

STRATHCONA NURSERY SCHOOL

Its Contributions For Working Mothers

by

DONALD GRANVILLE STEWART

Thesis Submitted in Partial Fulfilment
of the Requirements for the Degree of
MASTER OF SOCIAL WORK
in the School of Social Work

Accepted as conforming to the standard
required for the degree of
Master of Social Work

SCHOOL OF SOCIAL WORK

1956

The University of British Columbia

ABSTRACT

A survey is being conducted this year (1956) on a national basis, by the Women's Bureau of the Department of Labour, regarding family circumstances of married women. Against this background, a small scale survey has been undertaken of mothers who send their children to Strathcona Nursery School. The Nursery is an important social welfare resource financed largely by the Community Chest and Council of Greater Vancouver. The majority of the clients of this agency are working mothers, and some are the sole provider for their children. The survey offered the opportunity not only of significant comparative material, but of at least partial evaluation of the work of this Nursery, in relation both to its immediate district and the city generally.

The families served by the Nursery were composed, in January 1956, of thirty-six "normal" (i.e. complete) families and eleven "broken" (i.e. father absent or incapacitated) families. Twenty of these families were sampled, with approximately the same proportion of complete and broken families. Interviews were obtained with the mothers, mostly in the early evening in their homes. A modified form of the schedule employed for the national (Women's Bureau) survey being used.

There was a wide variation in the economic status of the families, although the mothers stated their purpose in working was to earn a living or supplement the family budget. There appeared to be a preoccupation with immediate needs, and little effort to make a long-term evaluation of their position, the effect of the mothers work on the family, or the gains and losses to the children. The majority lived in overcrowded residences, but only an exceptional few were saving for a larger or better house: a majority were buying more easily obtainable items such as television sets and automobiles.

The direct need for the Nursery School is beyond question. It is significant that a high proportion of the mothers live in other parts of the city. There is need for careful consideration, however, of the two-fold function of the Nursery, (a) pre-school education and (b) day care. The agency also has to harmonize (a) its services to the child and (b) its potential service to the family as a whole. Some tentative recommendations regarding staff personnel include the addition of a social caseworker to the personnel who could act as a liaison between the Nursery and the parents as well as assisting with selection and intake of families.

TABLE OF CONTENTS

Chapter 1. <u>The Function and Purpose of Nursery Schools</u>	Page
The historical development of nursery schools. Definitions of Nursery School, differentiating between Day Nursery and Kindergarten. Brief historical sketch of Strathcona Nursery School. The community surrounding Strathcona Nursery School. The administration of the Nursery. The purpose of the study. Method of approach....	1.
Chapter 2. <u>Economic and Social Problems</u>	
Classification of families. Resident distribution of Nursery School clients. White collar families, their residence occupations of mother and father and their combined incomes. Manual-Artisan families, their residence, occupations of mother and father and their combined incomes. Immigrant families. Broken families, their residence, occupation of the mother and her income. The typical mother, father and child. Summary.....	22.
Chapter 3. <u>Family Life and Child Care</u>	
Patterns evident in the lives of the mother in the white collar group. Children in white collar families, Manual-Artisan families and their children. Broken families and their children. Personal interests of the mother. Summary of the uses made by the families of the Nursery.....	54.
Chapter 4. <u>The Working Mother and Strathcona Nursery School</u>	
The nursery in the urban community. The working mother: gains and losses for the children. The nursery school: basic needs. Some implications for Strathcona Nursery School.....	76.
Appendix A - Sample Schedule.....	101.
TABLES AND CHARTS IN THE TEXT	
(a) <u>Tables</u>	
Table 1. Combined incomes of white collar families.....	33.
Table 2. Combined incomes of manual-artisan families.....	41.
Table 3. Summary of some social and economic indices.....	50.
(b) <u>Chart</u>	
Fig. 1. Resident distribution of Nursery School clients, January 1956.....	25.

ACKNOWLEDGMENTS

I would like to express my appreciation to Miss Anne Furness for her assistance in organizing and revising this study and to Dr. L.C. Marsh for his valuable comments on presentation of the material.

The co-operation received at Strathcona Nursery School was very much appreciated. Both Mrs. Judge and Mrs. Conway gave willingly of their time and knowledge.

To Miss Shirley Stewart, my typist, I say thankyou for a job well done. To Miss Donnetta Henderson, whose constant inspiration and assistance made it possible to complete this study, I owe a very special debt of gratitude.

**STRATHCONA NURSERY SCHOOL: ITS
CONTRIBUTIONS FOR WORKING MOTHERS**

CHAPTER ONE

THE FUNCTION AND PURPOSE OF NURSERY SCHOOLS

In the development of nursery schools there has been two distinct aspects which have contributed to the institution represented to-day. The first aspect was concerned only with the custodial care of the pre-school child during the mother's working hours. Later, in the development of nursery schools emphasis was placed upon the learning capacity of the young child. To-day the nursery school is usually recognized as an educational institution which supplements the home life of pre-school children. It assists the child to learn the many avenues of daily living, during a period in the child's life when he is developing a basic foundation for living with other people. It includes many children from homes where the mother is employed outside the home. Some children come from homes where the mother may be ill or otherwise incapacitated. Others are enrolled by families where the mother is neither working or incapacitated, but wish to provide their children with an experience of group play.

