endorsed the program.

Textbooks on pro-social skills were purchased and distributed to all staff.

Brainstorming sessions for staff were scheduled by division.

Involve the community

Preliminary discussions and dates were discussed with speakers and with the media. There was a strong community response. The local newspaper intended to send a reporter to the school for each day of the violence awareness week. Now we were committed.

Teachers met by division to hear speakers from the women's shelters discuss how they would present to classes. Appropriate follow-up and introductory lessons were discussed.

Teachers were presented with the resources which the team had been able to collect. Volunteer leaders

guided the brainstorming for ideas and for lesson topics. Tentative ideas were formulated and the teachers went back to digest the material and to come up with their own ideas. We tried to strike a balance between teachers being released for sessions and teachers offering their free time.

Plan around the three As of violence

As a result of these meetings the staff formulated a focus for their curriculum delivery - the three **As** of violence awareness.

Awareness of the negative impact that violence has on our society and acquisition of knowledge, skills and attitudes about family violence.

Advocacy to encourage students who are in violent homes to seek support and to encourage the students who are not in violent homes to support and to counsel their peers. To let students know that society is prepared to assist with the crises associated with family violence.

Alternatives to learn and to practise alternatives to violence and the steps to take when placed in difficult, provoking situations.

Gather materials for the unit

Permission was obtained from the local newspaper to photocopy and to use a series of articles on violence against women for classroom instruction. Speakers were scheduled for large group and class sessions with students. Staff outlined and shared the curriculum ideas they had developed. These were collated centrally and schedules for visitors were drawn up.

Parents were informed via a special pamphlet and presentations were planned to the parents' association.

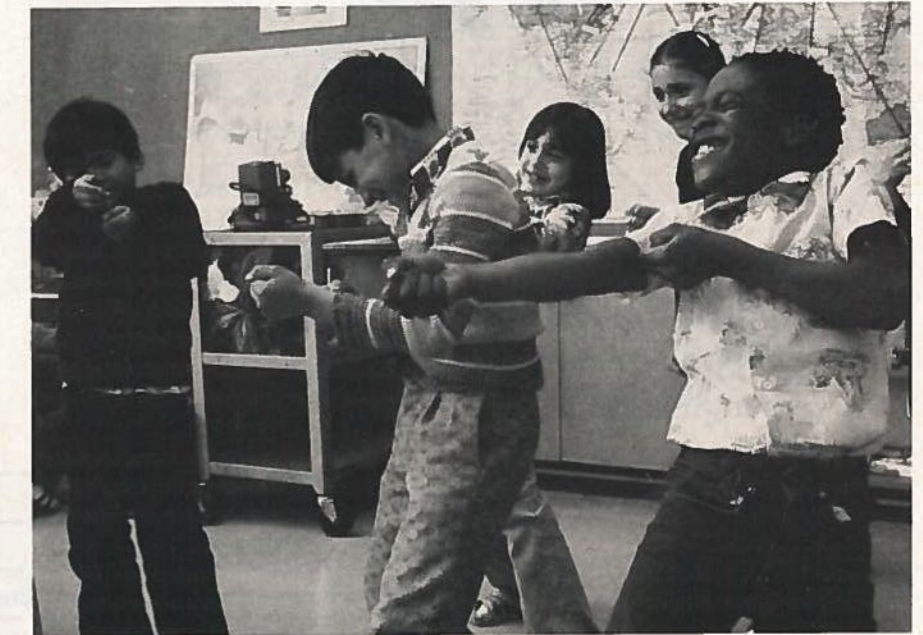
Violence awareness week

Each day the staff received a bulletin in their mailbox outlining the presentations and the special projects for each day. This allowed teachers to buddy-up and provided a guide for visitors and for the media.

The week began with an assembly in the gymnasium for each division. Staff and students presented skits showing satisfactory and unsatisfactory responses to different social situations. At the conclusion, the older students pinned the younger students with a participation ribbon, inviting their participation in the week. Then the younger students pinned their buddies. The week had begun.

During the week the staff and selected students awarded helping hands awards to students who were demonstrating positive and appropriate responses in social interactions. Students with ten awards turned them in for a certificate and a spot on the wall of fame.

Special events were planned for recesses. Each day, and in every class, the curriculum was focused in some way toward the issues of the week. The teachers' ideas have been summarized in the curriculum section. Part of the reason for the success of the week is that there was 100 per cent participation. We even persuaded the caretaker to participate in the events on the yard and we saw a lot of smiles all around.



One of the key events of the week was the presentation to primary and junior classes about the women's shelter. For this we asked the workers from the shelter to

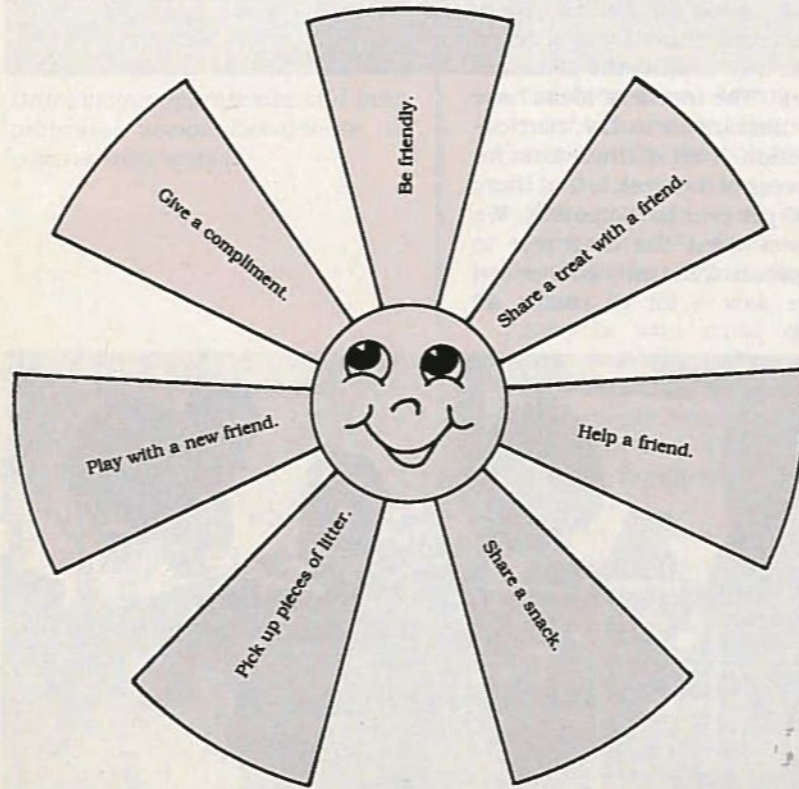
Children from violent homes need to know that they are not to blame for the violence.

Dramatizing violent toys helps children understand how deeply violence is rooted in our culture.

*Equality of the sexes
is a topic
which needs
to be explored
and discussed
in our schools.*

present and to handle the disclosures. The workers were excellent models and taught key points about personal safety. For the older students, there was an assembly. Again, the staff asked experts to present and to field the questions. The presenters felt that the students' questions and responses were at an advanced level of awareness. This they attributed to the ongoing lessons which had been taking place in the classrooms in conjunction with violence awareness week.

At the conclusion of the week, everyone assembled again and the students attached balloons in the school colours to their buddies. Then the staff and students formed a chain around the school and performed the Lorne Avenue wave.



- Give a compliment.
- Share your snack.
- Say hello to a student you don't know.
- Tell a friend what you like about them.
- Play with a new friend.

As well, teachers sent in students' written work to be collated centrally into a special edition of the school newsletter.

Curriculum ideas - Primary Displays

Students made posters with older students (buddies). The posters had non-violent or positive self esteem as their themes, such as, *Hugs not slugs; You don't have to blow out my candle to let yours shine.*

A wall of the hallway was papered and students were encouraged to write positive graffiti about other students and teachers.

Writing

Writing pattern books or charts. *Love is...a warm hug, ...hot soup...etc. A friend is...someone who shares a skipping rope...*

Creating a personal or a class slogan, such as, *People are not for hitting.*

Rewriting nursery rhymes with non-violent endings.

Writing a page in a compliment book about other students.

Making a compliment fan. Directions: Make a paper fan. Put your name on it. Walk around to your friends. They each put one word on a fold which describes you. (Positive comments only.)

Happy hearts diagram

Making happy hearts (see the diagram). Tear off one strip a day and follow the directions.



Drama

Role playing ideas were taken from *Skill-Streaming the Elementary School Child* (see resources). This text outlines the step by step teaching of pro-social skills.

Reading

Reading to the class *Mommy and Daddy are Fighting* and *I Love my Dad but...*

Reading books which highlight cooperation. The staff is going to start keeping a list of these books as they come to light.

Speaking

Discuss how you earned your helping hand award.

Discuss a difficulty you had at recess today and how you solved it.

Math

Classifying toys which promote violence and those which promote cooperation.

Classifying TV shows which are violent and non-violent.

Measuring the length of the helping hands hound, made of all the awards stapled together and running along the length of the school corridor.

Art

Collages of violent and non-violent toys.
Posters.
Mobiles - the rights of the child.
Draw or build a happy home.
Draw what anger looks like (happiness, disappointment, etc.).

Physical education

Parachute activities.
Folk dancing.
Cooperative games.

Music

It's a Small World
Let There be Peace on Earth
Positive chants to familiar tunes.
Helping Hand (to the tune of *Mary Had a Little Lamb*);
Lend someone a helping hand, helping hand, helping hand,
Lend someone a helping hand, then you will have a friend.

Manners (tune *Twinkle, Twinkle*);
Listen to what others say
Be polite throughout the day
A thank you here, a thank you there,
We'll use manners everywhere.
Saying please can make things fun,
Let's get along with everyone.



Curriculum ideas - Junior

Many of the ideas for the primary classes were adapted for the juniors. Junior classes also brainstormed on some of the following topics.

- What are the causes of violence?
- How can we avoid violence? Is it avoidable?
- Where do we find violence in everyday life? Newspapers, etc.

Writing

How did you earn your helping hand award?
Write a paragraph to share and earn another one!

Art

Collages - good feelings.

Drama

How to act when someone compliments you.
How to ask to join a group.

Reading

Shel Silverstein poems, *The Land of*

Displays helped children recognize the impact of their emotions.

Staff and students presented skits showing satisfactory and unsatisfactory responses to different social situations.

Happy, No Difference, Hug of War
Dr. Seuss, *The Butter Battle Book*
Anita Lobel, *Potatoes! Potatoes!*
Peter Spier, *People*

Research

Famous non-violent people. Martin Luther King, Gandhi.

Wall charts

Playground reports.
Slogans.
Put-down statements and build-up statements.



Primary children classified toys which promote violence and those which promote non-violence. Catalogue pictures can be used.

One of the key events of the week was the presentation about the women's shelter.

Curriculum - Intermediate Newspaper research

Find articles on violence and compassion.

Choose a topic. Decide what amount of time you will devote to it and what percentage of your final evaluation it will be worth. Give an oral presentation. Try to include an audio-visual component.

Topics

- Violence in cartoons (TV, comic strips).
- Violence in sports (hockey, wrestling).
- Violence in movies
- Child abuse/sexual abuse.
- Violence in printed matter.
- Violence in music.

Writing

Poetry about feelings.
A story with a cooperative ending.

Mathematics

Classify TV programs as violent, cooperative, neutral.
Graph the results.
Study the statistics presented in selected newspaper articles with respect to violence toward women.
Graph these statistics in a poster form.

Drama

Dramatize the arrival of a new student and how the group would react. Show three or four scenarios.

Reading

Collect newspaper articles which discuss family violence. Photocopy (with permission) and set up small group discussions of the issues. Arrange for a presentation of the group's conclusions in a poster form or as an oral presentation.

Art

Make a comic strip sequence showing compassion or cooperation.

Follow-up activities

At the request of some principals, the school committee's objectives, schedules and identified resources were distributed to other schools in the system.

The staff adopted and continues the pro-social skills program.

The staff developed and adopted a proposed procedure for dealing with children who disclose about family violence and adults who are seeking help.

This plan is regarded by the staff to be a very flexible one. With little awareness in this area, we embarked on a brave journey - adjusting as the need arose and learning with the students. If another staff can learn from our experiences and if the children ultimately benefit, it has all been worthwhile many times over.

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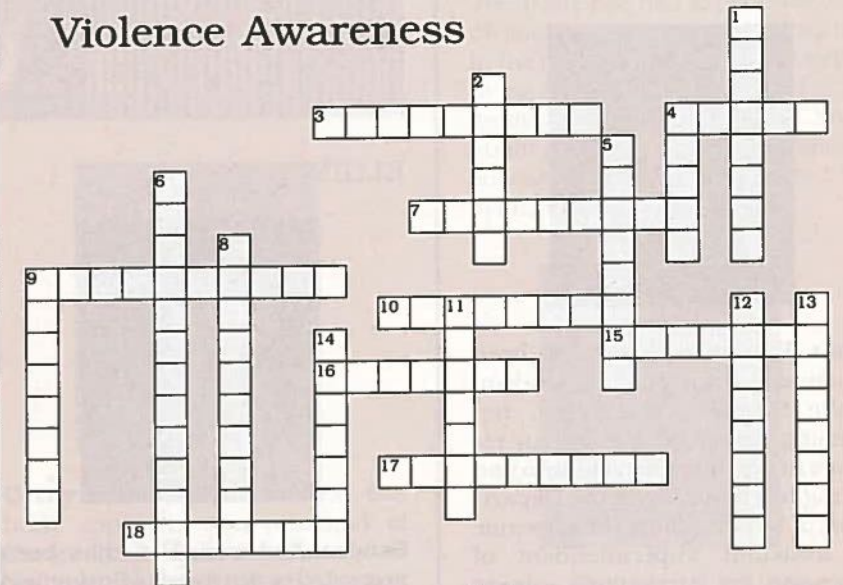
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Selected audio-visual resources
Esprit Films. *Break the Cycle. 15 King St., Suite 102, St. Catharines, Ontario L2R 3H1.*

Kinetic Inc. *The Power To Choose. 408 Dundas St., E., Toronto, Ontario M5A 2A5.*

Marline Motion Pictures. *Someone You Know; No Means No; It's Not Always Happy At My House; Can A Guy Say No? 211 Watline Ave., Mississauga, Ontario L4Z 1P3.*

Violence Awareness



Across

- 3 wrecking someone else's property
- 4 opposite of war; violence
- 7 the main area of learning at school
- 9 entertaining area of the school
- 10 main business area of a city
- 15 collection of overlapping pictures
- 16 giving assistance to someone
- 17 body slams; flying drop kicks
- 18 small signs, usually advertising

Down

- 1 taking someone else's property
- 2 brief, catchy expressions
- 4 stories in verses, often with rhyme
- 5 physical or verbal abuse
- 6 the area around your home
- 8 say nice things to someone
- 9 to do with the body, the physique
- 11 communicated with pencil and paper
- 12 small pictorial stories; humorous
- 13 emotions we have or express
- 14 terse expressions of impending grief

National Film Board. *Wednesday's Children (series of six titles). Mackenzie Bldg., 1 Lombard St., Toronto, Ontario M5C 1J6*

OTF Publications Department. *Breaking the Cycle: Child Abuse Prevention. 1260 Bay St., Toronto, Ontario M5R 2B5.*



Lorayne Robertson is the principal of Emily Carr Public School in London.

Photo credits:
John Easton . Ministry of Education
Lorayne Robertson (pg. 21)

Children need to hear that other families have this problem and that teachers have an understanding of the issues.



FWTAO is discussing the attributes of good schools. A program on violence awareness is recommended as an integral part of a good school.



Janet Wilkinson, M.Ed. has been appointed principal of Hudson Public School. She began her teaching career on the Indian reserves in northwestern Ontario and during her tenure with the Department of Indian Affairs, she became an assistant superintendent of education for curriculum. Janet has published two children's stories, an article in the *FWTAO Newsletter* and is a recent graduate of the FWTAO Leadership course.

EAST PARRY SOUND



Beverley Moore, B.Sc., B.Ed., M.A. has been appointed principal with the East Parry Sound Board of Education. She has taught primary, junior and intermediate divisions and holds qualifications in French as a Second Language, library, as well as a specialist certificate in special education. Beverley has been actively involved in the local WTA as both an executive member and collective bargaining representative.

WOMEN ON THE MOVE

ELGIN



Sandra Andrews, B.A. has been promoted to principal of Springfield Public School. Her 20 years of teaching experience have included primary, junior, special education, developmentally handicapped, vice-principal and treasurer of Central Elgin FWTAO. She holds a specialist in special education.

GREY



Valerie Brodrick, M.Ed. has been appointed principal of Durham District Community School. Her teaching experience spans primary, junior and intermediate levels and she has served as a school group resource teacher. Valerie has been active in federation work at the local level, just completing the past president's role.



Marnie Coke, M.Ed. has been appointed acting principal of Saugeen Valley Elementary School. Her teaching experience includes serving as a classroom teacher, kindergarten to grade eight, primary/junior special assignment teacher and vice-principal. Marnie has served as the status convener for the Grey WTA.



Faye Fisher, B.A. has been appointed vice-principal of Beaver Valley Community School. During her 20 year career, she has been a teacher and teacher-librarian. Faye holds certificates in reading, library and guidance, as well as principal's qualifications.



Margaret Manners, B.A. has been appointed acting vice-principal of

Beavercrest Public School. During her 20 year career, she has taught in all three elementary divisions. Margaret holds a specialist in reading and is currently working on her M.Ed. She is an active member in the Grey WTA, has served as secretary, treasurer, EPC chairperson and president.



Susan M. Sankey, B.A., B.Ed. has been appointed vice-principal of St. Vincent-Euphrasia Elementary School. Prior to her appointment, she was primary/junior special assignment teacher for Grey County. Susan holds a specialist in special education, principal's qualifications and has served on the executive of the Grey WTA.

HURON



Helen Crocker, B.A. has been appointed curriculum implementation coordinator. During her 17 year teaching career, she has taught most grades and in a library. Helen completed both principals' courses and served on EPC and on the HWTA executive for the past five years.



Cathy Elliott, B.P.H.E., B.Ed. has been appointed vice-principal of Exeter Public School. During her ten year teaching career, she has taught primary, junior and intermediate levels. Cathy has served as HWTA grievance officer.



Marie Parsons, B.A. has been appointed vice-principal of Wingham Public School. During her teaching career, she has taught in all three elementary divisions and holds specialist qualifications in music, computers and special education. She is past president of the HWTA and currently is the collective bargaining representative.

MUSKOKA



Wendy Lawton, B.Sc. has been appointed principal of K.P. Manson

Public School. A teacher since 1965, she has had experience in all divisions and in special education in the elementary system, as well as being resource centre teacher at the secondary level. Wendy holds qualifications in guidance, special education and has completed the principal's course.



Wendy Slattery, B.Ed. has been appointed acting principal of Muskoka Falls Public School. She has had experience in all grades from one to eight as well as being a special education resource withdrawal teacher. Wendy holds specialist certificates in special and primary education.

NIPISSING



Nancy M.E. Alle, M.Ed., B.Ed., B.A. has been appointed principal of Frank Casey Public School. Her teaching career spans from junior kindergarten to the intermediate divisions, resource classes and learning skills. Nancy holds her specialist certificate in primary education and she has conducted curriculum workshops on science topics.



