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readily perceive themselves as leaders. Three years ago, when the PPC program was first established, there were twice as many male leadership groups as female. (This year, there are an equal number of each.) My experiences with in-group training reinforce this fact. The girls readily accept the idea of caring — a "feminine" ideal — but some have difficulty developing the skill to confront, to challenge, to initiate, to decide independently, and to take responsibility for decisions. Initially, they tend more to be soothers or to look at others to solve or control a situation.

These examples of the cumulative effects on female students of societo-cultural influences show a lack of awareness of alternatives to the traditional view of a woman's place. The present and future costs, to such girls, in personal vulnerability and unfulfilled personal development of living out that traditional view need not be listed here. Perhaps the greatest price is the elimination of choice from their lives if the challenge to change is not met.

Beyond affording the opportunity to address women's issues, PPC is, in concept and operation, non-sexist. Both girls and boys are given equal responsibility as leaders. The groups are segregated for the practical reason that both sexes more easily approach peers of the same gender with certain concerns. This does not prevent a boy from being referred to a girls' group and vice-versa.

Outside of group meetings, the student leaders work together as equals. They hold each other accountable, support each other's commitment, co-operate in organiz-

ing and running special school and community projects. As leaders, they are new role models to their peers: girls are seen to be capable and independent in non-traditional areas; boys are seen to be caregivers. These meetings help to overcome the problems related to sex-role stereotyping that hinder the development of both boys and girls.

As mentioned earlier, the school system can help change and shape society in the way it performs its task of developing today's youth into tomorrow's adults. In meeting this challenge, many methods must be brought to bear, both inside and outside the classroom. Ellis's classroom and the PPC program are only two examples of how this can be done.

What each of these approaches does right is to focus on individual development and self-help, that is, to utilize the dynamics of a participatory community. Ellis established a participatory community in her classroom by helping her students define and prepare themselves as potential working women. The key to the participatory-community concept is the opportunity it affords for self-maximization. The benefits accrue not only to the individual involved but, in the end, to society.

Adolescence is (none too soon) a time for students — male and female — to be charged with responsibility for themselves and their peers as well as with a sense of their own importance in the total scheme of things. Whatever one's frame of reference, be it women's issues or education (can the two be separated?), the future lies with today's youth. What we do with them determines our collective future.

bleus de mine

Ailleurs les écrits sèment.

Que temps se perd à vivre
de peu
Que tant se perd!

Alors je crie aussi cette fois
et hurle de tout silence
les mo(r)ts m'attendent
et font
du bruit de leur gage.

Sur la neige fondue à penie
coulée
sous la neige dorée le deuil
de glace vivante me tiendrais
et debout
de glace moulée.

Jamais plus de pas (ni plus
de marche)
jamais d'été au manque
et tant que dure l'état
tant que pleure
viendront les mots
et couleurs d'ombres.

De livres à l'un les phrases
pèlent.

Aux lettres ma bouche
et bleus de mine
D'amour les sangs coulent
et tracent de langue
ce mot uni.

Que sache cela et retienne!
J'écrirai comme pierre qui
roule.

Anne-Marie Alonzo