The education and organized care of young children outside their own home is not a modern idea. The Greek civilization of 400 B.C. developed early methods of childhood education. Plato proposed the idea in The Republic. The Romans had "...ludus or play space provided...for their young children."¹ The seventeenth

1. Landreth, Catherine, Education of the Young Child, New York: John Wiley and Sons, Inc. 1942, page 41.

and nineteenth centuries saw Comenius, Rousseau, Pestalozzi, and Robert Owen leading the way toward early childhood schools, as a method of improving social conditions. Their philosophies laid the foundation for the systematic programs and concepts that have been incorporated in the nursery school of to-day.

The social and economic needs of the various countries have played an important part in the development of the nursery school. Great Britain discovered during the Boer War that many potential recruits were rejected because of their poor physical condition. One of the results of this discovery was an increased public interest in developing future generations who would be healthier in all respects. Attention was drawn to the slum areas which retarded many children in physical and emotional growth. Further investigation soon revealed that particular attention should be given to the pre-school child. The pre-school child, whose mother was forced by economic circumstances to work, illustrated a special need. In 1909 Rachel and Margaret McMillan established the first Nursery School in Deptford, London to care for the neglected children of low income parents. The Fisher Act, passed in 1918 in England, provided nursery school care as part of the educational system in areas where the parents could not provide adequate care for pre-school children. These nursery schools were philanthropic in purpose, but their educational goals were well defined.

Russia's Nursery Schools were first organized in 1919 following the political upheaval of 1917. The Bolshevik's were politically orientated and were interested in establishing a new life for the country. The Russian creches were State supported and were designed first, to free women so they could work or study and take part in the social and political life of the country. Another purpose was, "to give children a communist educational foundation".²

Due to the interest and research in the field of human behavior in the United States another development arose. With the increased knowledge of human behavior a new emphasis was placed on the importance of the early developmental years of the child. As a result nurseries were set up in the universities as human relationship laboratories. The majority of the students in the early American schools were children of university professors. Where Great Britain started necessary schools in the slums, the United States developed them in the university.

Nursery Schools in the United States and Canada have never shown uniform growth and development. The pioneers did not record their efforts adequately and the real needs of the children were overlooked for a long period. Some nurseries did develop programs that met the children's needs, but their experience was not adequately shared. This has resulted in an uneven development

2. Vera Fediaevsky and P.S. Hill, Nursery School and Parent Education in Soviet Russia, New York, E.P.D. Dutton and Co. Ltd., 1936, page 31.

and it has given each nursery school its own particular personality. Such individuality has both hindered and helped the development of the nursery school as an institution. It hindered by blocking a unified movement to set higher standards. It helped by furnishing valuable experimental situations. This experience, the work of the early philosophers, and the modern concept of child care were brought together to raise nursery school standards beyond custodial care, to include childhood education.

The increased urbanization of the population, the wars, depression, uneasy peace, and the increase in the tempo of living have all contributed to the shifting in position of the family. There has been a gradual reduction in the areas in which the family have primary responsibility. More responsibility is being delegated to organizations and institutions outside the immediate family. The nursery school can be considered a by-product of this shift in the position of the family. The nursery school was designed to supplement not to usurp the family function.

The individual family unit has to adapt to the pressures of living in today's world. In doing so, the community is called upon by families who need assistance in meeting these pressures. The care and education of children has been recognized as a community responsibility as well as a family concern. Group programs for young children, based on sound principals of social

development and mental health, offer an educational and supportive program to both children and parents endeavouring to promote the welfare of the child and at the same time maintain the values of family life.

Definitions of Nursery School, Differentiating Between Day Nursery and Kindergarten.

Ilse Forest in her book Preschool Education devotes a chapter to a relative evaluation of the Day Nursery, the Kindergarten, and the Nursery School. She states that they have "...as their common aim the care and education of the pre-school child outside of the home environment for at least part of the day."³ She goes on to state that these institutions have varied widely in their organization and in the values they have sought to realize for mothers and children.

The day nursery (sometimes called day care) developed from the French creche; the first having opened its doors in Paris in 1844. In 1862 they had grown in number and were recognized by the French government as an effective way to combat infant mortality, great stress being placed upon preventive work. The creche or day nursery spread to other European countries and to America. Its primary purpose in all countries was first to take efficient care of the children of working mothers; and inasmuch as the child's physical needs were far more obvious and more

3. Forest Ilse, Preschool Education: A Historical and Critical Study. New York; The Macmillian Co., 1929, page 310.

generally understood than his intellectual, social and emotional needs, the emphasis was upon physical care.⁴

The primary aim of the kindergarten has always been educational. Ilse Forest suggests that "At its best it has on the whole fulfilled this aim."⁵ It aimed at aiding the complete development of the child by providing activities suited to the child's physical, social, emotional and intellectual needs. They have been especially valuable for immigrants in North America. The kindergarten usually restrict their enrollment to children between four and six years of age.