Marie Laflamme Moore, M.Ed. has been appointed principal of Cambridge Public School. Her twelve year teaching career spans the primary, junior and intermediate levels and she holds specialist qualifications in special education. Marie has served as president of her local WTA.

SCARBOROUGH



Vicki Bismilla, B.A. has been promoted to principal of Oakridge Public School. During her 18 year career, she has taught all grades from kindergarten to grade eight, special education classes, library, English as a Second Language and adult courses. Vicki holds honour specialist and senior division qualifications in English.



Debbie Herridge, B.Sc., B.Ed., M.Ed. has been promoted to principal of Chester Le Jr. Public School. During her 14 year career, she has



taught in all three elementary divisions as classroom teacher and in each of her specialities. Debbie holds certificates in special education, physical and science education.



Doreen MacNamara, B.Ed., M.Ed. has been promoted to principal of Terraview-Willowfield Public School. In addition to teaching in all elementary grades, specializing in core French, music, special education and computers, she has been a language consultant. Doreen is a graduate of the FWTAO provincial leadership course and also holds her supervisory officer's certificate.



Sandra Smith, B.A., M.Ed. has been promoted to vice-principal of Silver Springs Public School. During her teaching career, she has taught in all the divisions and has also been a vocal-music teacher and teacher-librarian. Sandra holds a music specialist certificate and has completed the principal's courses.

WOMEN ON THE MOVE

TIMMINS



Ann Elverstad, B.A., B.Ed. has been appointed vice-principal of Golden Avenue Public School in South Porcupine. During her 24 year teaching career, her experience spans from junior kindergarten to grade 12.

TORONTO



Carol Guest-Muething, M.Ed. has been promoted to the position of vice-principal of Bedford Park School. In 1981-82 she was an executive assistant with FWTAO. She is past president of the East York WTA, has chaired provincial committees and served as Region three's superannuation convener.

FWTAO member now Minister of Community and Social Services



Zanana Akande MPP for St. Andrew - St. Patrick, is now the Minister of Community and Social Services. An FWTAO member for over 20 years, Zanana was the principal of George Syme Junior Public School for the City of York Board of Education.

An active member of FWTAO, she served on provincial committees, acted as workshop leader at FWTAO conferences and held a number of positions in her City of York WTA, including president.

In addition to her role in education, she has also been a community leader and activist. She was a member of the Ministry of Community and Social Services

Advisory Committee on Children's Services and the mayor's Ad Hoc committee on policing. She has worked with Meals on Wheels, the United Way, the Elizabeth Fry Society and Women's Habitat, a metro crisis centre.

Only a month after her election, she returned to her colleagues at FWTAO and addressed the 440 delegates at the FWTAO Fall Conference held at the Regal Constellation Hotel in Toronto. She shared some of the more humorous moments of her first weeks as Minister, like the time she arrived for a speaking engagement only to be mistaken by the hotel staff for the Minister's chauffeur. Then they asked her when he, the Minister would arrive. On a more serious note, she spoke of her concern about the growing number of people in this province who are living in poverty, who are hungry, who are homeless. Her concern over what she sensed as society's acceptance of problems such as poverty and violence has spurred her to enter the political arena.



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FROM THE PRESIDENT

Royal Commission on violence sought

Anne Wilson

PERMANENT MEMORIAL TO MASSACRE VICTIMS

Violence against women is reaching an untenable stage. In March, the Board of Directors passed a number of motions aimed at establishing a permanent memorial to the 14 young Montreal women massacred in December, 1989. FWTAO was to organize a meeting of major women's groups to discuss concerted action on violence against women and to ask those groups to join in a call for the federal government to establish a Royal Commission on Violence Against Women and Children.

WOMEN'S GROUPS MEET

Many individual women have been involved in our preliminary discussion since April, of the desirability of a Royal Commission on violence against women and organizations like the Canadian Federation of Business and Professional Women's Clubs, METRAC, the YWCA of/du Canada, the Ontario Association of Interval and Transition Houses, have had representatives at the meetings. The group agreed that our request should be confined to a Royal Commission on Violence Against Women but that the issue of violence against children would probably emerge in hearings.

REASONS FOR SEEKING A COMMISSION

Twenty years have elapsed since the Royal Commission on the Status of Women. During these two decades, many changes affecting the lives of Canadian women have taken place.

Despite the changes, one factor, violence, remains a constant in the lives of many Canadian women. It is estimated that as many as one in six Canadian women is the victim of violence from her male partner. This suggests that there are over 1.6 million women being battered in our country. Women are not safe at home, nor are they immune from violence in public situations.

WHY DOES CANADA CONDONE VIOLENCE?

What kind of country is Canada that it condones such violence? How can we, as Canadians, take pride in our nation if we continue to turn a blind eye to so many women being treated violently in private and in public? We are appalled by the emerging evidence of the dimensions of the problem, including the number of deaths of women as a result of domestic violence. The Montreal massacre led many of us to examine the issue, some of us for the first time and to conclude that the situation is so desperate that it warrants a Royal Commission. Every social institution from the schools to the criminal

justice system has been identified both as problem and solution. We think a high profile, public investigation with strong recommendations might have an impact similar to that of the report 20 years ago.

The Royal Commission on the Status of Women in 1970, did not investigate violence against women perhaps because nobody talked about it then. A Royal Commission of Violence Against Women would not be duplicating work already done. A Royal Commission of Violence Against Women would acknowledge that Canada wants to deal with a situation that affects all Canadians. It would signal the beginning of the end of violence against women by disclosing the pervasiveness of violence, investigating its causes and making pragmatic recommendations for the elimination of this most negative aspect of the Canadian way of life.

MANDATE OF A ROYAL COMMISSION

A Royal Commission on Violence Against Women should examine and document women's experiences of violence, including physical assault, sexual assault and sexual harassment. The causes of violence against women should be explored, including, among other things, the influence of home, school, media and pornography. The effects of violence against women should be examined including the effects on children who are victims or witnesses.

The response of the community should be studied, including the criminal justice system, the education system, the health care system, organized religion, government agencies, quasi-judicial bodies and the media.

ACTION PLAN FOR EQUALITY

In May of 1990, the Federal/Provincial/Territorial Ministers responsible for the status of women meeting at Lake Louise issued a statement declaring that violence against women continues to be a major impediment to women's equality. The Ministers agreed to develop and promote strategies for action to eliminate this violence with a particular focus on education and prevention. They also agreed to develop an action plan towards achieving women's equality by the year 2000.

We as a federation of 38,000 women teachers in Ontario and other interested groups are calling on the federal government to start their action plan with a Royal Commission on Violence Against Women.

Don't wait for another massacre to act - DO IT NOW!

CURRICULUM

FWTAO CURRICULUM INSERT 1990/91 Vol. 9 No.3

Conflict resolution

Real progress cannot be made against violence until students understand that there are other ways to resolve conflict. Giving students strategies for conflict resolution will help them avoid all forms of violence. At the very core of learning about our human future and global education is the need to understand and deal effectively with conflict.

A theme on conflict resolution incorporates many objectives which are relevant to world responsibility and world peace. This is a natural outgrowth of understanding conflict.

Ruth Mattingley and Gail Lennon



FEDERATION OF WOMEN
TEACHERS' ASSOCIATIONS OF ONTARIO

1260 BAY STREET, TORONTO, ONTARIO M5R 2B8

Asking students to examine the conflict situations in television programs they watch will stimulate morning discussions the next day.

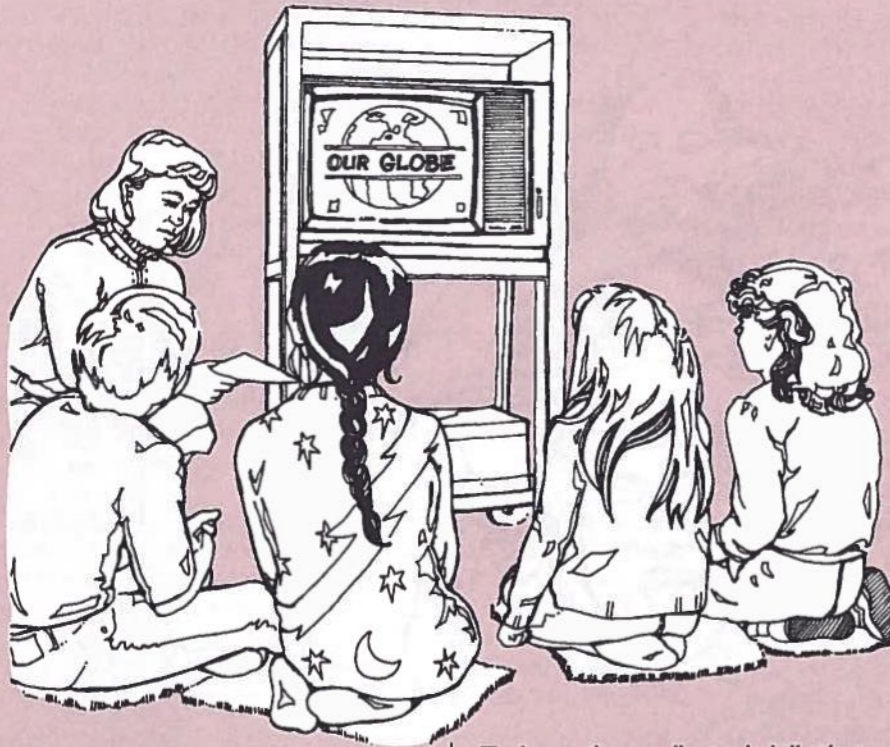
Objectives

Students need to learn that violence is not a solution. The activities of this unit are designed to stimulate students to take a look at situations from several viewpoints and to design creative alternatives to conflict situations.

To help students understand the nature of conflict and conflict management.

To study conflict/cooperation situations as a basis for learning how to resolve conflicts in our personal lives.

To explore types of conflict, possible solutions and the consequences of different types of action.



To learn the intellectual skills that are needed to think clearly about conflict; recognizing conflicts, articulating the main issues, seeing conflicts from others' view, conceptualizing a variety of alternatives to the problem.

To develop student commitment to equality and justice in the equal sharing of resources.

What is conflict?

The dictionary defines conflict as a fight, struggle or battle, a disagreement, dispute or quarrel. Students need opportunities to realize that every conflict has at least two sides and that, wherever there is a conflict, there will be a person or people who will be hurt physically or emotionally. An excellent introductory activity is the reading and discussion of the fable *The Blind Man and the Elephant*.

Activities

Find out the meaning of conflict.

Students look up the word conflict in the dictionary and, in cooperative groups of four, they discuss the following. What does this term mean in your own words? Give examples of conflict situations in your own life. Tell how these conflict situations were resolved. Discuss what you thought were the best and poorest ways to solve conflict and outline why. Categorize the conflict situations you have discussed.

Learn to recognize conflict situations

Students do an individual tally of conflict situations in their home, school, community and nation using such tools as observation, interviews, watching TV, reading the newspaper or listening to radio. From their observations, they produce a list of conflict situations and categorize these using the categories developed above.

Students work in groups of three or four to role play one example from each type of conflict situation such as, interpersonal conflicts, intrapersonal conflicts, person against the elements and group versus group.

When each role play is completed, students discuss the common elements in any conflict situation.

Analyze conflict situations

Students discuss, in cooperative groups of three or four, the feelings surrounding a conflict situation which they observed in the role play. They discuss how each party in a conflict is affected by that conflict.

Students make up conflict situation cards. Their group of three or four students in a cooperative group outlines in the card situations; who the parties are, what the situation is, what type of conflict is shown and background information about the conflict.

Students exchange situation cards and get ready to role play one good and one bad way to solve the conflict. In their role play, students must show the feelings of each party and the outcomes of the good and bad solutions.

Students work in cooperative groups to brainstorm reasons for conflict in the situations presented. They categorize these causes in as many ways as they can, such as, personality, economic and cultural.

Students examine a world conflict situation and outline the reasons they believe this conflict has arisen. They compare the international situation to conflicts which exist within their own lives.

Categorize types of conflict
Conflicts may be organized into the following categories; internal (conflict within a person e.g. Pinocchio's struggle with his conscience), interpersonal (e.g. sibling rivalry), conflicts between groups or nations (e.g. the Jewish-Catholic struggles in *Angel Square* by Brian Doyle). Students work in groups of three or four to find as many examples of the three formal types of conflict situations as they can. Their search should include personal discussions, newspaper searches, literature, TV movies.

Learn to resolve conflicts

In their cooperative groups students draw up a list of rules for fighting fair. Their list should include things to do and things to avoid.

Students then use the jigsaw method of research and discussion of the whole group's cooperative list of fighting fair rules. For example, if one of the rules is no criticism or do not resort to sarcasm, one representative from each group would then join a study group to discuss this rule and the ramifications of it. These representatives would then return to their home group to share the expert information gained through research and discussion of this rule.

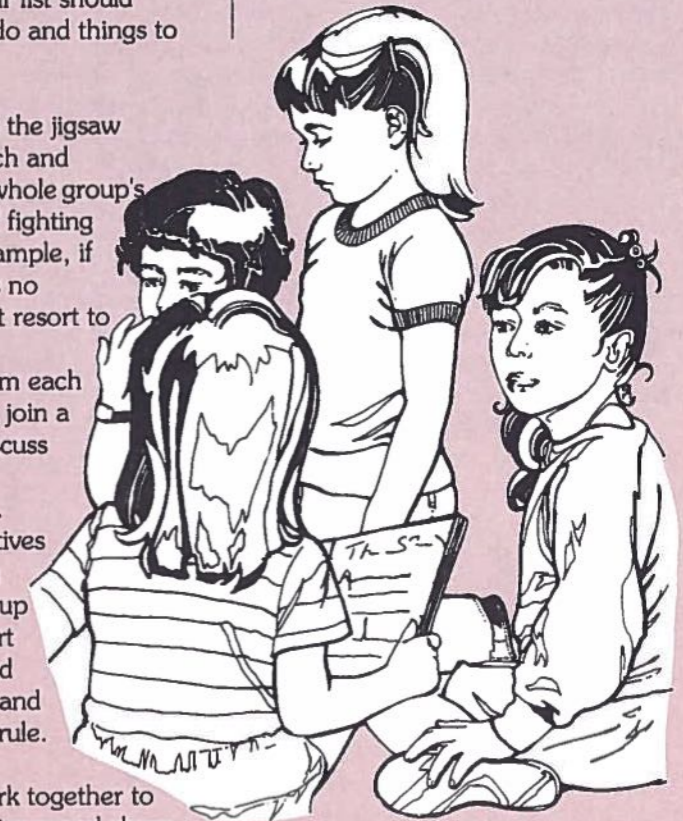
Home groups work together to create a cooperative mural showing the rules for fighting fair.

Learn about cooperative competition

As a whole group, students discuss the role of competition in conflict. They play a competitive game like Tug of War. Following this activity, students work in cooperative groups of three or four to create their own games which involve cooperation instead of competition. The following student-created examples of cooperative games outline the concept.

Donkey Dodge Ball

Three students form the head, body and tail of the donkey in the centre of a large circle of students. Students on the outside of the circle attempt to hit the donkey's tail with a large nerf ball while the donkey tries to protect the tail by dodging the ball with the other parts of the donkey. The student



If children can be taught to recognize conflict and to deal constructively with it, they can greatly influence society.

who successfully hits the donkey's tail becomes the head and the other parts move back, causing the tail to rejoin the outside circle.



Ways to resolve conflict

Students can discuss ways to resolve conflict situations which they have encountered in their situation cards and in their research investigations. They will work in their home cooperative groups of four to six, to categorize the solutions to conflict situations.

These solutions should include use of humour, passive resistance, sharing, compromise, delaying a decision, power, avoidance, negation, apologizing, seeking outside advice, taking turns, agreeing to abide by precomposed rules, accepting the luck of the draw and turning the other cheek, among others. Student role play of effective and ineffective ways to deal with conflicts should demonstrate the effectiveness of these strategies.

Student investigations into their own progress in dealing with conflict situations provides feedback about their ability to apply what they have learned. Students should trace their progress over a 24 hour period and record constructive ways in which they dealt with conflicts at home, school and in the community. They should also play detective in these areas noting situations which they observed where conflicts were handled effectively and not so effectively.

Integrated activities

Students do an investigation of music which deals with conflict situations. They discuss what is the conflict, type, resolution and satisfaction of that resolution.

Literary study; students take part in reading in to investigate the role of conflict in the plot. They are prepared to share their investigation with their whole cooperative group.

Students read the *Butter Battle Book*, by Dr. Seuss and make up

Magic serum

Students work in teams to move a magic serum from an enemy area back to their own camp. In this movement, they cannot each carry it all nor does any one person have the skills necessary to complete all of the hurdles on the route. Successful completion of the task depends upon having a plan, a strategy, listening to instructions, following the route, sharing responsibilities and working well together.

Following the completion of these activities, students create their own cooperative group games and teach them to the rest of the group. A follow-up discussion surrounds the need for cooperation, the resulting fun in task completion, feelings experienced during the activity and conflicts which may have arisen. Students discuss, in their cooperative groups, the implications of this situation for real-life relationships and what they have learned about conflict resolution that they may apply to other situations.

Students should have ample opportunity for identifying conflict situations in their own lives.

CHILDREN & VIOLENCE

A SELECTIVE

RESOURCE LIST

*By Barbara Dekker
With the assistance of the
Victoria County Librarians'
Association and Niki Worton,
Attendance Counsellor, Victoria
County.*

Introduction

It is our perception as educators that there is increasing violence in our society. This violence, in its various manifestations, is reflected in the behaviours and learning abilities of the children we are responsible for in our classrooms and schoolyards.

Since acquiring information about a problem is an initial step toward understanding it and developing solutions to resolve it, the following resource list is offered as a possible starting point to begin searching for answers regarding violent behaviour. The listed materials are suggestions for purchase by school libraries and by school boards for central collections.

This list includes novels and picture books as well as non-fiction books, kits, videos, films, even a play. Topics dealt with include family violence, physical and sexual abuse, streetproofing and, on the positive side, peaceful conflict resolution.

This is by no means a definitive collection of material on the subject of violence as there is now an abundance of information available.

AUDIO VISUAL

BETTER SAFE THAN SORRY
Better Safe Than Sorry. Studio City, Ca., FilmFair Communications, 1978. 15 minutes. Grade four to eight.

Aimed at primary and junior grades, this video teaches children in a positive way, about sexual assault and what to

do if anyone, a stranger or a neighbour or a family member, makes a request or a demand which doesn't feel right. Also, *Better Safe Than Sorry II*, 1982. (grades K-3). *Better Safe Than Sorry III*, 1985. (grades 7-12).

BREAKING THE CYCLE:
CHILD ABUSE PREVENTION
Breaking the Cycle: Child Abuse Prevention. OTF Publications Department. 20 minutes. (teacher reference).

Prepared by the Ontario Teachers' Federation in collaboration with the Child Abuse Prevention Program of the Ministry of Community and Social Services, this video provides an overview of the important facts that teachers should know regarding child abuse detection and prevention, particularly their specific responsibilities as outlined in the Child and Family Services Act. Kit of print material accompanies video.

COME IN FROM THE STORM
Come In From the Storm. Toronto, Kinetic Inc. \$595.

This three part video set, complete with instructional guide was written and produced under the direction of experts on the subject of child abuse. Part I, *China Doll*, allows children to explore feelings and learn about the difference between feelings and actions. Part II, *The Diary*, helps children to understand the difference between feelings for another person and feelings about what another person may do. Part III, *The Necklace*, contrasts an ideal, healthy adult-child relationship with an inappropriate one; a twelve year old girl is being sexually abused by her father.

