

Summaries of articles

Volume 1, Number 1, 1988

À propos d'éducation

URI: <https://id.erudit.org/iderudit/057510ar>

DOI: <https://doi.org/10.7202/057510ar>

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Publisher(s)

Revue Recherches féministes

ISSN

0838-4479 (print)

1705-9240 (digital)

[Explore this journal](#)

Cite this document

(1988). Summaries of articles. *Recherches féministes*, 1(1), 153–155.

<https://doi.org/10.7202/057510ar>

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Savoir contrôlé ou pouvoir confisqué ? La formation des filles en technologie médicale, réhabilitation et diététique à l'Université de Montréal (1940-1970)

Nadia Fahmy-Eid et Aline Charles

This essay deals with the program structure and change as well as with the composition of the teaching and administration staffs, in three schools of the University of Montréal (medical technology, rehabilitation and dietetics) for the year 1940 to 1970. These schools have a predominant female enrolment.

The authors' analysis is based on the assumed value differentiation between the « care » and the « cure ». The attempt, through this analysis, the verification of a two-fold hypothesis :

1°) A hierarchy of « care » and « cure » activities exists reflecting the extent to which these activities refer to theoretical learning as opposed to practical know-how. The former being more valued than the latter, especially when they relate to the medical profession.

2°) To the extent that the (institutionalized) theoretical medical knowledge has been mainly accessible to male physicians, the hierarchy of knowledge has resulted in relation of power detrimental to women.

Contexte de socialisation primaire et choix d'une carrière scientifique chez les femmes

Isabelle Lasvergnas

This paper examines some of the principal mediations which have overdetermined from childhood to adulthood men's and women's access to a scientific career.

Working with abstracts of life histories and in depth interviews the author evaluates the impact of social origins and cultural environment. In the case of people in the sciences it appears that the identification with a predominant parental model is most important for the child; particularly, for a little girl, a privileged relationship with her father or a father representation is determinant. At adolescence, then at the onset of adulthood the young student's possibility to repeat with a « master » the identification process will also be determinant. Finally the author suggests some preliminary theoretical hypothesis, which in a feminist optique, should be the object of in depth epistemological reflexion : these hypotheses concern the differences between the conscious and the unconscious identifications to the male dimension and to the father representation vs the conscious and the unconscious identifications to the female dimension and to the mother representation.

Sexualisation des tâches dans les postes de direction du primaire

Claudine Baudoux

Based on a representative sample of 72 primary school principals (excluding associate principals and institutional school principals), we tried to determine whether statistically significant differences exist between male and female principals in terms of variables relating to private life, professional environment and organizational behavior. The results show that if, on the whole, the sexualization of jobs is actually present in primary school administration, female principals sometimes deviate in their behavior from certain characteristics of their « gender ».

Le sexisme dans l'enseignement primaire : interactions verbales dans des classes en Catalogne

Marina Subirats et Cristina Brullet

In Spain, the educational laws and the educational structure itself have changed in the last fifteen years, and now education does not seem to be sexist anymore. In order to know if it is so we have carried out research in some primary school classrooms in Catalonia. Teachers' and pupils' language has been analysed through a specific methodology. In this article some results are shown; they prove that sexist discrimination is still going on, but is becoming more and more difficult to notice. The tendencies we found are : there is only one model of adult, and this model has been built upon the male gender; but in the transmission of this model of behaviour there is less compulsion for girls than for boys to internalize. The consequence of this form of discrimination is that girls are led to passivity, to the devaluation of their personal experience and to the acceptance and defense of the established rules.

Un guide pédagogique pour la création de nouveaux rapports femmes-hommes et son évaluation

Catalina Ferrer et Simone LeBlanc-Rainville

The present article describes two major stages of an action-research conducted in the Acadian School milieu in New Brunswick. The first stage of the project aimed to create a study guide designed to promote equality of the sexes. The second stage sought to evaluate the guide and to measure its effects on the attitude of a group of students.

Entitled *Towards a new paradigm*, the guide situates the problem of sexism in a larger context of awareness movements. Through activities using a liberation pedagogy orientation, the guide envisions a society where relationship of domination and submission are replaced by relationship of equality and where the values of solidarity, justice and social tolerance predominate.

After describing the orientation of the guide, the authors discuss its evaluation. They furnish results indicating that it is perceived to have a definite educational value and that its use can promote some significant changes in attitudes.

Construire une pédagogie féministe dans des classes du primaire

*Louise Forest, Madeleine Aubin, Ida Côté,
Léona Deschamps et Andrée Lavoie*

This article relates experiences which have taken place in classes of primary schools in which we develop feminist pedagogical practices. Developing a feminist pedagogy means that we give a place to women, and try to transform the rapports between women and men as well as the structural dimensions which reproduce them. These interventions have the following characteristics : 1) they are grounded in a feminist analysis of reality and try to develop this analysis; 2) they use a language which cites both the feminine and the masculine; 3) they start in the everyday lives of children and are oriented toward a more global awareness of social realities; 4) they are organised so that everyone can participate in the discussions, in the decisions, in task-sharing, etc. 5) they aim at transformations within the classroom as well as outside the classroom; 6) they are realised in solidarity with other women; 7) they take place, one a day to day basis, in diverse situations, in a perspective of continuity. Three examples are described in detail: 1) the International Women's Day as celebrated in a first grade class; 2) the realisation and diffusion of a survey concerning women's opinion about the jokes that ridicule them; 3) a project of pedagogical intervention on pornography.

Usage et usure du temps dans un groupe de femmes en formation en milieu rural

Ghislain de Sury

The analysis of training sessions for women from rural zones specifies difficulties connected with time. Mind images, some practices, rules relevant to women's time appear in a preliminary survey.

Women's life tempos are usually governed by children and family output; but they are now facing another rule of time management : wage-earning's tempo.

In this process women feel devaluated with respect to their cultural references of time management.

According to unwritten but real social rules, they are supposed to stay at family's disposal and they feel guilty when having time for their own.

« Women's time must be completely filled » !... Such is anyway the pattern that mothers transmit to daughter and that they reproduce today and formerly alike.

How far should training sessions include these aspects of women's time in the pedagogical framework ?

Could the trainings change the women time relationship ? And how could trainers do it ? And what should they aim at ?