In one of the recent books published on the nursery school, Katherine H. Read gives a definition of the nursery school as "...a school serving the needs of two-, three-, and four-year old children by offering them experiences adapted to what is now known about the growth needs of these age levels. It shares with parents the responsibility for promoting sound growth in a period when growth is rapid and important...."³ Most nursery schools have a wider age range, including children from two to five and even, in many cases, to the time when the child begins school at six years of age.

There is a considerable amount of confusion regarding the

4. Ibid, Page 312

5. Ibid, Page 330

3. Read, Katherine H., The Nursery School: A Human Relationship Laboratory. Philadelphia; W.B. Saunders Co., 1950, page 17.

similarities and differences between the nursery school and day care. Judith Cauman gave an address to the Child Welfare League Section, National Conference of Social Work, San Francisco, California, in June 1955 in which she outlined this confusion and gave the following statement in an attempt to clarify the two positions:

A nursery school is a program for educating young children---as young as two or three years of age, up to or including kindergarten age. Its intent and focus is on the educational values of a group experience under teacher guidance. A day care program, on the other hand, has no age limit, either downward or upward, although any particular program may select its own limitation in day care as does a school.... Day care is a service to supplement the family's care of the child for part of the day outside his own home. The difference is a difference in purpose and in focus.... Any group program for young children--by whatever name; nursery school, play school, day nursery etc.--requires the full skills of the nursery school profession and many a qualified nursery school teacher... works with children in other than nursery schools. This gives natural support to the confusion between a program which is primarily educational and one primarily a supplement to the home.³

It is not the purpose of this study to factor out the confusion or to question the particular name given to a pre-school program. However it is valuable to make the above distinction. As the standard of pre-school programs evolve and become crystalized the roles played by nursery schools and day

3 Judith Cauman, "What is happening in Day Care--New Concepts, Current Practices and Trends", Child Welfare, January 1956, page 23-24.

care will probably become less important. In our examination of Strathcona Nursery School it will be shown that both education and home supplementation are closely interwoven.

Historical Sketch of Strathcona Nursery School.

The Strathcona Nursery School was established in September 1943, by the Welfare Council of the Council of Social Agencies of Vancouver. In a letter, dated November 24, 1943 from the Executive Director of the Vancouver Council of Social Agencies to the Assistant Deputy, Provincial Secretary of British Columbia it was stated that the Strathcona Nursery School has been established "...in order to set a pattern for government supported nurseries for children of mothers engaged in war industries."⁴ Due to crowded households, low incomes, low rent, high ratio of divorced and separated families to married families, high rate of juvenile delinquency, illness, and mothers working, the Nursery was found to be meeting a very real need in the neighbourhood during the war years. After the war was over the Nursery continued to serve the area in Vancouver bounded by Campbell, Prior, Main and Railway Streets.

Following the amalgamation of the Chest and Council to the one organization, the Community Chest and Council of Greater Vancouver, it was decided that the operation of the Strathcona

4. Report of Casework Agency Review Committee to Social Planning Committee on Strathcona Nursery School, June 25, 1951.

Nursery School was not a function of that organization. In 1946 and 1947 the Community Chest and Council set up a committee to recommend which existing agency could best assume responsibility for the operation of the Nursery. The committee disbanded when the Foster Day Care Association was unable to accept their suggestion. Representatives of agencies in the area such as the City Social Service Department, Metropolitan Health Committee the principal of Strathcona Public School, and staff members of various private agencies met unofficially in an effort to obtain a sponsor because they felt the Nursery was meeting an important need. Early in 1948 the Alexandra Fresh Air Camp, a member agency of Alexandra Community Activities agreed to take over the operation of the Strathcona Nursery School. Mrs. Myrtle Judge has been Executive Director of both Camp Alexandra and Strathcona Nursery School since 1948.

Prior to 1948 the Nursery moved from one crisis to another. Under staffed, inadequate quarters, heating problems, inadequate finances, untrained staff and the lack of sponsorship all combined to make it a very difficult situation and one which was not too healthy for the children. Despite the poor conditions the Nursery continued to struggle because it was felt by the staff and Board of Directors, that even these conditions were better than those the children faced at home.

Under the new sponsorship of Alexandra Community Activities

the Nursery continued to face serious problems. The most acute was the lack of adequate housing for the Nursery. Two moves were made in 1948, both proved to be highly unsatisfactory. The Nursery moved into its permanent quarters erected by the Board of Directors for this purpose at Cordova and Princess Streets in the spring of 1950.