COVER-UP

Cover-up. Degrassi Jr. High Series. Toronto. 30 minutes. Grade seven and up.

Rick is the school tough guy and Joey is fascinated by him. When Joey visits Rick after school, however, he realizes Rick's bruises are not the result of street fighting but have been inflicted by his father. What should Joey do?

FEELING YES, FEELING NO
Feeling Yes, Feeling No series. Toronto, National Film Board, 1985. Grade K to six.

This four part series includes one segment for the adults who are planning to show the other three video tapes to children. Scenes are presented in a classroom by Vancouver's Green Thumb Players and children are shown what to do about potentially dangerous situations with strangers, as well as sexual assault by known adults. Complete with resource guide for teachers.

IT'S NOT ALWAYS HAPPY AT MY HOUSE

It's Not Always Happy at My House. Mississauga, Marline Motion Pictures, 1979. 32 minutes. Grade four and up. (16 mm \$879; VHS \$490) A family in crisis because of domestic violence is depicted here in emotion-charged fashion. Viewers are reminded that assistance is available if violence is occurring in their homes.

NO MORE SECRETS

No More Secrets. New York, ODN Productions, 1982. 13 minutes. Grade four and up.

Three common examples of sexual abuse are depicted in order that children may become more discriminating about whom they can trust. Suggestions are given about avoiding potentially abusive situations and about how to tell an adult if the child has experienced this form of abuse.

NOW I CAN TELL YOU MY SECRET

Now I Can Tell You My Secret. Burbank, CA., Walt Disney Education Media, 1984. Grade K to three.

A young boy finds the courage to tell his parents about being molested by a neighbour. As well, the film deals with incest and positive touching.

STANDING UP FOR YOURSELF

Standing Up For Yourself. Cornet. Eleven minutes. Grade K to six.

A prehistoric child learns constructive verbal and non-verbal responses to put-downs, physical aggression and inappropriate touching in this animated program.

THE CROWN PRINCE

The Crown Prince. Toronto, National Film Board, 1989. 37 minutes. Grade four and up. (16 mm \$615; VHS \$69.95)

This powerful drama examines wife assault from the perspective of the children. It looks at ways to break the cycle of violence in the home.

WEDNESDAYS CHILDREN

Wednesday's Children (series of six videos). Toronto, NFB, 1987. Grade eight and up.

This package is available with a video guide for teachers and a comprehensive user's guide. Themes dramatized are; physical abuse *Mark and Donny*, parent-child relationships *Vickey and Robert*, social responsibilities and peer pressure *Alex*, sexual abuse *Jenny* and homelessness *David*. Also available in 16 mm.

WHAT TADOO

What Tadoo. Deerfield, Ill, MTI Teleprogram, 1985. 18 minutes. Grade one to three.

Professor Sir Hillary Von Carp and two frogs, *What* and *Tadoo*, teach a boy how to protect himself from strangers using four rules. It takes a humorous but straight-forward approach teaching children how to deal with strangers who attempt to entice them away.

FICTION AND PICTURE BOOKS

CRACKER JACKSON

Byars, Betsy. *Cracker Jackson.* New York, Puffin, 1985. 0-14-031881-X. \$4.95. Grade five to eight.

Eleven year old Cracker becomes aware that his babysitter, Alma, is being physically abused by her husband. He and his friend, Goat, decide to help her in spite of a lack of adult support from Cracker's parents. Byar's sensitive treatment of the situation makes her novel realistic and believable.

FOSTER CHILD

Bauer, Marion Dane. *Foster Child.* New York, Seabury, 1977. 0-395-28889-4. \$7.95. Grade six and up. In this novel, which is recommended for ages eleven to 13, Rennie, who is twelve, must defend herself from the sexual advances of her fanatically religious foster father.

IT'S NOT YOUR FAULT

Jance, Judith. *It's Not Your Fault.* Edmonds, WA, Chas. Franklin Press, 1985. 0-932091-03-2. \$9.00 Grade K to three.

In this low-key story, a little girl is molested by her grandmother's boyfriend. The message of the book, that it is not the child's fault if she/he is molested, makes it suitable for use with children who have had this experience.

LIKE THE LION'S TOOTH

Kellogg, Marjorie. *Like the Lion's Tooth.* New York, Farrar, Strauss, Giroux, 1972. 0-374-51926-9. \$3.95. Grade seven and up.

Eleven year old Ben is not only severely beaten by his father, but also repeatedly abused sexually in this young adult novel.

THE BOY WHO COULD MAKE HIS MOTHER STOP YELLING

Sondheim, Ilse. *The Boy Who Could Make His Mother Stop Yelling.* Fayetteville, N.Y., Rainbow Press, 1982. 0-943156-00-9. \$7.95. Grade K to three.

A young boy is upset by his mother's great big lion voice, in this delightful picture book. He manages to make her feel better and to promise not to yell so much.

THE SECRET OF THE SILVER HORSE

The Secret of the Silver Horse. Ottawa, Department of Justice Canada, 1989. 0-662-16696-5. Grade K to three. French language title, *Le secret du petit cheval.*

Published by the Law Information Section of the Policy, Programs and Research Branch, Department of Justice Canada, this booklet was made available to elementary schools. The story's message to children is that secrets about sexual abuse should not be kept and that a child victim should report the experience until someone believes him/her.

TOM DOESN'T VISIT US ANYMORE

Otto, Maryleah. *Tom Doesn't Visit Us Anymore.* Toronto, Women's Press, 1987. 0-8896-111-73. \$4.95. Grade K to three.

The subject of sexual abuse is handled sensitively in this picture book targeted at a primary audience. It could be used with the CARE program or a similar program educating young children about sexual abuse.

KITS

SAFE AND HAPPY PERSONAL SAFETY KIT

Safe and Happy Personal Safety Kit, featuring *Max the Safety Cat and You.* Ottawa. For your kit, please write to:

Canadian Institute of Child Health
17 York St., Suite 105
Ottawa, Ontario K1N 5S7
\$18.00 includes shipping. Free to all licensed daycare centres. This kit is for preschool age children. It is to help them to become more aware of potentially abusive situations and to recognize sexual abuse if it occurs. Children are taught that they have the right to protect themselves from sexual abuse. Funding for the kit was provided by the Family Violence Prevention Division, Health and Welfare Canada.

TOUCH CONTINUUM

Touch Continuum study cards. Minneapolis, Minnesota, Illusion Theatre. \$35.00. Grade K to eight. To receive your cards, write to:
Illusion Theatre
528 Hennepin Avenue

Minneapolis, Minnesota U.S.A. 55403

This set of 13 cards illustrates different kinds of appropriate and inappropriate touching including kissing and wrestling and tells children whom to talk to about touching which is inappropriate.

NON-FICTION BOOKS FOR CHILDREN

A BETTER SAFE THAN SORRY BOOK

Gordon, Sol and Judith. *A Better Safe Than Sorry Book.* New York, Ed-U-Press, 1984. 0-934978-13-1. \$7.95. Pre-school to grade three. Beginning with general safety tips, this book leads into a discussion on child sexual abuse. The intention of the authors is that it be read to children ages three to nine. It is recommended that the children being read to have been well informed about sexual abuse beforehand.

A DIFFERENT KIND OF LOVE

Borich, Michael. *A Different Kind of Love.* Toronto, Fitzhenry and Whiteside, 1985. 0-451-14718-9. \$2.50. Grade seven to ten. This is a sensitive portrayal of a lonely 14 year old's doubt and guilt about the sexual advances of her uncle.

AM I THE ONLY ONE?

Foon, Dennis and Knight, Brenda. *Am I the Only One?* Vancouver, Douglas and McIntyre, 1985. 0-88894-486-1. \$9.95. Grade five to eight.

This is a collection of first-person accounts of sexual abuse as told and illustrated by children and by adults who experienced the abuse as children. It is to be used with children who are victims of sexual abuse.

CHILD ABUSE

Dolan, Edward F., Jr. *Child Abuse.* New York, Franklin Watts, 1980. 0-531-02864-X. \$16.50. Grade five and up.

Written for children and young people, this book explains, in a non-sensational way, the four basic forms of child abuse; child beating and neglect, sexual abuse, incest and exploitation of the child in pornography.

EVERYTHING YOU NEED TO KNOW ABOUT FAMILY VIOLENCE

Stark, Evan. *Everything You Need To Know About Family Violence.* New York, Rosen, 1989. 0-8239-0816-X. \$19.50. The Need To Know Library. Grade four and up. Facts about the abuse of women and children are described as well as what victims of abuse can do to stop it. The author differentiates between discipline and abuse.

EVERYTHING YOU NEED TO KNOW ABOUT SEXUAL ABUSE

Stark, Evan and Holly, Marsha. *Everything You Need to Know About Sexual Abuse.* New York, Rosen, 1988. 0-8239-0814-3. \$19.50. The Need to Know Library. Grade four and up. Forms of sexual abuse are identified using an anecdotal approach and young readers are offered advice about how to find help and how to avoid such abuse. Information is provided in a matter-of-fact manner. Seven rules to understand and respond to sexual abuse are included.

FEELING SAFE FEELING STRONG

Terkel, Susan Neiberg and Rench, Janice E. *Feeling Safe, Feeling Strong: How to Avoid Sexual Abuse and What to do if it Happens to You.* Minneapolis, Lerner Publications, 1984. 0-8225-0021-3. \$15.95. Grade five to eight. Information about sexual abuse is presented in a straightforward manner which should not be intimidating to children reading it.

I'M LOST

Crary, Elizabeth. *I'm Lost.* Seattle, WA, Parenting Press, 1985. 0-943990-09-2. \$3.95. One of *The Problem Solving Series*, this book suggests a number of strategies for a child who is lost. It's designed to assist children to devise alternative solutions to this common situation.

IT'S OK TO SAY NO!

Lennett, Robin and Crane, Bob. *It's OK to Say No! A Parent/Child Manual for the Protection of Children.* New York, Tom Doherty Associates, 1986. 0-8125-9452-5. \$3.95.

This well-known book presents situations to children where abuse could occur and asks what they would do. It appears to have been designed for use by parents with their children as it tells children *only your parents should talk about sex or love.* This presents a difficulty for teachers using it for classroom discussion.

LATCH-KEY KID

Kleeberg, Irene Cumming. *Latch-Key Kid.* New York, Franklin Watts, 1985. 0-531-10052-9. \$13.95. Grade four to eight. This author takes a matter-of-fact approach to a common situation and offers practical advice to children who must go home to empty homes or apartments alone.

LEARNING THE SKILLS OF PEACEMAKING

Drew, Naomi. *Learning the Skills of Peacemaking.* California, Jalmer Press, 1987. 0-915190-46-X. \$21.95.

Aimed at elementary students, this activity guide is about communicating, cooperating and resolving conflict. There are a multitude of lessons included stating objectives, materials required and procedures to follow.

LIZA'S STORY

NEGLECT AND THE POLICE
Anderson, Deborah and Finne, Martha. *Liza's Story: Neglect and the Police.* Minneapolis, Dillon Press, 1986. 0-87518-323-9. \$9.95. Also, *Margaret's Story: Sexual Abuse and Going to Court* (0-87518-320-4), *Michael's Story: Emotional Abuse and Working with a Counsellor* (0-87518-322-0) and *Robin's Story: Physical Abuse and Seeing the Doctor* (0-87518-321-2). Grade one to four.

This series, written by professionals in the field, is designed to be used with children working through difficult situations with the assistance of members of the helping professions.

MY BODY IS PRIVATE

Girard, Linda Walvoord. *My Body is Private.* Niles, Illinois, Albert Whitman, 1984. 0-8075-5320-4. \$10.95. Grade K to five. This book about a little girl named Julie incorporates the *Touch Continuum*, touches which range from

positive to confusing to exploitive, as well as the ideas of privacy, autonomy, abuse by known adults and private parts. The positive aspects of touch are emphasized. Could be read to younger children.

NO IS NOT ENOUGH

Adams, Carein; Fay, Jennifer and Loreen-Martin, Jan. *No is Not Enough: Helping Teenagers Avoid Sexual Assault*. San Luis Obispo, Ca., Impact Publishers, 1985. 0-915166-35-6. \$7.95. Grade seven and up.

Although directed at parents, this book could also be read by teenagers. Sex role stereotyping, expectations, the influence of the media, abusive relationships and family stress are all addressed, as are some of the root causes of sexual assault.

NO MORE SECRETS FOR ME

Wachter, Oralee. *No More Secrets For Me*. Toronto, Little, Brown and Co., 1983. 0-316-91491-6. \$4.95. Grade K to six.

Four well written and illustrated stories deal with issues related to touching and assertiveness. Each section ends positively. This would be an excellent follow-up to an abuse prevention program.

PLAY IT SAFE

Kute, Kathy S. *Play It Safe: the Kid's Guide to Personal Safety and Crime Prevention*. New York, Alfred A. Knopf, 1983. 0-394-85964-2. \$5.95. Grade five and up. The author's purpose is to educate children to protect themselves from crimes, including theft, muggings, break-ins and sexual assault. This book would be most appropriate in urban areas.

RED FLAG GREEN FLAG PEOPLE

Red Flag Green Flag People, written by the staff of the Rape and Abuse Crisis Centre, Fargo, North Dakota, 1980. 0-914633-01-5. \$3.00. Grade K and up. For your copy, write to:
The Rape and Abuse Crisis Centre
P.O. Box 1655
Fargo, N.D.
U.S.A. 58107

This comprehensive colouring book was developed in conjunction with the Touch Program in Minneapolis. It incorporates the concepts of personal safety and the Touch Continuum. It

includes street situations involving strangers as well as situations involving known adults. Supplementary materials are also available. *Facilitator Training Tape*, One-half inch videotape 0-914-633-06-6, \$125.00; three-quarter inch videotape 0-914633-07-4, \$150.00.

SOMETHING IS WRONG AT MY HOUSE

Davis, Diane. *Something is Wrong at My House*. Seattle, WA, Parenting Press, 1984. 0-943990-10-6.

\$3.95. Grade K to four. This is an excellent resource for young children living in situations where there is domestic violence. It acknowledges the kinds of feelings children have and suggests ways for the child to deal with the situation.

SO, YOU HAVE TO GO TO COURT

Harvey, Wendy and Watson-Russell, Anne. *So, You Have To Go to Court: A Child's Guide to Testifying as a Witness in Child Abuse Cases*. Toronto, Butterworths, 1986. 0-409-80519-X. \$5.95. Grade K to eight.

Written by a crown counsel and an educator, this book is meant to be read by children or read to younger children, to prepare them to testify in court about cases of abuse.

STRAIGHT TALK ABOUT CHILD ABUSE

Mufson, Susan and Kranz, Rachel. *Straight Talk About Child Abuse*. New York, Facts on File, 1991. 0-8160-2376-X. \$19.95. *Straight Talk Series*. Grade five and up. This book covers all forms of abuse; physical, emotional and sexual. It includes factual information supported by actual case histories, practical advice and suggestions for methods to seek permanent solutions. Other books in the series have been well reviewed.

STRANGERS DONT LOOK LIKE THE BIG BAD WOLF

Buschman, Janice and Hunley, Debbie. *Strangers Don't Look Like the Big Bad Wolf*. Edmonds, WA, Chas. Franklin, 1985. 0-932091-05-9. \$4.50. *Children's Safety Series, Book Three*. Especially designed to warn preschoolers about the dangers of child abduction, this book requires discussion or clarification by the caring adult

who reads it with children. Its tone is serious, but not frightening and kidnapping is not actually mentioned.

THE BERENSTEIN BEARS LEARN ABOUT STRANGERS

Berenstein, Stan and Janice. *The Berenstein Bears Learn About Strangers*. New York, Random, 1985.

Brother and Sister Bear are reminded about the possible dangers of talking to strangers in a realistic and non-threatening fashion. Their family *Rules for Cubs*, are listed at the end of the story.

TEACHER REFERENCES

A CHILD'S PLACE

A Child's Place. Vancouver, B.C., Schools Program. For your copy of this manual, write to:
Legal Services Society
1140 Pender St., Suite 300
Vancouver, B.C. V6E 4G1.
\$15.00 out of province; \$10.00 in B.C. This manual is for teachers and gives an overview of the child's place in our society. It presents child abuse from the perspective of the child's physical and emotional rights.

NO SAFE PLACE

Guberman, Connie and Wolfe, Margie, editors. *No Safe Place: Violence Against Women and Children*. Toronto, Women's Press, 1985. \$9.95. 0-88961-098-3.

Child physical abuse and sexual assault, pornography, batter, rape and sexual harassment are all examined in this single resource. Original articles provide recent data with analyses and discussion of potential solutions.

THE ENCYCLOPEDIA OF CHILD ABUSE

Clark, Robin E. and Clark, Judith. *The Encyclopedia of Child Abuse*. New York, Facts on File, 1989. 0-8160-1584-8. \$57.95. Teacher reference.

Arranged in encyclopedic format, this volume has more than 500 definitions and essay entries. Coverage includes terms, behaviour, concepts, organizations, legislation and references. Due to cost, this reference work is recommended as a board purchase for the resource centre collection.

their own children's big books to show the results of conflict situations on personal relationships. They take these books to younger classes to share the book and an ensuing discussion with the younger students.

Students collect sayings, famous quotations and proverbs which teach about conflict resolution. Each student creates an accompanying painting, illustration or sketch for one of the sayings. A cooperative class book is created for the school library.

Students research symbols of peaceful relationships throughout history, such as, the dove, the peace sign or the rainbow. Each student creates her own symbol of conflict resolution.

Students write poems which teach about the importance of peaceful relationships and conflict resolution.

Students work cooperatively to create a book list of books dealing with conflict situations. Each student decides how he might sell this book to the class because of the lessons learned about conflict resolution from this work.

Students create a slide presentation to show what they have learned about conflict resolution from their study.

Students debate the causes of a conflict situation considering the implications of this statement: *Every situation which exists in the world is the result of an individual's or a group's failing to learn how to deal positively with conflict.*

Students consider the message of great leaders regarding conflict resolution. They study the work of one great leader, for example; John Lennon, Martin Luther King, John F. Kennedy, Winston Church-

ill, Mother Teresa, Albert Schweitzer, Nelson Mandela, Alfred Nobel or Jesus to investigate what they might learn from that great person regarding conflict resolution. The results of their study might take the form of a speech, display, booklet or essay.

Students work in small groups to consider the message of peace songs. They use this inspiration to develop their own group peace message.

Students make art work to illustrate books about peace and conflict. Photograph their illustrations and create slide presentations.

Students use the letters of conflict resolution to create an acrostic poem outlining the main ideas of conflict resolution.



Students work in their cooperative groups to create a pamphlet on how to resolve conflicts constructively.

Students hold a circle meeting discussion involving the advantages of knowing how to resolve conflicts effectively.

What if? Students consider several situations involving peace/war situ-

In their role play, students must show the feelings of each party and the outcomes of the good and bad solutions.

Students should be encouraged to start a newspaper clipping collection containing examples of conflict situations in the world.

ations and how they might have been different. What if someone gave a war and nobody came? What if no violence were allowed on TV? What if all people were the same gender? What if children were raised in a pacifist world?

Students design comic strips to illustrate the main ideas of conflict resolution.