In 1951 the Nursery extended its program to meet the needs of the families. The family in which the mother worked found it very difficult to keep within the Nursery hours of 8:30 A.M. to 4:30 P.M. Also there was the problem of child care during the summer months, Christmas and Easter holidays. The Nursery met the problem by opening at 7:30 A.M. and closing at 6:00 P.M. on weekdays from September to June. During the summer months the Nursery operates a play school.

In 1954 and 1955 the Nursery began to concentrate their services upon the families where the mother was working outside the home. Service had always been given to such families where the mother worked during the day. The focus of service had been on families who lived within the immediate area bounded by Campbell, Prior, Main and Railway Streets. All children in the district were eligible to attend the nursery regardless of whether the mother was employed or not. The change in focus moved the nursery from a general service to the more specific problem faced by the working mother. Many families originally lived and

worked in the prescribed area at the time the child was enrolled. Later as their economic status improved the families moved to better districts in Vancouver and Burnaby. In most cases, either the father or the mother continued to work in the immediate area. They were still able to bring the child to and from the Nursery without too much difficulty. The children in the immediate area were no longer the focus of the Nursery School. The child of the working mother, regardless of where he lived became the focus of the service given by Strathcona Nursery School.

The Community Surrounding Strathcona Nursery School.

The community in Vancouver known as Strathcona comprises approximately forty city blocks, bounded by Campbell, Main, Prior and Railway Streets. East Hastings Street runs parallel to Prior Street, bisecting the area approximately one third of the distance from Burrard Inlet to Prior Street. The corner of Main and Hastings Streets formed the original "centre" of the city. In the past three decades the city centre has moved south and west to its present position at Granville and Georgia. This movement is a natural phenomena of increased urbanization and an outgrowth of the rise and decline of urban areas. The second stage of the phenomena is a decline in organization of the particular area which once was the centre of the city. Sociologists refer to this stage as one of disorganization.

Gist and Halbert devote a chapter to disorganized areas in their book Urban Society.⁵ They characterize the area on two levels; the associational level refers to the disruption of established social relationships within or between human groups; the second level refers to the personal disruption which occurs in the life organization of the individual. Crime, delinquency, vice, divorce, desertion, and mobility are indices or symptoms of the former level and neuroses, psychosis, alcoholism and suicide are symptoms of the latter level. Deterioration of the buildings and habitation by impoverished people, lack of uniformity in the district, and the absence of community participation or neighbourhood esprit de corps characterize these disorganized areas. There may be a high degree of organized parts such as vice and crime but the community lacks a feeling of worth and pride in itself.

In Vancouver the immediate area west of Main Street is and has been a commercial district for most of the city's history. The Strathcona area, east of Main Street is and always has been, a residential area. Industry has moved into the area to a considerable degree especially along the waterfront of Burrard Inlet and to a lesser extent on the other side around Prior Street. The commercial district immediately west of the Strathcona area is considered a disorganized area in the light

5. Gist, Noel P. and Halbert, L.A., Urban Society, New York: Thomas Y. Crowell Co., 1950.

of the above definition. However it is perhaps less disorganized to a degree than the neighbourhood to the west. Strathcona Nursery School is in the six hundred block East Cordova. Further west on Cordova Street, starting approximately at Main Street, and continuing west for four blocks is Vancouver's "skid row".

From Railway Street south to Prior Street there is a gradual improvement in the buildings. Hastings Street is a definite dividing line in the ecological structure of the area. Between Railway Street on Burrard Inlet and Hastings Street there is a mixture of industrial and residential buildings. The industrial buildings are, for the most part substantial. The residential buildings are old, wooden frame, unpainted, built on thirty foot lots. The yards are small, unkept and usually littered with junk. The rooming houses are deteriorated, the halls are poorly lit, and the general atmosphere is desolate. The Strathcona Nursery School is located approximately in the middle of this section of the area. It is a concrete block building which can easily be converted to an industrial building at some future date should this section become entirely industrialized.

From Hastings Street south to Prior the homes improve in structure, appearance and landscaping. There are fewer rooming houses and more single family dwellings. Some industrial buildings are located throughout this section.

Before World War Two the waterfront was heavily populated by Japanese. Today Japanese still predominate together with a mixture of new Canadians of European extraction. Across Hastings Street there is a large community of Chinese. Toward Prior Street and the Railway yards of the False Creek Flats, Italians form the majority of the residents.

There are a proportionately high number of religious and ethnic groups in the area. Some thirty percent of the families are transient and sixty percent of the people speak a language other than English.⁶ Old time residents show a distinct lack of integration into Canadian life. Communication between most ethnic groups is almost non-existent, each preferring to promote and perpetuate its specific culture with little concern for the total community. There is no representative group that can act as spokesman for the district. There is no neighbourhood centre, Parent Teacher Association or other parent body that can co-ordinate the community activities. Almost all of the leadership comes from professional people who live outside the district. There are no play areas or parks for the children; Hastings Park is used for commercial sports. There is a distinct lack of wholesome recreational activities for adults.