Students consider examples of violence in young children's lives. They investigate comic strips, children's cartoons, daytime and early evening TV programs, children's movies and videos, children's books, children's toys and present the information they gain in their study in an action plan for making the public more aware of the problems of violence in young children's lives.



Students investigate the major conflicts in world history and prepare a time line to show the frequency and duration of these conflicts.

Students have a discussion in small cooperative groups or as a whole class circle meeting to consider

how they can make a difference to world conflict situations. From this discussion, they prepare an *I Can* list.

Read *The Boy in the Drawer*, by Robert Munsch. Consider what this book might do to create an awareness of conflict and action against it. Using props, puppets, role play and audience participation, students work in cooperative groups of four to six to create a dramatization of the story and of possible action plans for conflict resolution.

Students listen to the John Lennon song, *Imagine* and visualize their own world free of conflicts. They then create their own *Imagine* work, poetry, prose or lyrics.

Students research acts of violence in recent history in their local community and country. They create a bulletin board, collage or other information source of this data.

Students study the ABCs of peace and create their own ABCs of school peace or home peace or personal peace or community peace.

Students research the effects of violence in the media and prepare a report on this topic.

What are we doing about violence? Students investigate police and community service action groups against violence. They conduct interviews and research the work of these organizations. Their follow-up report could take the form of a series of newspaper articles on this topic.

What can we do about violence? Based on their study of causes and effects of violence, students create editorials on conflict. They use facts gained through research to prove the need for action on rising violent situations.

Future projections

If violence escalates at the rate it is projected, what will our world be like in 2001? Students use trend extrapolation to make these predictions. They then work in cooperative groups to answer the challenge that they now must become involved. Plans prepared and presented to the whole class are then discussed and a class plan of action created.

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Books about conflict
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Bilson, G. *Hockeybat Harris*. Toronto: Kids Can Press, 1984.

Blades, A. *Mary of Mile 18*. Montreal: Tundra, 1988.

Blaine, M. *The Terrible Thing that Happened at Our House*. N.Y.: Four Winds Press, 1975.

Bradbury, R. *The War at Fort Maggie*. Toronto: Kids Can Press, 1981.

Brochmann, F. *What's the Matter, Girl?* N.Y.: Harper and Row, 1980.

Cameron, S.D. *The Baitchopper*. Toronto: Lorimer Press, 1982.

Coerr, E. *Sadako and the Thousand Paper Cranes*. N.Y.: Four Winds Press, 1975.

Collura, M. E. *Winners*. Saskatoon: Western Producers Prairie Books, 1984.

Dickson, B. *My Father's Ghost in The Friendly Solution*. Toronto: Lorimer Press, 1984.

Doyle, B. *Angel Square*. Toronto: Groundwood Books, 1984.

Etherington, F. *The General*. Toronto: Annick Press, 1983.

Forcade, R. *Watch for the Breaking of Day*. Markham: Fitzhenery Whiteside, 1986.

Freeman, B. *Danger on the Tricks*. Toronto: Lorimer, 1987.

Halvorson, M. *Nobody Said it Would Be Easy*. Toronto: Irwin, 1987.

Halvorson, M. *Let it Go*. Toronto: Irwin, 1985.

Hewitt, M. and Mackay, C. *One Proud Summer*. Toronto: Women's Press, 1981.



Honegar, J. *Promises to Come*. Toronto: Overlea House, 1988.

Hughes, M. *Blaine's Way*. Toronto: Irwin, 1986.

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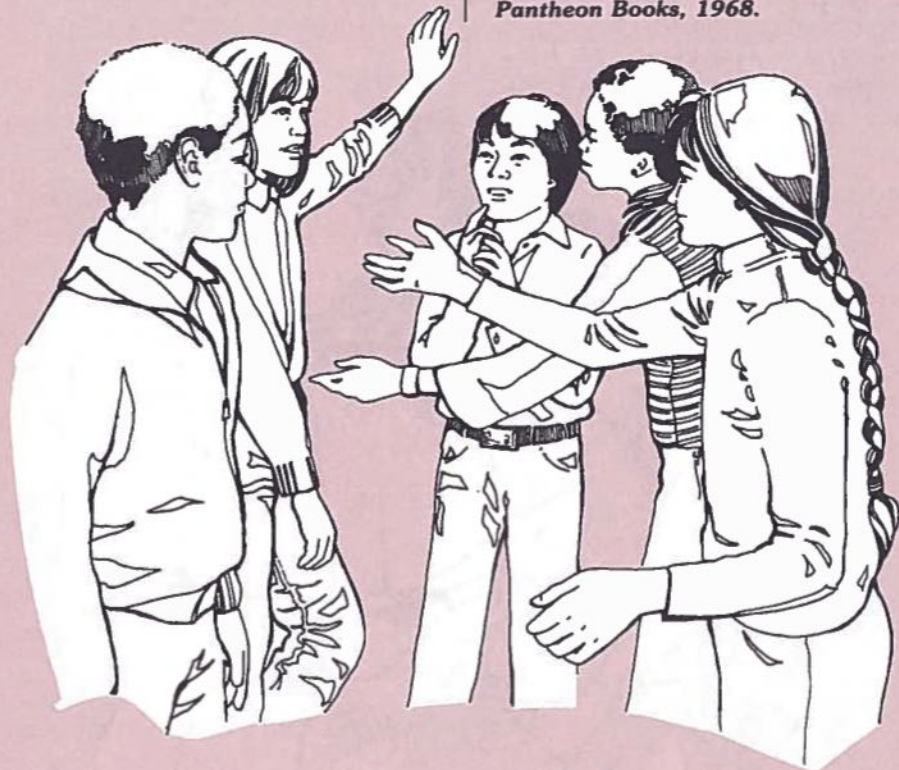
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Katz, W. *False Face*. Toronto: Groundwood Books, 1987.

Kowaga, J. *Naomi's Road*. Toronto: Oxford University Press, 1986.

Kropp, P. *Not Only Me*. Toronto: Collier Macmillan, 1987.

Students work in cooperative groups of three or four to create their own games which involve cooperation instead of competition.



Students can discuss ways to resolve conflict situations which they have encountered in their situation cards and in their research investigations.

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Leonna, L. *Swimming*. N.Y.: Pantheon Books, 1963.

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Major, K. *Hold Fast*. N.Y.: Dell, 1981.

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Munsch, R. *Jonathan Cleaned Up*. Toronto: Annick, 1981.

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Ringi, K. *The Stranger*. N.Y.: Random House, 1968.

Seuss, Dr. *The Butter Battle Book*.

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Stinson, K. *Mom and Dad Don't Live Together Anymore*. Toronto: Annick Press, 1984.

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Weir, J. *Sixteen is Spelled O - U - C - H*. Toronto: Stoddard, 1988.

Wilson, B. *Thirteen Never Changes*. Richmond Hill: Scholastic, 1989.

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Ruth Mattingley and Gail Lennon teach with the elementary teaching team in Lambton, a team which works with gifted students.

THE EXECUTIVE DIRECTOR



Joan Westcott

Violence against students and teachers in our schools

The statistics are bothersome. The concern is real. The need for action is now. More students and teachers are being verbally and physically assaulted in our schools.

VIOLENCE IN SCHOOLS REAL

As part of an OTF survey, FWTAO contacted our principals and vice principals about the violence against teachers in their school in the last two years. Although the survey was short and attempting to get at numerical data, FWTAO members who completed the survey provided many insights into the reality of violence in today's schools.

This reality shows an increased level of anger in students with more pupils seemingly knowing no other way to solve their interpersonal problems than with verbal or physical abuse. Fights among students sometimes involve weapons even at the elementary school.

VERBAL ABUSE INCREASING

Verbal abuse against teachers is a common thread to the responses. Swearing is a common occurrence not only on the play yard but also in the classroom. Responses to the survey indicate there is frequent occurrence of bruised teachers, kicked teachers, as well as biting. Data collected indicated unprovoked attacks against teachers resulting in overturned and broken furniture, broken windows, scratched obscenities on the teacher's car and even threats against the teacher from the student or parent. When challenged, a frequent student response is, *I know my rights*.

Even at the junior kindergarten level a tantrum is more frequently abusive and destructive.

The teachers and principals feel alone in this struggle and often helpless as there is no institution available to provide the child with therapy.

COMMUNITY SUPPORT ESSENTIAL

On the other side of this issue I must report there were responses from FWTAO principals who did not experience major assault against teachers. These teachers recognize that they are very fortunate. They generally credit their lack of violence to their excellent school-community rapport.

But we must recognize that parents seem as helpless as the school in some of these incidents. Where can parents

go for help for their child but to the school? Psychological services are just not available in the community. So parents are only too thankful to get whatever support they can from the school. It's yet one more request from an already overtaxed educational system.

Ironically, the only accessible device to the school seems to be suspension. So where can the child be helped in this vicious circle?

THE CHALLENGE FOR SCHOOLS

Where do we start to make a difference for today's children?

We agree with former Premier Peterson that, *getting things right at the beginning, rather than fixing them at the end*, is an important focus in elementary education.

FWTAO's curriculum document, *Early Childhood Education*, in 1978 stated: *The children of today are the same as the children of yesterday in the stages of development through which they will pass but their environment is becoming increasingly complex. The patterns of the past are being disturbed and new directions are not entirely clear. We cannot guide a child today toward a stable predictable future. Through understanding sensitive adults our children must be helped to learn how to meet new problems and unknown situations. Children need within themselves adaptability, stability and a continuing spirit of inquiry. In addition they need ethical values to guide them and skills with which to open up and use new knowledge.*

GUIDANCE SERVICE A KEY

FWTAO has repeatedly sought guidance services for all elementary students. For some time now FWTAO has been urging the provincial government of the time to more effectively coordinate services to children. The present divided jurisdiction of many ministries makes the problems of equity and accessibility more complex. FWTAO has proposed a Ministry for Children, to coordinate education, childcare, health, child protection, cultural and recreational services for children. Considering the anger and violence seen in many children today, the time for action is now.

We call upon the provincial government to take action that will make a difference for children in Ontario.

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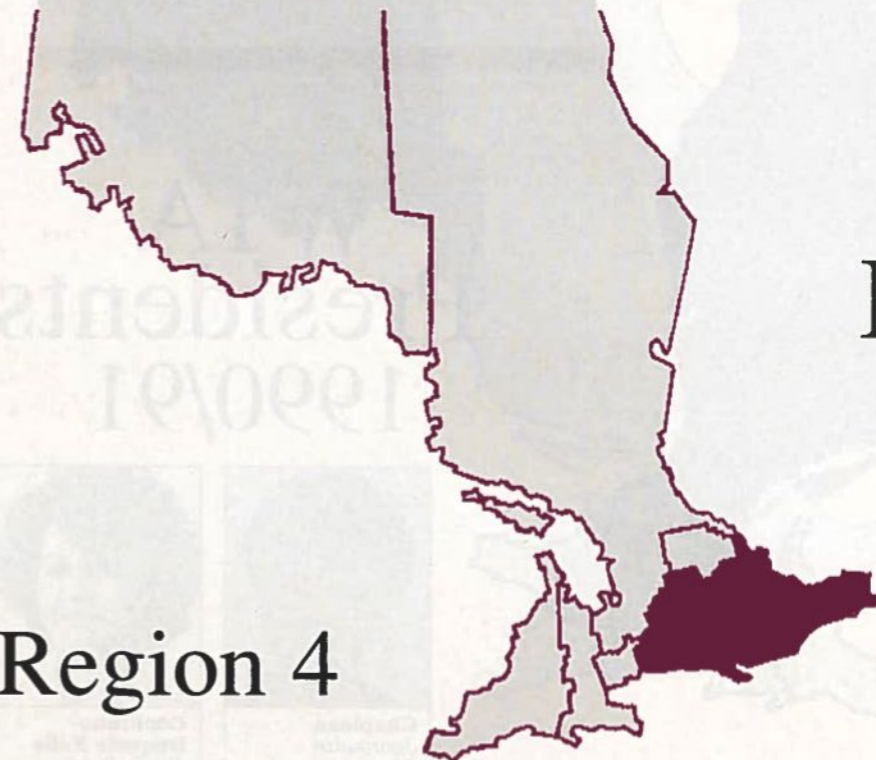
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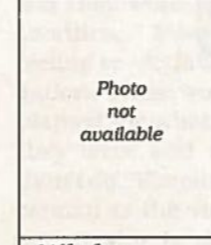
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Christina Lofts



Lake Superior
Sandra Quinton



Nipigon-Red Rock
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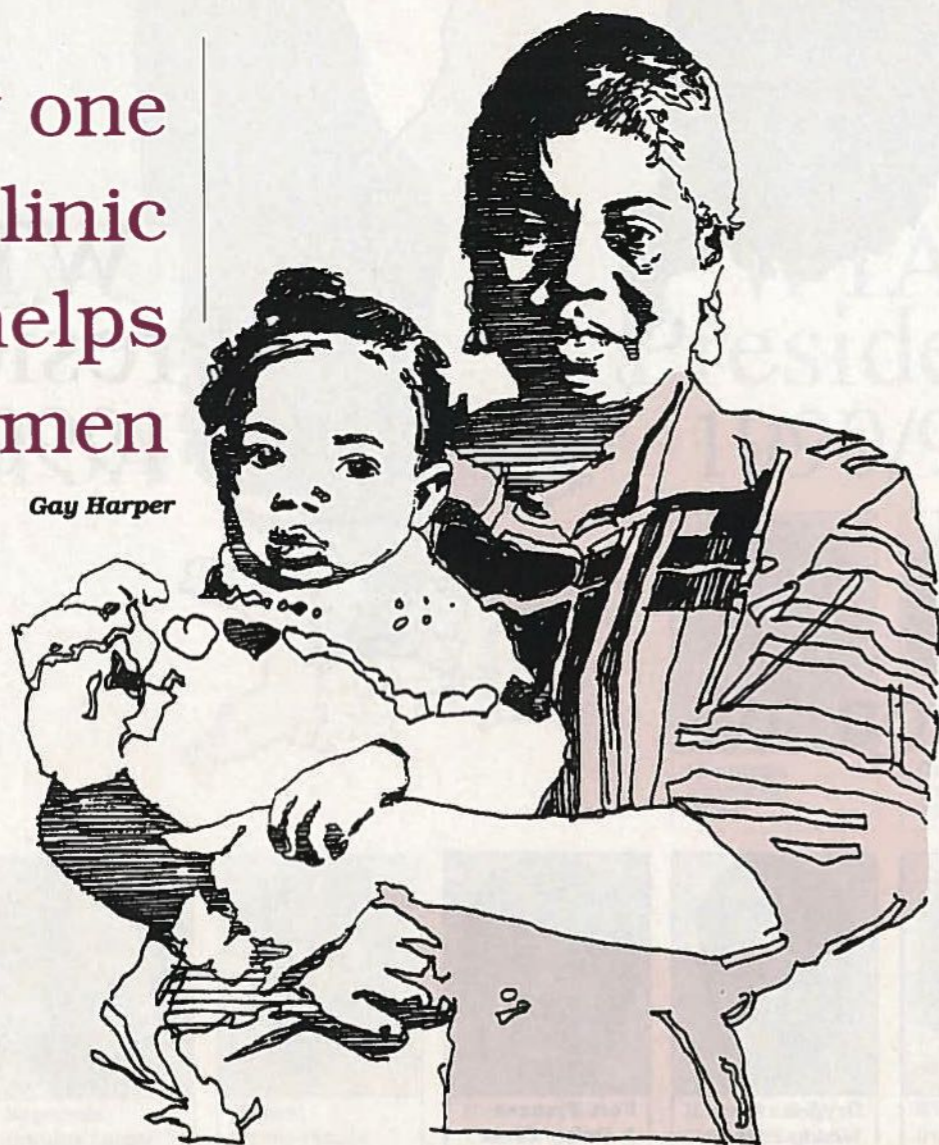
Red Lake
Bonnie Stemkens



Remote Northwestern
Betty Swanson

How one clinic helps women

Gay Harper



The unique and innovative clinic was established in memory of Barbra Schlifer, who was sexually assaulted and murdered on April 11, 1980, the day of her call to the Bar of Ontario.

The Barbra Schlifer Commemorative Clinic opened its doors in September 1985, to provide free legal and counselling services to women who are victims of wife assault, sexual assault and survivors of childhood sexual abuse and incest.

The unique and innovative clinic was established in memory of Barbra Schlifer, who was sexually assaulted and murdered on April 11, 1980, the day of her call to the Bar of Ontario.

Many clients survivors of abuse and incest

Last year, 53 per cent of clinic clients were victims of wife/partner assault, 35 per cent were survivors of childhood sexual abuse/incest and 12 per cent were victims of adult sexual assault.

Date rape a problem

A vast majority of sexual assaults reported to the clinic are assaults by an acquaintance. While there are obviously some sexual assaults by strangers, most are the so called date rapes where the perpetrator is known to the victim.

Sexual assault by an acquaintance can be more difficult for the woman to prove and to report than stranger assault. It seems that knowing the perpetrator can be perceived as, somehow, encouraging him. In addition, many people seem to blame the victim (not him) for being at a place or in a situation where the assault could occur. While this is clearly irrational and wrong, it is a reality.

Disclosure brings unexpected reactions

Adult survivors of childhood sexual abuse or incest are the sexual assault victims of five, ten and even twenty years ago. As children they were victimized, frequently intimidated and told that they were responsible for the abuse. When adult survivors disclose the childhood abuse to friends and family they may not be believed and, even more devastating, they may find themselves blamed for what happened.

The Barbra Schlifer Commemorative Clinic believes that incest survivors have special needs. Concerned groups are trying to increase the public's understanding of the realities experienced by the victims of sexual assault in childhood or adulthood.

Sexual assault survivors report different reactions about investigations into the assault. Some women feel they were treated well by authorities. Most report, however, feeling re-victimized by the investigation. These women say they were blamed for what they wore, where they were and what they did or didn't do. The clinic affirms that the woman is the victim and that the perpetrator is responsible for the crime.

While disclosure of childhood sexual abuse is traumatic, legal recourse may be virtually inaccessible. Should the victim wish to seek legal remedies she must face certain realities. The length of time since the assault may make action difficult if not impossible. There is no physical evidence after a period of time and the nature of the crime means there will be no witnesses.

Incest survivors may or may not, be consciously aware that they were assaulted in childhood. Some women develop symptoms which are not obviously related to the abuse such as eating or sleeping disorders, self destructive or anti-social activities, which may be mitigated when a woman directly faces and deals with the childhood sexual abuse.

Sandra

Sandra was sexually assaulted by a classmate following an evening course. She is a clear example of the fact that acquaintance sexual assault can happen to anyone. A graduate student at the Ontario Institute for Studies in Education, Sandra had lived for several years in the Annex district of Toronto. By chance, a neighbour was also taking the evening course and they frequently walked home together.

Midway through the semester Sandra and her neighbour were assigned as co-presenters on a major project. They discussed the project as they walked back from class and when they reached Sandra's door she asked him in for coffee and further discussion. He sexually assaulted her.

Sandra called the police. The officers wanted to know why she had walked home with the man (they were neighbours), why she had invited him in (to discuss the project) and about her sexual history (no bearing on the assault). The next morning she called the clinic and talked to a counsellor at length. Like many sexual assault victims, Sandra echoed the authorities and kept saying, *If only I hadn't ... walked home with him ... offered him coffee ...*

While she understood Sandra's distress, the clinic counsellor was clear. The assault was not Sandra's fault. She was the victim. The man who forced her into sexual acts was the person to blame for the violence. This fact hardly lessened Sandra's devastation. She was afraid to go to school and frightened of leaving her home. Only time and therapy would provide real help. But the fact was there. She was not responsible for the violence.