Although there are no play areas for children there are several recreational and social facilities for the children of

6. Steiman, Boris; Community Organization for Social Welfare.
Master of Social Work Thesis, 1955.

the area. There are fifteen churches representing fifteen denominations or ethnic orientated denominations, and several missions. There are many groups and agencies who have an investment in the area. The ethnic and cultural groups are a potential source of enrichment to the district and Vancouver as a whole, but there is no organized movement for co-ordination of this potential, and there is a lack of desire on the part of the residents for such co-ordination.

Because of low rent the area has a disproportionate number of individuals and families on social assistance and a large number of older people who receive the Old Age Pension and Old Age Allowance.

This is the setting of the Strathcona Nursery School. The recent trend of service to families who are resident in other sections of Vancouver or Burnaby has had a definite influence upon the Nursery. One of the purposes of this study is to assess to what extent this influence has altered the focus of the service given by the Nursery.

Administration.

The Strathcona Nursery School is a member agency of the Alexandra Community Activities, of which Alexandra House and Gordon House are also members. Alexandra House and Gordon House each are administered by separate Boards of Directors. Camp

Alexandra and Strathcona Nursery School are administered by a third Board of Directors, responsible for the operation of both agencies. The 1956 Board consists of eighteen members who are elected each year at the annual meeting of the Alexandra Community Activities. At the present time there is no rotation system, and a board member can usually remain as long as the individual desires to be active.

As a member agency of Alexandra Community Activities the Strathcona Nursery School is also a member of the Community Chest and Council of Greater Vancouver. The budget for 1955 received from the Community Chest and Council was \$18,000.

The second source of revenue received by Strathcona Nursery School comes from fees paid by the parents. The maximum fee paid by the parent is \$6.00 per week for each child attending the Nursery. This fee is on a sliding scale, depending upon the parents ability to pay and can range from \$6.00 per week to zero. In 1955 the Nursery received \$7,954. from fees paid by the parents.

The Executive Director is directly responsible to the Board of Directors for executing policy laid down by the Board. In February 1956 the staff consisted of a nursery supervisor, an assistant nursery supervisor, five teachers, two part-time untrained helpers, a receptionist, a cook, a housekeeper and a janitor.

The Purpose of the Study.

During World War Two many Canadian women, including married women with children, went to work in war industries or other businesses to relieve men for service in the Armed Forces. A myth developed following the end of the war that all of these women returned to their homes and did not continue to work.

A second factor has been the increase in the number of young couples where the wife has continued to work in an effort that they, as a family, can establish their own home. The cost of living has risen during and after the war, jobs are more abundant, wages women receive are higher and there has been a general rise in the public estimation of the standard of living.⁷

The fact is many women who are married and who have families, are working outside of their own homes. What kind of work are they doing, what are their hours and working conditions, what is their attitude to work, what effect has this employment had upon the family, and what about child care? These are a few of the questions that many people have been asking without receiving any factual replies to their queries. They are important questions and there should be adequate answers supplied since the effect of this trend will have far reaching consequences to our country in

7. For the purpose of this paper the writer defines the "standard of living" as the level at which we would like to live. The "level of living" we define as the level at which we actually live.

the future.

A start has been made by the Women's Bureau, Department of Labour, Ottawa in their request to the Canadian Schools of Social Work for assistance in conducting an extensive survey of Canadian women who are working for pay. The questions which await an answer are a national problem, and it is being conducted on a national scale.

This present study, although not directly connected with the national survey, is an attempt to answer the same general questions. This study is focused upon the working mother and the contribution of a particular nursery school to these families. We are concerned about the working conditions, the attitudes of the mother to her work, why she is employed, and more particularly the effect of the mothers employment upon the children, and the values of the Nursery School.

This study does not attempt to evaluate the Strathcona Nursery School program or the standards of the Nursery as compared to any other Nursery. The focus is on the working mother and the contribution the Strathcona Nursery makes toward the community responsibility for families where the mother is working outside the home.

It is significant that the Women's Bureau, Department of Labour, Ottawa, requested the assistance of the Schools of Social

Work in conducting the national survey. The questions raised are of particular importance to the profession of social work since it is the social worker who is, and will be, most concerned if the present trend of working mothers proves to be of detrimental effect upon the family. The family is the basic unit in society and the profession of Social Work, as a helping profession, is vitally concerned with all aspects and pressures upon the family. The nursery school is one of a host of tools available for the work of strengthening the family. It is important not only for the social worker but for the community and nation at large, to know the value of the nursery school as a resource.

Method of the Study.

This study has two particular aims, (a) through interviews with working mothers who send their children to Strathcona Nursery School, to review their problems and their views on the School and (b) some evaluation of how the Nursery meets the needs by caring for the children.

On January 10, 1956 there were a total of forty-seven families who sent their children to Strathcona Nursery School. Of this total, thirty-six families or approximately seventy-five percent, were families in which both the mother and father were in the home. Eleven, or approximately twenty-five percent, were families in which the father was absent due to death, separation

or divorce. In consultation with the staff at the School of Social Work, University of British Columbia, it was decided that a sample group of the mothers would be interviewed. The total number of mothers interviewed was twenty. Fifteen mothers, or seventy-five percent of the sample group, were chosen from those families in which both mothers and fathers were present in the home. Five mothers, or twenty-five percent of the sample were not living with their husbands for various reasons, but in each case, the mother had custody of the child.

Of the total family units of forty-seven, forty-three were homes in which the mother was either working, or looking for work. One mother was deceased, two were ill, and one was not working or looking for work.

The sample was obtained by asking the Nursery Supervisor, Mrs. Margaret Conway, for a list of names and address of families who would not be disturbed by a visit and whom she felt would be willing to co-operate in the survey. Mrs. Conway suggested twenty-seven families, from whom, twenty interviews were obtained. For the majority of those interviewed, an appointment was made with either the mother or father when they came to pick up the children from the Nursery in the afternoon. This was followed by an interview in the family residence which lasted from thirty to ninety minutes. The average interview lasted one hour.

The interview consisted of a series of questions (somewhat abbreviated from the standard schedule employed for the Women's Bureau Survey) and a general discussion which was designed to obtain the mother's attitudes to the questions. The schedule is listed in Appendix A. Observations were recorded immediately following the interviews and cover attitudes, living conditions, the children's behavior, and the husband's participation in the interview.

CHAPTER TWO

ECONOMIC AND SOCIAL PROBLEMS

In order to see the families served by the Strathcona Nursery in their proper perspective it is necessary to examine their economic and social status, including the family composition, and housing conditions. For the purpose of clarification the sample group of families are subdivided under the headings of "normal" (or complete) and "broken" families. In the process of analyzing the collected data, it became apparent, that the normal families contained two separate groups of people; those who were employed in white collar occupation, and those who worked in manual or artisan employment.

In order to present the data in a form which lends itself to comparison and which also draws out the typical pattern found within these twenty families, the material is arbitrarily divided into three sections. These sections are the normal white collar, normal manual-artisan or wage earner families; and the broken families. The occupation of the fathers forms the basis upon which the family was considered to come within the white collar group or the wage earner group. The broken families are a varied but socially significant group and they are discussed together on that basis. The number of families within each of the three groups, are as follows:

White collar	6
Manual Artisan	9
Broken	5

Although the groups are small, they appear to represent the experience which is of most relevance for understanding the role of the Nursery.

For each of the three sub-groups the material is discussed under the headings of family, residence, and work.

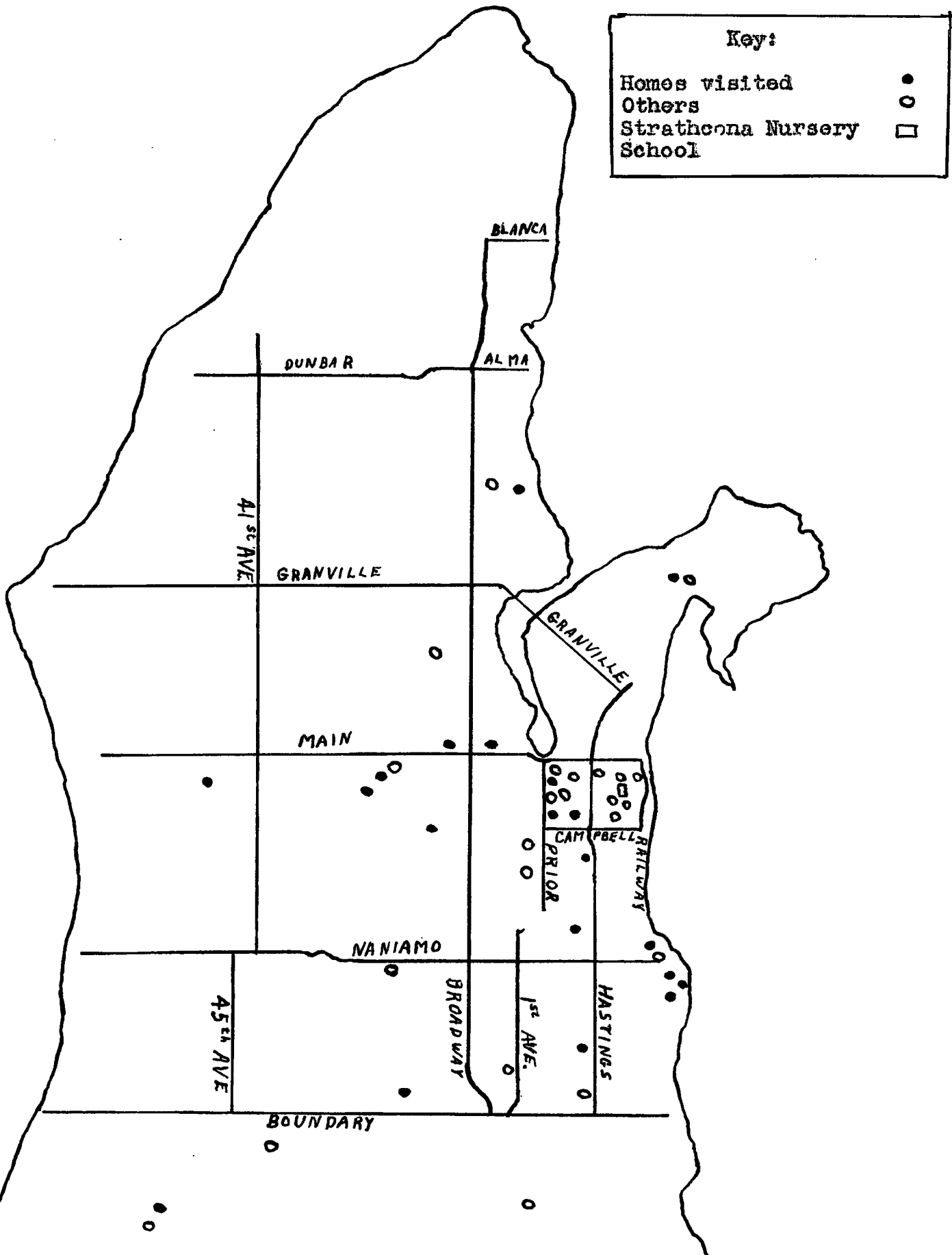
Resident Distribution of Nursery School Clients.