Cindy

Cindy had been sexually assaulted from the age of two until twelve by her mother's common law spouse. Cindy sublimated the abuse after her mother separated from the man. She entered high school where she was active with the debating team and played basketball.

Sexual assault by an acquaintance can be more difficult for the woman to prove and to report than stranger assault.



The clinic affirms that the woman is the victim and the perpetrator is responsible for the crime.



she married and had one son. She had no conscious memory of the childhood sexual abuse.

One day she was cooking Mexican meat for tacos when she heard an old song on the radio. The juxtaposition of the cooking smells and the song brought on a devastating flashback. She felt as if she were again a small child being forced into sexual acts.

She was traumatized. She couldn't tell her husband and wouldn't share his bed. She called the clinic and found a sensitive and caring intake worker who recognized her pain and suffering and understood something of what she was feeling. They talked for more than an hour and Cindy felt that she might have made a small beginning in dealing with what had happened to her.

Unfortunately, she could not go to the clinic for immediate counselling.

Counselling program always full
The clinic program for incest survivors is always full. Cindy could only be given a date when she could telephone and try for a place on the next waiting list. The reality is that there are too many sexual assault and incest survivors and too few services to address their needs.

The clinic's incest survivor's program overload started with the clinic's first client. She was an incest survivor who had tried to address her trauma through traditional therapy and had been unsuccessful. She found that the clinic's approach, dealing directly with the incest before touching related issues, seemed to help. She went to the media with her story and the *Toronto Star* ran an article.

As a result, the clinic was deluged with calls. Almost unanimously callers said that they hadn't known where to turn for help. There were too many women for all individual services, so the clinic began its first group programs. The groups also provided additional support for other women who had experienced childhood sexual abuse.

Battering acknowledged

It is a hopeful sign that society has acknowledged that women do, in fact, experience abuse/battering in their homes from a spouse or partner. As recently as ten years ago it was hard to find members of the general public who would agree that violence in the family was a major problem.

There have been a number of welcome developments. The Ontario attorney general has instructed police officers to lay charges, where possible, in domestic disputes. There are now a number of shelters available to women and their children and Ontario Housing has a rule which places battered women automatically at the top of the list for assisted housing. These are remarkable improvements, but are not enough.

Professionals in the field of violence against women report that a clear message from the police, a criminal charge, is a very strong deterrent to subsequent abuse. Unfortunately, police officers do not always lay appropriate charges which leaves the victim feeling helpless.

Emergency shelters are vital and do an important job. However, even with Ontario Housing's mandate there are not enough affordable housing units for female victims of violence. In addition, there is the perpetual question of why the woman, the victim, must leave the family home. The answer, realistically, is safety. If the woman remains in the family home the perpetrator can find her. Violence is a continuing and escalating reality, so escape to a shelter may be the only viable short-term answer.

Many people ask, *Why do women remain in the violent and dangerous situation?* There is no single, easy answer. First, women don't want to leave the relationship. Rather, they want the violence to stop. Perpetrators will promise anything to control the woman's behaviour and entice her to stay. The woman wants to believe those enticements. Second, the woman knows that there are realistic obstacles to be

faced on leaving, lack of money, lack of housing, concerns about the children's schooling and loss of continuity. Also, these women's partners often threaten them with further abuse or death.

Female victims of violence involved with the justice system often report feeling re-victimized through their dealing with the police and the courts. A primary reason for this is a victim's sense that she is being held responsible for the criminal acts which were committed against her.

Legal services

At the Barbra Schlifer Commemorative Clinic the staff lawyers provide legal information and options, not representation, to women. They also do significant liaison between the woman and involved justice system professionals. They will ask police why charges weren't laid (a process which may involve dozens of telephone calls to contact the involved officers, the staff sergeants and any others having access to appropriate information) and help the woman understand what is happening in her case.

It is a simple fact that the victim is often the last to know anything about her legal situation. The perpetrator has a defence counsel and is fully informed. The victim finds it difficult, often impossible to get information about whether the man is in jail or on the street, if he has been ordered not to contact her or if he is legally able to come to her home. Without the clinic and its liaison program, many female victims of violence get their legal information from the perpetrator, who frequently uses inaccurate information to further control the woman.

Armed with facts about the law and with accurate information about what the man is or is not able to do under existing laws, the female victim of violence can make an informed decision about her own future. If she is involved as a witness, the clinic legal staff will provide court preparation.

On the day of her court appearance, the woman may be accompanied by a court support worker or a specially trained volunteer, who can help her with the geography of the courts, take her to meet the crown attorney who has been assigned to her case and wait with her for as long as is necessary.

One of the new and major projects at the Barbra Schlifer Commemorative Clinic is establishment of a lawyer referral network so that all women needing support can get it from specialists. The clinic has developed a list of interested private practitioners and provides some specialized training for these men and women.

Financial realities

While the comprehensive legal and counselling services at the clinic are endorsed by clients and other professionals in the field, the clinic continues to face a major problem, financing.

The clinic receives some United Way and some government support, but as the numbers of women seeking support increase, so does the clinic's budget. There is always a financial gap. The clinic seeks support from foundations, corporations, organizations, religious bodies and individuals.

The clinic believes that each donation helps women deal with the violence in their lives. The Barbra Schlifer Commemorative Clinic provides a model which could be established in communities across Ontario and the rest of Canada. It is effective and cost efficient and so innovative that in breaking government funding stereotypes it always faces potential financial shortfalls.

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Gay Harper was Resource Development Coordinator at the Clinic. She now works with the CNIB.



Unfortunately, the demand for service means that women frequently face a lengthy delay between outreach and eventual entry into programs for adult survivors.



Educators recommended a social worker for every school. One day this will be seen to be as fundamental as the math teacher or the custodian.

Educators discuss violence

Catherine Stewart

In June, 1989, educators from across metro Toronto, came together to discuss what had already been done and what needed to be done in the future.

It goes without saying that educators were aware and deeply concerned about violence towards women and children long before December 6, 1989. FWTAO has championed issues related to the status of women since it was formed in 1918. With the publication of *The Abused and Battered Child* in 1976, FWTAO began its advocacy for abused children.

The 1980s saw a range of prevention initiatives introduced in schools across Ontario. A number of school boards are making concrete efforts to address these issues seriously and in some depth like Hamilton/Wentworth. The Ministry of Education has sponsored the Family Violence Initiative for the last three years. As well there have been workshops many conducted by FWTAO staff and members, educating teachers about indica-

tors of child abuse and professional responsibilities regarding reporting. Assisting in earlier and more effective detection of abuse, teachers, particularly at the elementary level have played an increasingly important role.

METRAC works to address violence

The Metro Action Committee on Violence Against Women and Children has been working to address violence since 1984. Initiatives have included education and awareness building with the criminal justice system, police, medical and legal professionals and the general community. From challenging urban design, through research and policy reviews, to extensive work with school boards, METRAC has worked, and continues to work, to improve the level of safety for women and children.

Metro Toronto boards address violence

In June, 1989, METRAC brought educators from across metro Toronto together to discuss what had already been done in their respective boards and what needed to be done in the future. The day, sponsored by the Toronto Board of Education in cooperation with the Metro Action Committee on Public Violence Towards Women and Children, was called *Prospect/Retrospect*. Four areas were addressed, program/resources; policy and procedures; staff training and support initiatives for students. It was generally agreed that to respond to issues related to violence with the maximum of effectiveness, school boards need to consider all four areas in their planning.

Educators call it a crisis

The overriding sense on June 2, was that schools are facing an unprecedented crisis as violence and its many outcomes, such as drug abuse or suicide, inside and outside the school escalate and that teachers are in desperate need of appropriate resources and support in dealing with this crisis. Participants called out for decision makers to actively recognize this fact.

The question for the participants was not whether the educational system should deal with issues of violence, because it seems clear that teachers already do, often at great personal cost. One secondary school teacher commented that the situation was so bad in the high schools, that she had difficulty understanding why the administration wasn't putting everything else aside and making violence the absolute priority.

While the focus of *Prospect/Retrospect* was primarily grades seven and up, most of the recommendations and comments have relevance for elementary schools as well. Concern was expressed during the course of the day about increasing levels of aggressive behaviour among kindergarten and elementary school children. The question was posed that if our secondary schools look the way they do now,

what will they look like by the time these newly aggressive students get there?

Educators set criteria for violence prevention

June 2 acknowledged the growing number of initiatives as well as the growing number of issues that schools are being asked to address. However while existing programs can be built on, there was a clear sense that in order for violence prevention to be manageable and effective there is a strong need to move away from isolated remedial efforts, the one-event, confetti approach that reaches a minority of students and staff on isolated topics.

While naming a particular form of violence, such as date rape, is critical in legitimizing it as a problem, it is also important to recognize that different forms of violence are inter-related, have common roots in societal values and therefore require similar prevention strategies. In order to have a profound and lasting impact, nonabusive values, life skills, attitudes and behaviour, must be integrated and infused into all subjects, into what is taught as well as how it is taught.

Programming needs to be carefully planned from kindergarten to OAC so that it is sequential, developmentally appropriate, comprehensive, ongoing, coordinated and developed within a philosophically consistent framework. Otherwise one program may be contradicted by another, such as a program on bullying advising students to hit back. It can be contradicted in the classroom, by such things as sexual abuse prevention programs that encourage assertiveness and independence, while class management styles punish assertiveness.

Policy needed to back program

Participants were concerned that program initiatives were backed up by visible, viable and accessible policies and procedures, so that when problems were brought to the surface teachers were supported in responding to them. They were also concerned that policies and/or

Concern was expressed about increasing levels of aggressive behaviour among kindergarten and elementary school children.



The overriding sense on June 2, was that schools are facing an unprecedented crisis as violence and its many outcomes escalate. The importance of parental involvement was a concern of the participants.

In order to have a lasting impact, nonabusive values, life skills, attitudes and behaviour, must be integrated into all subjects.

procedures obtained a balance between rights of accused persons and the rights and safety of actual and potential victims. Policies are more likely to take the former into account, thereby compromising the latter.

Since *Prospect/Retrospect*, two metro boards have approved zero tolerance policy statements on physical, verbal and sexual violence. Others have reviewed and revised their sexual harassment policies.

Support initiatives for students
Clearly teachers are not social workers and the school is not a treatment centre. But nonetheless the education system has a key role to play in identifying troubled children and helping to ensure they get appropriate help. As well what happens in the classroom has tremendous impact on students who have been victimized.



Programming needs to be carefully planned from kindergarten to OAC so that it is sequential, developmentally appropriate, comprehensive, ongoing, coordinated and developed within a philosophically consistent framework.

There was general agreement that current services for victims and young offenders are woefully inadequate. As well the special needs of immigrant children who have experienced terrible violence through war or political repression were identified. Resources, training, more cooperation with agencies and the mainstreaming of services within the school were named as pressing needs.

Prospect/Retrospect recommended a social worker for every school. It is my personal wish that

one day this will be seen to be as fundamental as the math teacher or the custodian.

Staff development essential
Ongoing and comprehensive staff development was considered essential to the goals of early detection, referral, education and long term prevention. The kind of training teachers need to receive in teachers' college was also discussed. Teachers are central to adult modelling of non-violent behaviour as well as a school climate that is caring and safe. However, teachers may lack skills in such things as conflict negotiation, assertiveness and empowerment strategies. They may themselves be survivors or even perpetrators of abuse. Their personal as well as professional needs must be addressed.

The challenge for schools
Prospect/Retrospect was in some ways another step in the process of addressing violence and in others a new beginning. The recommendations have considerable implications for resource allocation and planning in general. An interboard steering committee has ensured that some of the recommendations have already been acted upon, for example, the establishment of a metro writing team.

However, it will take hard work and persistence if the bulk of the recommendations are to become a reality. There is still tremendous denial to be overcome. There are those who still claim the problem doesn't exist. There are those who trivialize it. There are those who are uncomfortable with addressing violence directly. And there are those who are comfortable discussing drugs, bullying or guns in the schools, but who avoid at all costs discussion of sexual assault and violence against women and children in general.

Violence against women and children accepted
In spite of the December 6 massacre, violence against women and children is one of the hardest issues to keep foremost on the agenda. It is an issue many people are reluc-

tant to name and discuss openly. This is demonstrated in gender neutral discussions of violence where the disproportionate amount of violence perpetrated by men and suffered by women and children is downplayed, denied or simply ignored. Gender neutral terms like family violence or domestic violence serve to obscure the reality of violence to say nothing of the fact they leave people confused as to what exactly is being addressed.

So too sexual assault and wife assault are forms of violence most subject to misconceptions. Most people still blame the victim and absolve the perpetrator. As any experienced trainer will agree, violence towards women and children elicits discomfort, defensiveness and outright hostility as no other topic does. Understandably. The roots of violence against women and children, such as attitudes towards power, sexuality, sexism, child raising practices, are institutionalized and to confront them is to profoundly challenge the status quo. Nonetheless we must ensure that violence against women and children is not watered down, dealt with superficially nor ignored as a priority.

At the same time it is also important to make the connections between such violence and other forms such as environmental destruction. They are all manifestations of a deep societal malaise, a world wide pattern of abuse, a destructive value system based on patriarchy that must be changed, otherwise we as a species, as a planet will simply not survive.

W.G. Fleming noted as long ago as 1971, that, *the prospect is already that the chief remedial agency under public control, the school, must expect continuous pressure to take on an increasing amount of responsibility in this area.*

Women teachers have a pivotal role to play in determining how that responsibility is defined and systemically manifested. They have a lot to say about the safety of our children, the safety of women and

what a more loving and caring society, based on equality and justice would look like. The Federation of Women Teachers has already demonstrated its commitment to those and related issues, for example, child poverty. Members at the local level have demonstrated admirable dedication and creativity in such tasks as supporting shelters for women and children.

More and more women teachers are realizing the magnitude of the challenge before us and they are making their voices heard. Increasingly they are leading the way. It is not exaggerating to say that women teachers can have a major impact not only on the children they deal with from day to day, but also in advocating and creating changes that will pave the way to a less violent future. Not only for women and children, but for society as a whole.

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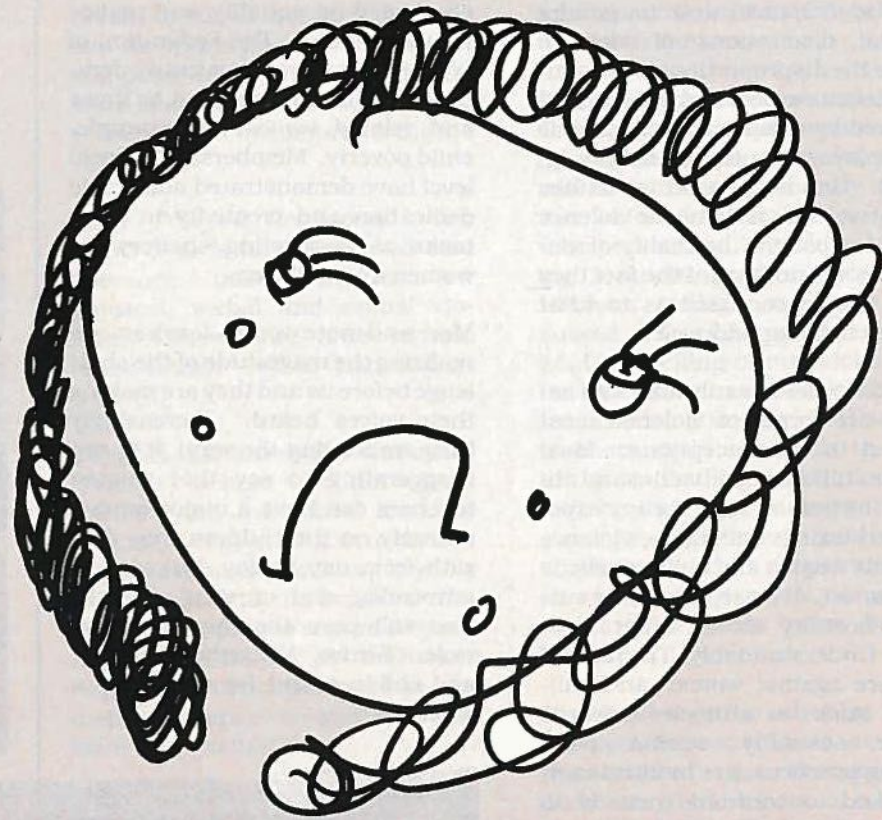
Catherine Stewart is an education consultant who works with the Metro Action Committee on Public Violence Against Women and Children.

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Teachers are in desperate need of appropriate resources and support in dealing with this crisis.

In order for violence prevention to be manageable and effective there is a strong need to move away from isolated remedial efforts.



SEXUAL ABUSE

Fran Newman

The reality and the horror

I did not want to write this article. I find growing in me a volcano of outrage and grief around girls and women as victims. While taking research notes, I wrote out that potential little girl sex abuse victims are good, soft and needy for touch. I broke down and wept. I want to be Joan of Arc and take on the social system that socializes our little girls to be nice, to be polite, to say yes, to be quiet, cooperative students and daughters, to be submissive, to be beaten, sexually abused and psychologically tormented.

I want to roar at parents and teachers, demanding that they make a pledge, a vow, to allow girls their anger and small boys their tears. I want every teacher to do this and also to make their number one priority the building of self-esteem and self-confidence that is lacking in so many of our students. I want all of

us to deal with the anger of our boys more appropriately, by channeling it into positive outlets, then looking below the anger, the resentment, the rebellion, to the wounding. Only by doing this consistently and with caring, will we know we have tried to alleviate the tension that later causes these boys to become men who dominate and abuse women. I want all of us to work every day to instill in our girls a strong sense of self, an ability to say strongly, *No! I am worth more!*

Feelings need more emphasis

We deal wonderfully well with curriculum in our schools. We do not deal as well with feelings. We do not accept, understand, recognize or validate them in ourselves and in the children we teach. So many of us have warm hearts, good sincere intentions and a feeling of hopelessness. For all too many of the

wounded children we see every day, we may be the only caring adult in a vicious world. Please read this article. It won't be easy to absorb, but to pass it by is just not good enough. Our children need our courage. Our schools must be places of safety, acceptance and support.

Monday morning assembly; there are 460 bodies in the gym, intent on the happenings. I scan their faces, not wanting to consider that, although statistics vary, one out of every three or four girls sitting there and one out of every five to eight boys has been or will be sexually assaulted. Much more critical, I do not want to consider that I am looking at the next generation of sexual abusers, 90 to 95 per cent male, a few female. I know that we teach sex education from grade five up in my school. I know that the awareness of sexual abuse is being taught. But I know that it is not nearly enough.

Children do not disclose easily

So very few in the last five years, have disclosed sexual abuse in my school - a handful. I know of grandfathers, a babysitter, an uncle, mom's boyfriend. Tower (1988) estimates that in any classroom, only two will be willing to disclose or talk about past episodes out of the possible six or so in that room.

For years, I have advocated to the children that no one touches you in a way you do not wish, that if it happens there is help available. Yet I am so saddened that they do not tell. Why don't they? What kind of coercion is used? Knowing that in over 85 per cent of instances it is not the stranger but a family member or friend. What pressures are brought to bear? We have always been so vigilant at teaching our children to be wary of strangers without ever really telling them why. The children assume it is because of possible kidnapping or murder, not sexual assault.