Before discussing the families interviewed in the course of this study it is necessary to illustrate the general location of all families served by the Strathcona Nursery School. In January 1956, the Nursery served forty-seven families in the Greater Vancouver area. The accompanying map indicates the approximate location of those families interviewed and those that were not within the Strathcona area itself. Of the thirteen families living within the area, the sample group included only three.

In Chapter One it was pointed out that the Strathcona area borders on what the sociologist refers to as a disorganized area. Such an area is also referred to as "blighted", slum, deteriorated, or transitional. Characteristics of such an area are poor housing, deteriorated facilities and a low level of living. It is altogether probable that the total group of forty-seven families, because of the thirteen within the Strathcona area, may have a slightly lower level of living than the sample group indicates. If the need for the Strathcona Nursery is great

among this sample, it is even greater for the rest.

The location of homes served by the Strathcona Nursery School is ever-changing. In 1955 the total number of families served was 109. This total comprised eighty-five normal or complete families and twenty-four broken homes. In proportional terms this equals approximately seventy-eight percent normal families and twenty-two percent broken homes. The same approximate proportions were followed in selection the sample families: out of the total of twenty, five were broken families.

Resident Distribution of Nursery School Clients January 1956.

White Collar Families.

In the sample group of twenty families interviewed, six, (or thirty per cent) were considered to fall within the grouping of normal or complete families, in which the occupation of the husband was of white collar or non-manual status. It included one small business proprietor, two students, a clerk and a civil servant.

Family.

These six families were fairly comfortable in material possessions. They included people who had been married for several years who either had time to build a home, or at least were moving towards this goal.

The majority of the mothers were under thirty-five years of age. Two of the group however were between thirty-five and forty-four years of age. They were all born in Canada. Three of the mothers had completed grade twelve and the remaining three completed grade eight, nine and ten.

The family life was child-centred for the brief period when they were all home in the evenings. During the weekends the family unit had some semblance of a unified group. Unfortunately the mothers had much of their housework to do on the weekends. The shortage of time available for household duties and caring for the children left very little time for the

personal interests of the parents. The limited amount of time was one of the outstanding facts referred to by the families in all groups.

With one exception the majority of these families appeared to work as an integrated unit in the spheres of family activity and recreation. The exception was a family in which the superficial bond lacked any noticeable warmth of the personalities. The parents worked hard to build a better material situation for their children. They wanted their children to "...have a better chance than we had". But they appeared to lack any real appreciation of the values of family life.

This group had greater job security than the manual artisan group. They had a regular eight hour day, sick leave benefits, paid statutory holidays and dependable incomes. The husbands may become ill but they would have a job upon their return. This security did not exist in the families of the two students, since both men were not earning at the time of the interview; the family was supported by the earnings of the wife, however, their long-term outlook was relatively good, since from the training and education of the husband, a reasonably well paid job could be expected.

Of the six white collar families, two families rented apartments of three and four rooms. The remaining four lived in single houses. Two rented and two were paying off instalments

on a mortgaged house. The size of the houses ran from five to seven rooms.