Who are the abusers

Who, then are the abusers? Overwhelmingly male, part of the family, initiating and continuing the abuse

with many children or one child over a long period. In positions of trust, father figures, priests, scout leaders, choir directors, teachers. How did they get this way?

The pedophile

The pedophile, the man who is turned on by children, the one who buys the kiddie porn magazines, who sets himself up in a career or in a volunteer capacity where he has access to children, the man who haunts parks and playgrounds, the stranger or the nice man whom all the kids really like. This is the serial abuser, who uses bribes and all the other means of coercion. This is the good citizen, often married, no outward signs of disturbance but in the background, sexual abuse. Some become homosexual, preying on little boys, who will, if undiscovered and not counselled, grow up to become the next generation. Often, if discovery is made, there will be a cover-up, based on disbelief of the child's story, onus put on the child for sexual precocity, a desire to protect this wonderful person who had a momentary slip or a desire to protect the institution. All of which frees the abuser to continue the abuse, either at the same scene or in a new environment.

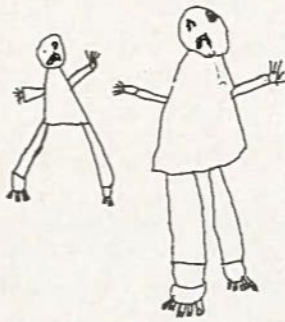
The fixated offender

Crosson Tower (1988) gives us the term fixated offender, saying that this person feels very much a child himself and so puts himself in a setting with others who are at a similar level of emotional growth, a level which became fixated through his own childhood trauma, the neglect, physical abuse or, most commonly, sexual abuse. This person believes he can only achieve control or affection, through victimizing a child. Only in this way will he ever attain the power he never had in his own victimization. Because men often equate sexuality with affection, many perpetrators initiate and maintain abuse without ever connecting their own deep pain with the suffering and trauma they are causing. Denial and minimization are common, *In the process of working out issues of his own, this type of abuser sees himself as entirely justified and feels little or no*

A career child molester statistically will amass over 60 victims (Jance, 1985)



In most cases, the secret is held into adulthood.



SYMPTOMS OF SEXUAL ABUSE

Watch for students who:

- Begin to decline academically.*
- Jump or pull away when touched.*
- Spend more time alone than is customary.*
- Become abusive or aggressive with teachers or other students.*
- Daydream more often.*
- Cry more readily.*
- Forget gym clothes.*
- Show an unusual interest in male and female anatomy.*
- Produce artwork involving sexually explicit details.*
- Show evidence of eating and sleeping disturbances.*
- Become angry, withdrawn, showing guilt, fear, anxiety.*
- Show sexual preoccupation - excessive or public masturbation and an unusual interest in sexual organs, sex play and nudity.*
- Have a host of physical complaints such as rashes, vomiting, headaches with no medical explanation.*
- Demonstrate reluctance to go to a particular place with a particular person.*
- Refuse to change in front of others.*
- Are fearful of bathrooms, showers, closed doors.*
- Are fearful of going home after school.*

shame for his acts, writes Crosson Tower. This man may marry just to have access to stepchildren or other young relatives.

The family offender

The second category is the family offender, the person who is acting in a caretaking role, father, stepfather, grandfather, older brother, uncle, older cousin, family friend, babysitter. Crosson Tower terms these men regressed offenders, saying that they will often back down with a firm no or from a lack of cooperation on the part of the child. Again often the child of abuse, this man is on shaky ground emotionally. Should he come under stress, unemployment being a big factor or lack of a socially approved sexual outlet, this man looks to a child for sympathy and affection, for recognition. His choice is a miniature replica of his love interest, a little girl whom he uses as his mini woman. He chooses a child who is in awe of him and he woos her with gifts, promises and warmth. To some extent, this man can feel great remorse and is treatable when and if he is discovered.

Incest at all economic levels

Incest occurs at all economic levels, with all ethnic groups and all types of families. The husband is often autocratic, the wife submissive, less educated and financially and emotionally dependent on her husband. She may have been sexually abused as a child. The oldest daughter may take over the running of the family, including the fulfilling of the father's sexual and emotional needs, especially in cases where the mother is ill, absent, alcoholic or mentally ill. Distance and coldness between mother and daughter with little or no communication is common. It is a myth, however, to say that a wife's denial of sex causes her husband to turn to the daughter, fathers look for emotional fulfillment, for tenderness and understanding and a sense of power.

A father may begin abusing a younger daughter if the older one leaves or finally rejects the abuse. Often the offender does not just

abuse within the family, but may also go outside and abuse, even rape others.

How can the coercion wield such power over the child? Violence is not usually used, especially at the beginning, but threats of violence are used against the child and her family. Playing on the neediness of the low self-esteem child, using the shame, guilt and uneasiness that result are common. There are a lot of little boys and girls out there who are aching to be touched, to be held, to feel loved, important and valued. To some extent, there can be pleasurable feelings and sensations for the child. Others may believe they are holding the family together or rescuing the adult from unhappiness. *It's our secret*, becomes the mighty slogan.

Girls need to be assertive

As a society, we play right into the hands of the abuser when we bring up our little girls to be nice, kind and obedient. Children are looked upon as property, as miniature beings who must be molded and shaped, not as individuals with free will and certainly not as people with power. To small children, adults are gods, especially those with whom they live or those who teach them. All of our efforts to discipline small children rest on their doing what we, the powerful ones, say to do. Thus children are powerless in situations where a loved or respected adult says: *Don't tell or I'll be in trouble. You'll hurt your Mom's feelings. I could go to jail. The feelings of guilt are overwhelming and the seductive adult hooks right into them.*

Deep sense of betrayal

As well, in a society that shows sex in every magazine, in advertisements and on television programs and in movies, in a society where sexuality is not commonly discussed with little children, some little ones do not know that this kind of physical contact is wrong. *They can no more accept the knowledge of sex in a conscious way than they can accept the fact that there is no Santa before they have reached a certain age* says Gold (1986). Later

on, when they are made to understand that they should have told much earlier says Gold, *they are hopelessly enmeshed in guilt and can no longer do so. I must be a bad person for this to have happened, they believe. Along with this comes a deep and abiding sense of betrayal, of repressed rage at the abuser and at the parent who did not protect. There is an acute loneliness, with no one to talk to about the things they are experiencing, about the pain and sense of being used.*

Victim becomes detached

Given that most of these children go for long periods of time enduring abuse and not telling anyone, how do they survive? For some, say the researchers, to make some kind of meaning out of the abuse is to survive. *It is okay for this to be happening to me because...* For others, being able to withdraw from the hurting part of the self, to divide into another person who looks on in a detached way is survival. *The emotional pain of being abused and the humiliation of being violated are so intense for a child that the mind cannot cope. The result is that the victim steps outside herself, almost as a spectator.* (Crosson Tower).

Split personality a defense

Incest creates the defense of split personalities, allowing the child to maintain an outward semblance of control. *Once considered a rare and exotic phenomenon or discounted as an artifact from the imagination of a few gullible clinicians and their confabulating clients, multiple personality is now being recognized as one of the effects of incest and child abuse that is not all that uncommon.* (Riviera, 1988). Predominantly occurring in women (nine times more often than men), 97 per cent of whom have been physically and/or sexually abused, there is a development of an average of eight to 13 personalities in response to the trauma. The child, using a kind of self hypnosis, allows another, stronger self to emerge who can handle the situation better.

Outwardly calm, these children are in our classrooms. But there are signals, some evident below the apparent calmness, others right there for us to observe every teaching day. Look at the symptoms I compiled from many sources. One symptom alone does not indicate sexual abuse. Any one is an indicator of something amiss with the child, but several together are important.

Children disclose through symptoms

Many children will try to disclose, through symptoms such as these, through innuendo and with hints. They may actually tell someone and not be believed. Why don't we pick up these kinds of signals? Hazzard (1983) suggests that we don't have enough training in spotting child abuse.

Helping children seek help

In your school is a white booklet entitled: *What to do if a Child tells You of Sexual Abuse*, published by the Department of Justice for Canada. It is excellent and has been circulated to every elementary teacher in the province, along with the picture book entitled, *The Secret of the Silver Horse*, which stresses the necessity of telling when someone is doing something to hurt. Will this simple but effective little book be read to all classes in your school? Will your teachers use the exceptional NFB series already referred to called, *Feeling Yes, Feeling No?*

When a child discloses

Let us say that we do read the signals or that a child listens to the book from the Justice Department, or any other book on this topic. See the references for suggested books. What do we do when a child discloses?

The Hastings County guide suggest beginning with the following.

- Reassure the student that it was good to tell someone. You are not responsible for deciding whether or not the disclosure was accurate or complete.

SYMPTOMS OF SEXUAL ABUSE

Watch for students who:

- Talk about running away from home or do so.*
 - Show regressive behaviour, escape into fantasy.*
 - Become hyperactive.*
 - Regress in toilet training.*
 - Have poor peer relationships.*
 - Act seductively.*
 - Show a massive weight change such as anorexia.*
 - Do things to destroy their appearance.*
 - Mutilating themselves.*
 - Develop a pseudo maturity.*
 - Show a fear of males.*
 - Experience abdominal pain.*
 - Have soreness, bleeding, swelling, discharge in vaginal area, especially if the child seems precocious or seductive.*
 - Show sexual knowledge inappropriate for their age.*
 - Discuss suicide or attempt it, become involved in drugs, show evidence of sexual promiscuity.*
 - Have torn, stained or bloody clothing.*
 - Have difficulty walking or sitting.*
- (Compiled from Hastings County; Kahn, 1987; National Film Board).



- Statistics indicate that children seldom lie about abusive situations.
- Regardless of the details of the abuse, don't allow your own judgement to show in your face or in the tone of your voice. Remain calm and supportive of the child's own feelings.

Should you only be led to a suspicion through any of the behaviours in the list, however, there are comments to make that will provide a child with the opportunity to confide in you. *I've noticed you don't seem very happy these days. I'm worried about you. Is anything wrong? Is there anything I can do to help? Would you like to talk to anyone else?*

The Hastings guide warns us that we can never promise to keep a secret, if the child asks us. Reasonable doubt is enough to notify your principal, who in turn will ask the Children's Aid Society to investigate. Should your principal decide not to proceed, you must notify the CAS yourself. This is law.

For many children, disclosure brings relief, with the perpetrator being arrested, ordered to stay away from the child, relieved of his position or removed from the home. In cases where there are no charges laid, the CAS will still move to protect the child.

Reaction of parents

Parents, or the one parent, hearing the story of the abuse, may be ravaged with emotions, anger, fear, guilt. Why did they not provide better protection for the child? How could they have been so trusting of this person? Parents have been known to minimize the child's story in order to salvage their emotional stability. There may also be too much invested in the relationship with the abuser, thus a child I know who was believed but never given treatment, still has to see her grandfather for Sunday dinners and, far worse, is made to hug him good-bye each time.

Victims who disclose, reports Crosson Tower (1988) become the centre of family disruption. In the resulting chaos, with the flood of feelings or the damming of any emotion, in the resulting departure of a parent, the child feels totally at fault. She contributed to the abuse, she did not resist, she did not tell until now, she has caused all this turmoil. The supportive reactions of the adults around her are critical at this point. She must be helped to understand that it was never her fault, that the responsibility rests with the adult.

And then, for some, there is a charge and all of the subsequent happenings; the questions that must be answered to so many people, the story that must be told again and again, the actual testimony in court. Two children in my school have a great dread of the trial and the months drag on and on with no date set. One girl's family lives in fear of the day her abuser is released. Will she have to see him on the street? I watched two intermediate girls leave the courtroom to come back to the witness room after having been questioned by the defense lawyer. I saw their tears, watched them collapse into their chairs after the horrendous ordeal. Videotaped statements are now accepted and shields may be installed to protect the children from the potentially intimidating glances of the accused.

What we can do

As I come to the end of the writing of this, I find I am left with the same deep sense of outrage as before. I feel so helpless around the whole girls and women as victims issue. What can I, one teacher, working in one school, possibly do? Not that much. What can you and I, working together with the strength of our numbers, do? Here are some suggestions.

Support our FWTAO as it works tirelessly for the rights of all women and girls.

Examine our own fears and concerns around sexual abuse. What is our truth? How far will we be

willing to go in supporting our students, if they are victims of abuse?

Create a climate in our classroom where children are free to talk about anything, through our acceptance, our understanding and the revealing of who we are, what we feel.

Validate and honour all feelings in our children, working to understand the negative behaviour that results.

Encourage our girls to be assertive, to be outgoing, to be risk takers, to express their anger, not by internalizing it, but by using positive methods to express it.

Initiate or continue lessons on sexual abuse in every class in your school.

Allow children to say no to you under certain circumstances.

Work toward the elimination of pornography and violence against women through media literacy programs and through the expression of your views, your aversion.

Begin at the earliest of grades to monitor the needy, clingy, low self-esteem little girls and the bullying, angry little boys. Put into place in your school an alert system. Find special programs to meet the emotional needs of these children.

Look upon your classroom, your school as a safe environment, as a place where the child can find solace in the routine, in your acceptance of her or him as a valued person.

Learn more about the body language and behaviour messages that indicate a hurting child. Realize that an obnoxious child is a hurting child.

And lastly, tune into your inner wisdom, your inner sense of how to deal with a child who is in deep emotional pain. Be a friend. Be a person to be trusted in their lives when others are betraying them. Be there for them.

Resources to use with children
Davis, Diane. *Something is wrong at my house. Parenting Press. Seattle, Washington, 1984.*

Feeling Yes. Feeling No - A Sexual Assault Prevention Program for Young Children. Produced by NFB Pacific Region.

Foon, Dennis & Knight, Brenda. *Am I the only one? Douglas & McIntyre. Vancouver, 1985.*

Girard, Linda. *My body is private. Albert Whitman. Niles, Illinois, 1984.*

Jance, Judith. *It's not your fault. The Chas Franklin Press. Edmonds, Wa., 1985.*

References
Brown, Lois. *System worked for incest victim. The Toronto Star. November 15, 1988.*

Crosson Tower, Cynthia. *Secret Scars. Penguin Books. New York, 1988.*

Duhon, Rose. *Alleviate sexual abuse of children: Teachers can help. Research report. March, 1985.*

Gold, Svea J. *When children invite child abuse. Fern Ridge Press. Eugene Oregon, 1986.*

Govier, Katherine. *Queen's reflects on campus sexism. The Toronto Star. March 2, 1990.*

Hastings County. *Child abuse resources for educators.*

Hazzard, Ann. *Training teachers to identify and intervene with abused children. Paper presented at the annual convention of the American Psychological Association. August, 1983.*

Kahn, Alfie. *Shattered innocence. Psychology Today. February, 1987.*

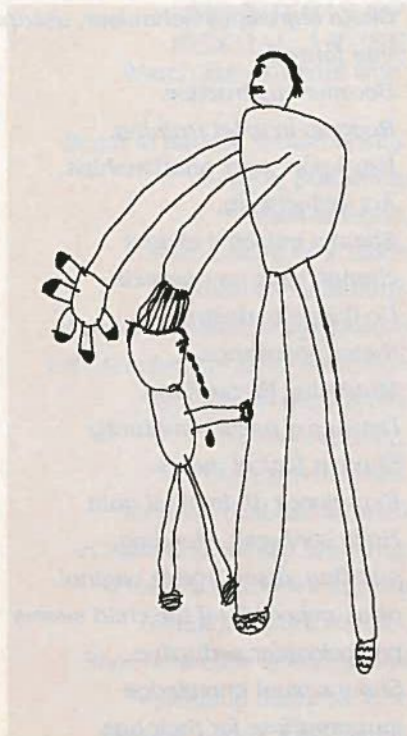
Riviera, Margo. *Multiple personality. Canadian Women's Studies, Volume 8, Number 4.*

Stark, Elizabeth. *The unspeakable family secret. Psychology Today. May, 1984.*



Fran Newman is a guidance counsellor and teacher-librarian in Northumberland-Newcastle.

Support our FWTAO as it works tirelessly for the rights of all women and girls.



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As a society, we play right into the hands of the abuser when we bring up our little girls to be nice, kind and obedient.





Readers portrayed very specific concepts of male-female dominance and subordination, aggression and submission, activity and passivity.

Readers teach sex stereotypes

Elaine Batcher
and Vicki Wright

The classroom is one of society's crucibles for readying our children to grow up to be violent or violated.

Why were women shot?

Immediately after that terrible shooting of the 14 women in Montreal on December 6, last year, there was an attempt to establish the view that this was an isolated incident perpetrated by a deranged individual. The role of his mother, then of his father were explored, as was his own psyche. Much was also said about the relationship between sexism and violence. Catherine Dunphy, stated succinctly, *Misogyny is everywhere. It is at the core of wife beating, pornography, date rape, any rape. It is in the court system* (Toronto Star, Dec. 8, 1989). Diana Bronson (Globe and Mail, Dec. 8, 1989) said *hatred and anger...is shared by every husband who beats his wife, every man who rapes his date, every father who abuses his child and by many more who would not dare.*

A year later, while the event remains vivid in the minds of the Canadian public, the urgency around discovering what might have caused it, so that it might never happen again, has dissipated. For the most part, it has become just one more terrible incident in the catalogue of incidents of violence against women. But this must not happen. It is our intention to talk about the connectedness of Lepine's action to the attitudes and practices of the larger society.

Classrooms reflect social attitudes

As observers of the educational system within Ontario, we want to point out some specifics in the schooling of our children that are profoundly significant. The following comments are based on our two studies of particular curriculum materials widely used in Ontario classrooms. In 1975 and 1986, funded by FWTAO, we evaluated all the readers approved for use in Ontario schools by the Ministry of Education and local school boards. On both occasions, the findings were more than a little disturbing.

Violence did not make its first entry into the classroom when Mark Lepine deliberately went gunning for the women who dared to step into traditionally male designated careers. Rather, it can be argued that the classroom is one of society's crucibles for readying our children to grow up into being violent or violated.

Readers reflect role stereotypes

How else to explain that learning materials from the earliest years, especially those known as readers, continue to be riddled with damaging images of women, men, girls and boys? In both studies we found that stereotypic characters unquestionably fit the standard script for life in our sexist, misogynist society. Readers portrayed very specific concepts of male-female dominance and subordination, aggression and submission, activity and passivity. Children are immersed in these learning materials every school day.

Our 1975 study of reader content was entitled, *And Then There Were None*, because we could not recommend a single reader series as worthy for use in the shaping of young minds. Our follow-up study eleven years later was entitled, *The more things change, the more they stay the same*. Readers in 1986, despite millions of dollars expended in their updating, were still not fairly reflecting life as it is. Neither did they reflect society as we might want it to be if our ideal is the equity of opportunity for girls and boys, as

the Ministry professes. Series reprinted for decades and series only a few years old showed women, men, girls and boys in stereotypic fashion. The archetypes of each of these characters have seemingly been cast in stone.

Girls in readers denigrated

Reader girls occupy a fringe world and are thus denied a significant childhood. Their actions, reactions and interactions are shallow and apologetic. Girls in readers are reluctant heroes. Given the choice, they would rather not make a rescue or defend the fort. When such challenges are met, however, the girls do not receive credit for their actions, nor do they expect it. They explain, or it is suggested to them, that their out-of-character accomplishments were directed by a guardian angel, an inner voice or a spontaneous response.

Reader girls are frequently shown as rightfully earning the disfavor of all others, especially other girls. The incidence of their denigration is alarmingly high, which is paradoxical in that girls are constantly shown as striving for approval from others. There is never a sense of partnership with adults nor a sense of being the equals of their age mates. A feeling of belonging is not reflected to girls from story pages.

The message beamed at girls is one of rejection. The denial is so complete that if they are to retain some sense of being, they are forced to identify with males, a situation of extreme alienation. Their marginal involvements do not nurture a sense of worth or personhood. There is no affirmation for girls such as be a woman!

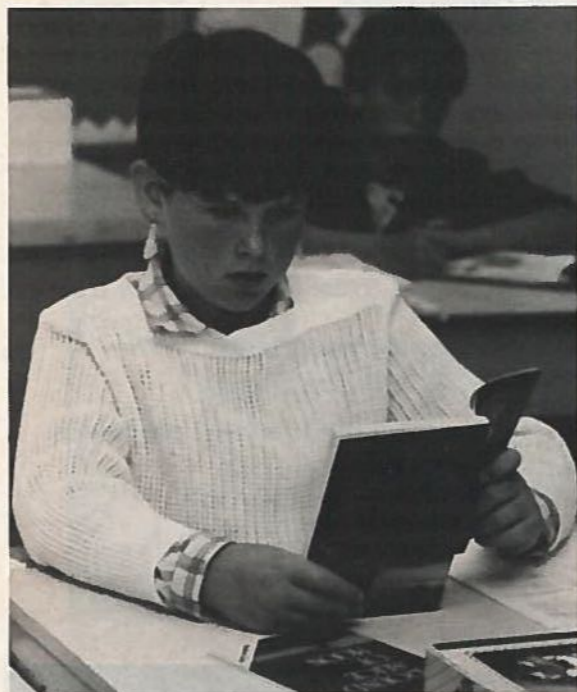
Boys in readers affirmed

In contrast, the directive for boys is unequivocal. Be a man. Reader boys are in a recognized state of becoming, with frequent tastes of manhood realized. Through friendships, teamwork, partnerships and lone trials, reader boys are encouraged, guided, taught and challenged.

Readers in 1986, did not reflect society as we might want it to be if our ideal is the equity of opportunity for girls and boys, as the ministry professes.



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Young men in training initiate, lead, judge, participate, expound, articulate, invent and venture. Any brief reluctance to enter into challenges is attributed to their insight into the task at hand, rather than to some doubt about their capabilities. The credit for achievement belongs to them alone, which also serves to inform them that they do indeed have a place.

The traditional male values, attitudes and orientations are clearly and repeatedly displayed as models. Over achievement and success are expected. Thus, the world of reader boys, although unreal, is well defined and integrated. It is totally consistent with the adult world in which they will have personhood.

Women in readers passive

The portrayal of reader women is in keeping with the suppressed childhood of reader girls. A woman, when she appears, exists relative to husband, father, other males or children. Even so she rarely has a meaningful relationship with any of them. Obviously necessary but apparently unwelcome, she is generally depicted as a silent slave, grim supervisor, vague doubter or fractious partner. Such mythical persons continue to be perpetuated to the exclusion of realistic women. Occasionally a woman may surface as an artist or athlete, but she is always an anomaly. The woman in the modern world who is called upon to share responsibility and to make decisions has not arrived on reader pages. Womanhood is never featured, commended or honoured.

In spite of their lack of prominence and infrequent appearances in stories, adult females nevertheless make an indelible impression. Their otherness orientation and self-effacement is almost complete. They ostensibly have no personal reference points, priorities or preferences.

In the capacity of role and character models for girls and boys, reader women are not credible.

Adult males in readers are positive

In contrast, adult males are conspicuously acceptable with few exceptions. Something positive comes through about each, even the wicked and shiftless ones. Males are admirable because of their achievements, responsibilities, sense, knowledge, freedom, creativity and humour. Reader men are models of self-assurance, self-direction, self-discipline and self-satisfaction. Presented in a variety of occupations and lifestyles, they are to a large degree the fulfillment of promised boyhood dreams.

The world that our readers depict is a male preserve where important initiatives and actions come from men. Women are seldom recognized as having any power of initiation, let alone creation. Men create the world as it is seen and sometimes women share this world, but the extent of their participation is essentially determined by men.

Readers limit everyone's future

Boys are men in training who will inherit the world and the responsibility for it, whether they want it or not. Girls are disassociated from everyone, from men whose world will never be theirs, from women who have no power or clear direction to offer them, from boys who competitively reject them and finally even from other girls who are as isolated as they are.

Boys and girls are made to understand early that these are their measures. Is this the world Mark Lepine was expecting, the world he's read about in his early years, reinforced throughout society? If so, one begins to understand his hostility toward women when some of them stepped out of their expected role.

Stereotypes create hatred

Emil Sher (*Speaking...Globe*, Dec. 8, 1989) quotes Adrienne Rich, *Women and men do not receive an*

equal education because, outside the classroom, women are perceived not as sovereign beings but as prey. Our findings show that the perception of females as prey is carefully nurtured in learning materials. Females are typically the ones who deserve blame when events go wrong, losers in a game, the butt of jokes, or absent after the third story sentence. We believe that boys are not only given permission to commit aggression, they are given target practice. Because this concept is so thoroughly ingrained in society it is virtually invisible. The murders in Montreal render the concept visible and our shock and horror are not just in response to the slaughter, but also for the realization of what the slaughter signifies.

The *Globe* editorial said also, *The tragedy should persuade us to look intently at the ground in which hatred takes root.* Elsewhere there were vows and determinations to put an end to the hatred of women. During those immediate days of sorrow and resolve, all of us, parents, educators, the media, considered what we each might do in order to change the current climate of violence and violation. The suggestion was made many times that we need to commemorate the loss of 14 daughters who dared to be different by making their deaths a turning point in the societal hatred of women.

Among the many places where this important task, this turning point, is to be undertaken, one of the most critical, yet most accessible, is the elementary school classroom. It is there that upcoming generations of girls and boys could learn that both sexes are fully human, capable of a range of emotions, willing to share all the responsibilities of citizenship and parenting and wanting to strive for their highest potential.

The Ontario Ministry of Education, school boards and publishers were well aware of the findings of each study. But so far they have refused to address the issue. There has been no change.

Parents are right to worry about what is being taught in our schools and how well it is being inculcated. The Ministry of Education and the school boards set the curriculum and approve the learning materials. It is these powers, along with parental endorsement, that perpetuate the script that insists that males must over achieve in order to prove manhood, females must under achieve to guard their femininity.

People need to examine their acceptance of the holiness of this script and their belief that any departure from these expectations is a violation of the natural order.

Women will continue to be in the gunsight, in one way or another, until such time as there is a rewrite of the traditional script.



Elaine Batcher, has worked on a number of research projects for FWTAO, the Ministry and OISE. She is a teacher with the Toronto Board.

Vicki Wright is a retired teacher from North York. She has worked on many committees for the North York Board of Education, FWTAO, OTF and CTF. Her work has been to advance the cause of women.

Photo credits:

Gail Kenney (pg. 55 & 57)
John Kerr, North York Board of Education (pg. 54 & 56)

Copies of the FWTAO research report, *The More Things Change, the More They Stay the Same*, is available from FWTAO for \$4.00. Contact FWTAO at 1260 Bay Street, Toronto, M5R 2B8.

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CONFERENCE CALENDAR

IDEASHOP '91

January 31 - February 2, 1991
 LOCATION: Toronto
 SPONSOR: Ontario School Library Association
 FEE: \$150
 CONTACT: Ontario School Library Association
 Phone: (416) 363-3388

THE ARTS WORK

Educating for the future
 February 6 - 9, 1991
 LOCATION: Toronto
 SPONSOR: Ontario Institute for Studies in Education
 FEE: \$475
 CONTACT: OISE
 Conference Centre
 252 Bloor St., West
 Toronto, Ontario M5S 1V6
 Phone: (416) 926-4711
 FAX: (416) 926-4725

PROGRAMMING FOR AN AUGMENTATIVE COMMUNICATOR IN PRESCHOOL

February 7, 1991
 LOCATION: Easter Seal Resource Room
 SPONSOR: Easter Seal Communication Institute
 FEE: \$170
 CONTACT: Training coordinator
 Easter Seal
 Communication Institute
 250 Ferrand Drive, Suite 200
 Don Mills, Ontario M3C 3P2
 Phone: (416) 421-8377 ext. 2205

READING '91

Language and learning
 February 20 - 22, 1991
 LOCATION: York University
 SPONSOR: Centre for Continuing Education, York University
 FEE: to be announced
 CONTACT: Centre for Continuing Education
 York University
 1315 Finch Ave. W., Suite 500

Downsview, Ontario M3J 2G6
 Phone: (416) 736-5804

FASTFORWARD ON ENERGY EDUCATION '91

February 21, 23, 1991
 LOCATION: North Bay, Ontario
 SPONSOR: Energy Educators in association with the Ontario Ministry of Energy
 FEE: to be announced
 CONTACT: Energy Educators of Ontario
 517 College St., Suite 406
 Toronto, Ontario M6G 4A2
 Phone: (416) 323-9216

BUSINESS

OPPORTUNITIES FOR TEACHERS IN THE 1990s
 March 2, 1991
 April 6, 1991
 May 4, 1991
 June 1, 1991
 LOCATION: Malvern Community Library
 SPONSOR: Ontario Teachers' Federation
 FEE: \$52
 CONTACT: Ontario Teachers' Federation
 1260 Bay Street
 Toronto, Ontario M5R 2B5
 Phone: (416) 966-3424

EDUCATION AND LITERACY

Learning at all stages
 March 21 - 22, 1991
 LOCATION: Inn on the Park
 Toronto
 SPONSOR: Learning Disabilities Association of Ontario
 FEE: to be announced
 CONTACT: LDAO
 124 Merton St., 3rd floor,
 Toronto, Ontario M4S 2Z2
 Phone: (416) 487-4106

IGNITING THE SPARK OF POSITIVE CHANGE

March 28, 1991
 LOCATION: Brant Park Inn

SPONSOR: Brant County Board of Education's Staff Development Committee
 FEE: to be announced
 CONTACT: Chris Lefebvre
 Phone: (519) 756-6301

ONTARIO ASSOCIATION FOR CURRICULUM DEVELOPMENT

April 3 - 5, 1991
 LOCATION: Holiday Inn downtown Toronto
 SPONSOR: Ontario Association for Curriculum Development
 FEE: to be announced
 CONTACT: Bob Howe
 P.O. Box 931
 London, Ontario N6A 5K1
 Phone: (519) 679-3634
 FAX: (519) 679-6855

DRAMA '91

Focus on junior and intermediate education
 April 4, 1991
 LOCATION: Hotel Triumph, Toronto
 SPONSOR: York University
 FEE: to be announced
 CONTACT: Centre for Continuing Education
 York University
 1315 Finch Ave. W., Suite 500
 Downsview, Ontario M3J 2G6
 Phone: (416) 736-5804
 FAX: (416) 631-9822

FWTAO PAR CONFERENCE

PAR women leading the '90s
 April 4 - 6, 1991
 LOCATION: Toronto
 SPONSOR: FWTAO
 FEE: \$175
 CONTACT: Diana Tomlinson
 FWTAO
 1260 Bay Street
 Toronto, Ontario M5R 2B8
 Phone: see page 1

PRIMARILY LEARNING CONFERENCE

Catch the rainbow
 April 19 - 20, 1991
 LOCATION: Regal Constellation
 SPONSOR: York Region Primary Association
 FEE: To be announced
 CONTACT: Linda Berg
 Phone: (416) 660-3083

SPECIAL EDUCATION '91

May 2 - 3, 1991
 LOCATION: York University
 SPONSOR: Centre for Continuing Education, York University
 FEE: to be announced
 CONTACT: Centre for Continuing Education
 York University
 1315 Finch Ave. W., Suite 500
 Downsview, Ontario M3J 2G6
 Phone: (416) 736-5804

CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS CONFERENCE

May 2 - 4, 1991
 LOCATION: Winnipeg, Manitoba
 SPONSOR: Canadian Association of Second Language Teachers
 FEE: to be announced
 CONTACT: Josue Bensimon
 Communications chairperson
 The Canadian Association of Second Language Teachers Inc.
 389 Montrose Street
 Winnipeg, Manitoba R3M 3M1

MATHEMATICS IN EDUCATION

May 9 - 11, 1991
 LOCATION: Toronto
 SPONSOR: The Ontario Association for Mathematics Education
 FEE: Members - \$75.00
 Non-members - \$105.00
 CONTACT: Jeff Martin
 Phone: (416) 394-7289

PREDICTING AND PREVENTING EARLY SCHOOL FAILURE

May 3 - Collingwood
 May 9 - Ottawa
 May 10 - Ottawa (repeat)
 May 16 - Hamilton
 May 17 - Hamilton (repeat)
 May 22 - Toronto
 May 23 - Toronto (repeat)
 May 24 - Toronto (repeat)
 SPONSOR: Faculty of Part-Time and Continuing Education, The University of Western Ontario
 FEE: to be announced
 CONTACT: Faculty of Part-Time and Continuing Education
 The University of Western Ontario
 Room 23
 Stevenson-Lawson Building
 London, Ontario N6A 5B8
 Phone: (519) 661-3631

WOMEN AND MENTAL HEALTH

Women in a violent society
 May 9 - 12, 1991
 LOCATION: Banff, Alberta
 SPONSOR: CMHA Alberta North Central Region, CMHA National Women's Program, Department of the Secretary of State, Department of Health and Welfare, Canada Government of Alberta
 FEE: \$150 (before March 15)
 \$200 (after March 15)
 CONTACT: Canadian Mental Health Association
 9th floor, 10050-112th Street
 Edmonton, Alberta T5K 2J1
 Phone: (403) 482-6091

CANADIAN GUIDANCE AND COUNSELLING ASSOCIATION

Side by side: Helping professionals working together
 May 22 - 24, 1991
 LOCATION: Halifax, N.S.
 SPONSOR: Department of Advanced Education and Job Training
 FEE: to be announced
 CONTACT: Peggy Dutton
 Nova Scotia Advanced Education and Job Training
 P.O. Box 2086, Station M
 Halifax, Nova Scotia B3J 3B7
 Phone: (902) 424-5163
 FAX: (902) 424-0511

TALKING TOGETHER 1991

An international conference on talk
 May 23 - 25, 1991
 LOCATION: Toronto
 SPONSOR: Peel Board of Education and the Ministry of Education
 FEE: to be announced
 CONTACT: Julliana Tam
 Peel Board of Education
 Phone: (416) 890-1099

MATHEMATICS '91

May 23 - 24, 1991
 LOCATION: York University
 SPONSOR: Centre for Continuing Education, York University
 FEE: to be announced
 CONTACT: Centre for Continuing Education
 York University
 1315 Finch Ave., W., Suite 500

Downsview, Ontario M3J 2G6
 Phone: (416) 736-5804

REUNIONS

75TH ANNIVERSARY LAMBTON PARK JR. PUBLIC SCHOOL

January 26, 1991
 LOCATION: Lambton Park Jr. Public School
 CONTACT: (416) 394-3070

25TH ANNIVERSARY WALLACE PUBLIC SCHOOL

May 12, 1991
 LOCATION: Gowanstown, Ontario
 CONTACT: Cheryl Zinszer
 Phone: (519) 291-2380

REUNION '91 PETERBOROUGH TEACHERS' COLLEGE

Class of '65-'66
 June 7 - 9, 1991
 LOCATION: Peterborough
 CONTACT: Taullie Thompson
 c/o Waverley Public School
 168 Waverley Road
 Bowmanville, Ontario L1C 3Y8
 Phone: (416) 623-4323

RCAF WOMEN'S DIVISION 50TH ANNIVERSARY

June 14 - 16, 1991
 LOCATION: Winnipeg, Manitoba
 CONTACT: Geraldine Sine
 P.O. Box 1346
 Winnipeg, Manitoba R3C 2Z1

25TH ANNIVERSARY FORT ERIE ELEMENTARY SCHOOL

June 27, 1991
 LOCATION: Fort Erie, Ontario
 CONTACT: Judy Jacklin
 Learning Resource Teacher
 Fort Erie Elementary School
 Phone: (416) 871-2673

CENTENNIAL CELEBRATION DIEFENBAKER SCHOOL

formerly Plains Road School, is planning its centennial celebra-

tion for the school year, 1990-91. We would like to hear from people who attended Plains Road School or from people whose parents attended the school. We are anxious to receive donations of pictures of past school days and would also like to hear from former students who have anecdotes to share.
 CONTACT: Dorothy Murray
 Principal
 Diefenbaker School
 175 Plains Road
 Toronto, Ontario M4J 2R2
 Phone: (416) 396-2350

ANNOUNCEMENTS

TEACH ENGLISH IN CHINA

A once-in-a-lifetime career highlight
 The people's Republic of China has asked the Ontario Teachers' Federation to collect and forward applications to teach high school level English literature and composition to young adults who already speak English. Most OTF applications are accepted.

There is a particular need for fully qualified English teachers who will use mainly Canadian content to teach English. The Chinese want to know about Canadian history, geography, culture, novels, poetry, drama, journalism, criticism, essays, etc. However, most teachers will use mainly British and American literature.

Also needed are specialists in linguistics, creative writing, rhetoric and all other specialties in the English language. English language editors and polishers are also being sought.

Application forms are available from OTF. Applicants return completed application forms to OTF for forwarding to China. Replies from China go directly to applicants. Completed applications will be forwarded by OTF at the end of every month. For application forms write or phone: Ontario Teachers' Federation

1260 Bay Street
 Toronto, Ontario M5R 2B5
 Phone: (416) 966-3424 or
 1-800-268-7061
 (for 519, 613, 705)

INTERNATIONAL DAY TO ELIMINATE RACISM

March 21, 1991
 Multiculturalism and Citizenship Canada invites you to participate actively in its public education campaign centred around March 21, the International Day for the Elimination of Racial Discrimination.

We're inviting young people to tell us how they feel about racism with a song, poem, story, picture, video or group activity. Twenty-one prizes will be awarded and a booklet of winning ideas will be compiled for use by educators and students.

CONTACT:
 Communications Branch
 Multiculturalism
 and
 Citizenship Canada
 Ottawa, Ontario K1A 0M5

MATERIALS ON VIOLENCE RESOURCES

Resources are available on violence from many sources now. Here are some sources for teachers and students.

BARBRA SCHLIFER COMMEMORATIVE CLINIC

If you have any questions about the Barbra Schlifer Commemorative Clinic or violence against women, please contact us and we will do our best to answer your questions promptly. You may also wish to subscribe to our newsletter, *Update*.

Contact:
 The Barbra Schlifer
 Commemorative Clinic
 489 College Street, Suite 503
 Toronto, Ontario M6G 1A5
 Phone: (416) 323-9149
 FAX: (416) 323-9107

CANADIAN ADVISORY COUNCIL ON THE STATUS OF WOMEN

The council produces in-depth research on a wide variety of issues affecting women and publishes these findings as books, booklets, background papers, briefs and fact sheets.

Topics range from: infertility, wife battering, equality rights, pornography, pay equity and homemaker

pensions. Contact:
 Canadian Advisory Council
 on the Status of Women
 110 O'Connor St., 9th Floor
 Box 1541, Station B
 Ottawa, Ontario K1P 5R5
 Phone (613) 992-4976

CANADIAN COUNCIL ON SOCIAL DEVELOPMENT

A newsletter on family violence, *Vis - à - Vis* is available. For information, contact:
 Vis - à - Vis
 Family Violence Program
 Canadian Council on
 Social Development
 55 Parkdale Avenue
 P.O. Box 3505, Station C
 Ottawa, Ontario K1Y 4G1
 Phone: (613) 728-1865

EDUCATION WIFE ASSAULT

A wide variety of fact sheets, kits, brochures and discussion papers are available on wife assault, causes, treatment and effects on children.
 Contact:
 Education Wife Assault
 427 Bloor Street West
 Toronto, Ontario M5S 1X7
 Phone: (416) 968-3422

FWTAAO RESOURCES AVAILABLE

FWTAAO NON-SEXIST MATERIALS

Canadian Women at Work, profiles of women in business. Intermediate work cards and study materials are available for \$4.00.

History of Women, a photo-historical essay on the history of women teachers in Ontario by Beth Light and Pat Staton is available for \$22. A beautiful historical resource and a lovely gift.

Women of Canada Kits, for primary, junior and intermediate available for \$13.00, \$15.00 and \$19.00 or \$40.00 for all three. Each kit contains biographies and artwork to present role models of successful women's lives.

Posters of women in non-traditional careers; set of ten posters for \$10.

Affirmative Action Kit for School Boards; promotion criteria, goals, timetables, handbooks, available for \$10.

Challenging the Double Standard; classroom and school ideas to eliminate sexism among children, available for \$2.

The More Things Change, the More They Stay the Same; research study on the images of males and females in readers. Available for \$4.

FWTAAO Safety Pamphlets; pamphlets on safety at home for women and street-proofing your children. Free of charge to use with parents and staff development.
 Contact:
 Federation of Women Teachers' Associations of Ontario
 1260 Bay Street
 Toronto, Ontario M5R 2B8

INSTITUTE FOR THE PREVENTION OF CHILD ABUSE

A wealth of resources, brochures, guides and research are available from the Institute for the Prevention of Child Abuse. Materials produced by the Ministry of Community and Social Services are distributed through the institute. The institute also provides consultation services, a newsletter and an education program.

Contact:
 The Institute for the
 Prevention of Child Abuse
 25 Spadina Road
 Toronto, Ontario M5R 2S9
 Phone: (416) 921-3151

INTEGRATED SERVICES FOR NORTHERN CHILDREN

Four ministries are cooperating to bring quality health, mental health and special education services to northern children. The ministries are, Health, Education, Northern Development and Community and Social Services. From Parry Sound to Kenora, 114 professionals are working in rural communities to conduct assessments, treatment and specialized service.

Contact:
 Integrated Services for
 Northern Children
 Alice Shaw, coordinator
 111 Larch St., 8th floor
 Sudbury, Ontario P3E 4T5

INTERDENOMINATIONAL CHURCH COUNCIL

Family Violence in a Patriarchal Society: A Challenge to Our Way of Living, published by the: Interdenominational Church Council on Justice and Corrections
 507 Bank Street
 Ottawa, Ontario K2P 1Z5
 Cost is \$15.00 which includes audio tape and slides are available for \$5.00.

JUSTICE DEPARTMENT

A booklet called, *What to do if a Child Tells You of Sexual Abuse* and a read-aloud book called, *The Secret of the Silver Horse* are available.
 Communications and
 Public Affairs
 Department of Justice Canada
 Ottawa, Ontario K1A 0H8
 Phone: (613) 957-4222

KIDS HELP PHONE

1-800-668-6868
 Kids Help Phone is a national, bilingual, confidential, toll-free helpline staffed by paid trained professionals. In response to the problems and concerns of our youth, Kids Help Phone provides a listening ear, emotional support, counselling, information and referrals. Children from anywhere in Canada can call anonymously 24 hours a day, 365 days a year. Since it started on May 16, 1989, more than 250,000 children have called for help. The age of callers ranges from four to 19 years.

MATCH INTERNATIONAL CENTRE

This non-profit Canadian based women's organization is working to establish a network of caring women around the world. Their newsletter, *Match News*, is available from:
 MATCH International Centre
 1102-200 Elgin Street
 Ottawa, Ontario K2P 1L5
 Phone: (613) 238-1312

MEDIAWATCH

MediaWatch is undertaking the compilation of a national directory of women available as alternative expert sources. This directory is intended as a resource for broadcasters and publishers to support their efforts to correct the gender imbalance in representations of authority and expertise. For information on MediaWatch Contact:
 MediaWatch
 Suite 250 - 1820 Fir Street
 Vancouver, B.C. V6J 3B1
 Phone: (604) 731-0457

METRO ACTION COMMITTEE ON PUBLIC VIOLENCE AGAINST WOMEN AND CHILDREN
Resources on sexual assault, the judicial system, wife assault. A list of resources for educators is available.

Contact:
METRAC
Metro Action Committee on Public Violence Against Women and Children
158 Spadina Road
Toronto, Ontario M5R 2T8
Phone: (416) 392-3135

METROPOLITAN TORONTO POLICE
Booklets on crime prevention and brochures on wife assault, sexual abuse and how to protect yourself are available from:
Metro Toronto Police
40 College Street
Toronto, Ontario M5G 1K2

METRO TORONTO SPECIAL COMMITTEE ON CHILD ABUSE
A sexual abuse protocol, which outlines internal procedures for your board of education is available as well as other resources. The committee also has a sexual abuse prevention program for elementary schools. For a list of complete resources, contact:
Metro Toronto Special Committee on Child Abuse
443 Mount Pleasant Rd., 2nd floor
Toronto, Ontario M4S 2L8
Phone: (416) 440-0888

NATIONAL CLEARINGHOUSE ON FAMILY VIOLENCE
Fact sheets, current data on family violence, available from:
National Clearinghouse on Family Violence
Health and Welfare Canada
Ottawa, Ontario K1A 1B5
Phone: (613) 957-2938 or toll-free 1-800-267-1291
NATIONAL FILM BOARD
The National Film Board has put together an excellent audio-visual resource list which is annotated and which tells you how to obtain

the materials.
Contact:
Richard Smith
National Film Board of Canada
150 Kent Street
Ottawa, Ontario K1A 0M9
Phone: (613) 992-5380

NATIONAL VICTIMS RESOURCE CENTRE
Free information packages available in English and En Français.
Phone: 1-800-267-0454

ONTARIO ADVISORY COUNCIL ON CHILDREN'S ISSUES
A newsletter called *Council Update*, is available. For information, contact:
Ontario Advisory Council on Children's Issues
880 Bay Street, 5th floor
Toronto, Ontario M7A 1N3
Phone: (416) 326-1840
FAX: (416) 326-1836

ONTARIO ASSOCIATION OF INTERVAL AND TRANSITION HOUSES
For information, contact:
Ontario Association of Interval and Transition Houses
229 College Street
Toronto, Ontario M5T 1R4
Phone: (416) 977-6619

ONTARIO MEDICAL ASSOCIATION
For copies of the *Ontario Medical Association Review* and various medical issues related to wife assault,
Contact:
Ontario Medical Association
250 Bloor St. E., Suite 600
Toronto, Ontario M4W 3P8
Phone: (416) 963-9383

ONTARIO MINISTRY OF EDUCATION
Bibliography - Wife Assault and the Effects on Children, is in every school. Additional suggestions for the bibliography are welcome as it is in a loose-leaf format and is being expanded on an ongoing basis. To add items, fill in the sheet in the back of the bibliogra-

phy and send to:
Dr. Pat Kincaid
Regional Superintendent
Provincial Coordinator
Family Violence Prevention
Ministry of Education
2025 Sheppard Ave. East
Suite 3201
North York, Ontario M2J 1W4
Phone: (416) 491-0330
1-800-268-5755

See page 9 in this issue of the *FWTAO Newsletter*, for a summary of Ministry of Education initiatives on violence.

ONTARIO PREVENTION CLEARINGHOUSE
A joint outreach from the Ministries of Health and Community and Social Services, this program offers a computerized data bank, a bilingual newsletter, regional focus groups, on-line literature searches and an electronic bulletin board. Staff will also assist with research if time is allowed.
Contact:
The Ontario Prevention Clearinghouse
984 Bay Street, 6th floor
Toronto, Ontario M5S 2A5
Phone: (416) 928-1838

ONTARIO PSYCHOLOGICAL FOUNDATION
Two booklets, *About Wife Abuse* and *What Everyone Should Know About Family Violence*, are available. Ideal for grade seven and eight students because they are in graphic and point form.
Contact:
Ontario Psychological Foundation
7 Wax Myrtle Way
Don Mills, Ontario M3B 3K6

ONTARIO WOMEN'S DIRECTORATE
The Ontario Women's Directorate has various pamphlets, posters, information kits available free of charge.
Contact:
Ontario Women's Directorate
Family Violence Unit, 2nd floor
480 University Avenue
Toronto, Ontario M5G 1V2

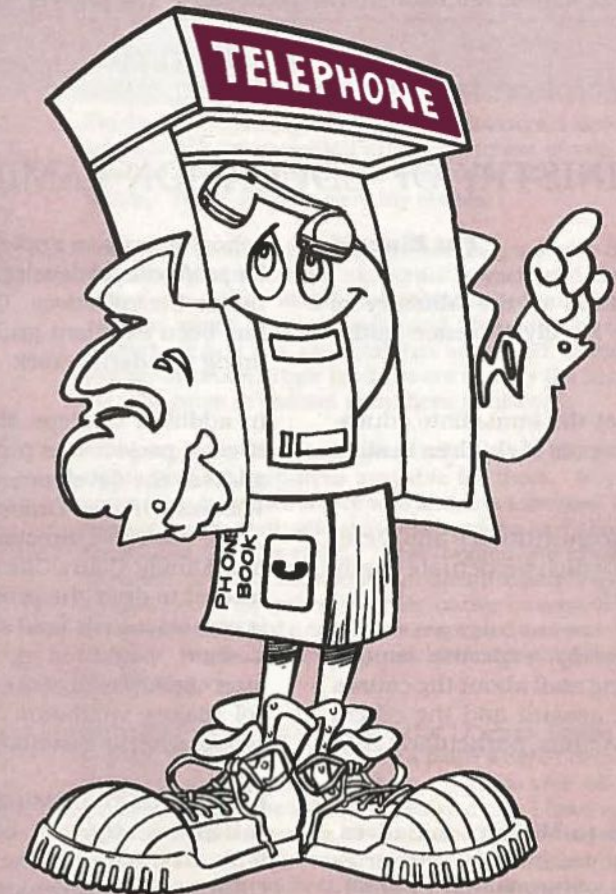
OTF CHILD ABUSE PREVENTION KIT AND VIDEO
This comprehensive program contains five documents and a video developed by an OTF and affiliate committee. The program looks at the major issues behind child abuse and relates these to the professional concerns and responsibilities of the teacher. The materials lend themselves readily for workshop presentation. A companion piece, *Family Violence - A Selective Bibliography/La Violence au sein de la famille-une bibliographie sélective*, provides a more global look at societal violence and its roots.
Contact:
Ontario Teachers' Federation
1260 Bay Street
Toronto, Ontario M5R 2B5
Phone: (416) 966-3424

THE TORONTO WOMEN'S BOOKSTORE
The Toronto Women's Bookstore is a non-profit book service specializing in literature for and about women. All literature is non-sexist, non-classist and non-racist. Topics include: child sexual abuse/incest, child abuse/violence, family violence, battered women, health, psychology, eating disorders, sexuality, addiction, child abuse prevention.
Contact:
The Toronto Women's Bookstore
73 Harbord Street
Toronto, Ontario M5S 1G4
Phone: (416) 922-8744

YWCA BROCHURES
The YWCA has published an excellent brochure, entitled *Fresh Start*, on wife battering. The revised 1986 edition, at \$3.25 a copy is available from:
YWCA of Canada
80 Gerrard Street East
Toronto, Ontario M5B 1G6

TEACHERS...
Please clip this out, photocopy it and display this in as many conspicuous places as you can. Thank you. Your efforts might save a child from violence or death.

Kids!
Anytime you see a phone, remember you're not alone.



KIDS HELP PHONE

1-800-668-6868

A MESSAGE FROM THE MINISTER OF EDUCATION

What we have to learn from events like the Montreal tragedy a year ago is the importance of changing the way men and women view each other in our society. What happened in Montreal was yet another message that we must strengthen our commitment to eliminate all sexual stereotyping, whenever it occurs in our daily lives. Schools have a responsibility to help our young people look beyond the gender of a person. I know from personal experience, having worked at a clinic for battered women, that the cost of not dealing with violent attitudes is a mortgage against the future of women and children. We must not neglect our collective responsibility. The price is simply too high.



Marion Boyd
ONTARIO MINISTER
OF EDUCATION

MINISTRY OF EDUCATION FAMILY VIOLENCE INITIATIVES

Pat Kincaid

The objectives of the Ministry of Education Family Violence Initiatives are:

- To meet the immediate educational needs of children in shelters.
- To address attitudes and stereotypes which perpetuate family violence.
- To develop expertise among teaching staff about the causes of wife assault and the effects on its victims, particularly children.

In addition to Ministry initiatives, representatives from 16 ministries form the Interministerial Committee For Services Related To Wife Battering. This has positively affected the recognition that the problems associated with wife assault are problems which are multi-faceted and require multi-partnered solutions.

Since 1988, the Ministry of Education has provided opportunities for

school boards to apply for funding for professional development activities on the initiatives. The response has been excellent and boards are doing wonderful work.

In addition to steps on the initiatives, a project was put in place to address the development of a *Child Witness Protocol Guide*. Dr. Peter Jaffe, executive director of the London Family Court Clinic, was contracted to draft the protocol, which is now close to its final stage prior to a short validation process. The inter-agency aspect of such a protocol makes validation beyond the school system essential.

In June, 1990 the Ministry of Education released the bibliography, *Wife Assault and the Effects on Children/L'agression contre l'epouse et ses effets sur les enfants*. Copies were sent to each school. The bibliography is in draft/ongoing form and will be updated as new resources are recommended.

It has been exciting to see the growth in both awareness of and activity in school boards on the subject of wife assault and the ef-

fects on children. Teachers and administrators across the province have applied themselves enthusiastically to the issues and have deepened their understanding of children and young people, of their behaviours and the impact of witnessing violence in the home.

It is anticipated that the initiatives will continue to grow and to more and more specifically deal with the roots of violence against women and children at the same time as the issues of sex-role stereotyping and sexism.



Dr. Pat Kincaid heads the family violence prevention initiatives for the Ontario Ministry of Education. She is the author of *The Omitted Reality - Husband Wife Violence in Ontario and Policy Implications for Education*.



Mary Labatt

VIOLENCE ON THE INCREASE

When I first heard the news one year ago that 14 young women had been killed at the Polytechnique Institute in Montreal, I was horrified. But like most people working in the area of violence towards women, I wasn't surprised. I am only too aware that women and children are raped, beaten, mutilated and sometimes killed on a regular basis in our society. The violence against women and children is ongoing and relentless.

Indeed, in her study *No Safe Place*, Linda MacLeod found that the majority of Canadian urban women are afraid to walk in their own neighbourhoods after dark. Describing the variety of factors that fuel and confirm women's fears of personal harm, she details *the many constant reminders of their vulnerability*, from sexual harassment through violence towards women in the media, to the real possibility of victimization at the hands of a male intimate or acquaintance, factors which remind us that, *women in our society are seen as appropriate victims precisely because they are women*.

December 6, 1989 was not only another chilling reminder of our vulnerability to random and unpredictable violence, it was also a painful illustration of some of the complex root causes and interrelatedness of different forms of violence. Marc Lepine was both a victim of child physical abuse and a child witness of wife assault.

Catherine Stewart
Private consultant, women's and children's issues
Toronto

ASSOCIATION OF INTERVAL AND TRANSITION HOUSES THANKS FWTAO

The Ontario Association of Interval and Transition Houses will hold its annual lobby at Queen's Park on November 19, in memory of the 14 young women who were murdered in Montreal last December as well as in memory of the hundreds of women who are killed behind closed doors in Canada.

At present, the individual, institutional and public response to the deaths of these women, denies the root causes of male violence at best or colludes with the abuser and blames the victims at worst. The Montreal killings were depicted as acts of a crazed madman from a twisted and unnatural home. In woman abuse situations, survivors are all too familiar with the victim-blaming and collusive practices of courts, police departments, doctors, etc., who excuse or justify the violence against women or demand to explain why they remain in violent relationships.

REACTION

Public and private violence against individual women keeps all women in fear. The violence of some men maintains the benefits of dominance for all men, whether they personally abhor violence or not. Violence against women is the number one political issue for over half of the population in Ontario, because, as women, we are personally affected by it. It is time to stop denying the connections between violence and the gender power imbalance which prevents abused women and their children from being free.

We thank the Federation of Women Teachers' Associations of Ontario for their support and encouragement.

Trudi Don
Coordinator,
Ontario Association of Interval and Transition Houses

IMMIGRANT WOMEN WILL TURN TO TEACHERS FOR HELP

On the anniversary of the Montreal massacre, I also mourn the seven South Asian women who were victims of wife assault for most of their lives and were eventually killed by their husbands. Three of them were my clients.

While this country is trying to come to grips with the issue of violence against women, immigrant women who are victims of abuse are either forgotten or overlooked and as a result, services which are culturally and linguistically specific are limited. It is a fact that children of abused women are also victims of abuse. Their teachers are usually the first individuals who come in contact with these families.

As newcomers, most immigrant women are unaware of their rights and the resources available for them. Many of them come from countries where wife abuse is tolerated, hence they are not aware that wife abuse is a crime in Canada and an abuse-free life is a right. These women are afraid of being deported, of losing their children, their husbands and financial assistance. The police in their native countries may be a repressive force but a teacher is respected and worthy of being trusted. This attitude may not be understood by Canadian teachers.

As an immigrant victim of abuse for 17 years, I came to Canada hoping that this land would be a place where I could live a life of dignity and a life without fear. I had no idea where to turn for help until a school teacher assisted me. I have worked now with battered women for 14 years and it is my experience that battered immigrant women will reach out to their teachers or their children's teachers for help. It is important that these teachers be prepared with information, resources and attitudes which attest that they are willing to help.

If any reader needs further information, please feel free to call me. If I am unable to help you with the information you need, I will find someone who can.

Aruna Papp
Executive director
South Asian Family Support Services
Scarborough (416) 281-5469



Inside this issue

**Violence against women
An epidemic and a national disgrace**

Meet the 1990-91 WTA presidents

A technique to build student self-esteem

Violence against students and teachers in schools

**Metro educators discuss violence
and decide how to take action**

How one clinic helps women victims

Canadian Teachers' Federation Project on Violence

**Child sexual abuse
The reality and the horror**

**How one good school held a
violence awareness week**

**How to teach students
non-violent conflict resolution**

**Research shows readers used in schools
are filled with sex stereotyping**

**Ministry of Education initiatives
on family violence**

**FWTAO seeks a Royal Commission on
violence against women**

Conferences, upcoming events and resources

Special resources on violence



**Federation
of Women Teachers'
Associations
of Ontario
1260 Bay Street,
Toronto, Ontario
M5R 2B8**