Only one family of the six lived within the Strathcona district. The others lived in widely scattered sections of Vancouver. In each case, however, at least one of the parents worked in or near the Strathcona district. For example when one mother knew she would have to support the family while her husband attended university, she first placed the child in the Nursery and then looked for, and found work in the same area.

The furnishings were adequate¹ in all cases. In most cases the furniture was relatively new. Four of the six homes had television sets as part of the furnishings.

Occupations.

(a) Mothers'

Three of the mothers were clerical workers and three were factory workers.² As in the case of the husbands, the clerical

1. Furnishings will be classified on the basis of adequate, less than adequate, more than adequate. These are arbitrarily terms used by the writer. Adequate is defined as having all the basic necessities such as stove, sink, table, chair per person, bed per person, living room suite, washing machine. It does not include television, automatic dishwasher, drier, special electric appliances. To be classified as adequate the furnishings must be in a usable condition.

2. The groupings were made on the basis of the father's occupation. The occupations of the mothers does not effect the original grouping.

jobs reflected a certain basic job security. In comparing the past work histories of the mothers, it was noticed that half of the group had changed their job classification. One woman had moved from clerical to factory work, and two had moved from factory to clerical work.

In all cases it was apparent that work was a means to an end. The primary end was financial, but for two women, work was either a psychological release of energy or an escape from household duties. These two worked primarily because they were not happy in their own homes.

There was no apparent feelings of inferiority in the women who did factory work while their husbands were engaged in white collar work. There seemed to be a common bond between husband and wife in all cases. They were partners in an enterprise directed towards "getting ahead".

The level of education had very little effect upon the jobs held by these women. Only one person was working at a job for which she was trained. Two women with grade eight and nine educations were doing clerical work while each of the factory workers had completed grade twelve. These factory workers were engaged in occupations that were below their educational level. Their explanation was that they could make more money in these types of jobs. It can be seen that this impression is only partially correct, in that, this sampling group illustrated that

the clerical workers had a higher minimum wage than the factory workers. The factory workers however averaged a higher income.³

The income received by the clerical workers ranged from \$100 to \$240 per month while the factory workers ranged between \$89 per month and \$240. In these two groups the highest monthly wage of \$240 happened to be the same, but the lowest factory income was less than the lowest clerical income. The factory workers' combined incomes averaged \$168 per month while the clerical worker's averaged \$163 per month.

The above figures were obtained by asking the women what their approximate income was for the past twelve months. The replies to this question also brought forth the fact that only two of the six women had worked the entire previous twelve months. One woman had worked only four months, two five months, and one had worked nine of the previous twelve months. On the question of further job training the women were equally divided. Three did not envisage any further job training in the future. The other three wanted training which would increase their earning capacity. One of the three was actually taking a course in accounting with the view of increasing her earning capacity.

The hours of work of the mother's is a very important element in the total management of the home and from the viewpoint of administering services in the Strathcona Nursery School.

3. It should be noted also that the factory worker has less cleaning and clothing expenses.

When one considers that these mothers spent on the average, 8.7 hours, excluding travelling time, in their employment, it is easy to see that the women had very little time for home management and child care.

Either the mother or father has to bring the child to the Nursery before going to work. A very real problem is created for the parents in their efforts to accomplish this daily task. The children must be hurried through breakfast and down to the Nursery.

The usual practice is for the parent who starts work the latest in the morning to deliver the child to the Nursery. In the afternoon the parent who finishes work the earliest usually picks up the child. In this way the child is in the Nursery the shortest period of time. The situation is complicated when only one parent works near the Nursery School. In such cases the child may spend nine hours or longer in the Nursery each day.

In the group of families in which the father is engaged in a white collar occupation, the working hours of the mothers did not show any definite pattern. One mother started work at 7:00 A.M. and worked until 5:00 P.M., six days a week. This woman often returned to work at night and she estimated her work week at seventy-five hours. This was an exceptional case. Since it was impossible because of distance for this mother to either take or pick up the children at the Nursery, she did not have any

direct contact with the Nursery School staff. The other women started work at either eight or nine o'clock in the morning, and finished between four thirty and six in the evening. With the exception of one woman who worked Saturday mornings, the remaining four worked a five day week. In five cases therefore the average amount of time the mother spent outside the home, excluding travelling time was 43 hours per week.

(b) Father's Occupation.

The occupations of the fathers in this group included a proprietor, a clerk, a salesman, a civil servant and two students. The element of job security and a higher education level was apparent in this group of men.

The income received by the father's engaged in white collar occupations varied from \$150 per month to \$280. The average monthly income was approximately \$208. This figure is slightly lower than the average monthly income of the fathers engaged in manual-artisan work.

The two students had worked only eight of the past twelve months. The others had been employed for the entire twelve months.

The hours of work of these men were very similar to those of their wives. The proprietor worked a sixty hour, five and one half day week. The other men worked a forty hour five day week.

In a majority of cases the total family was together by six o'clock in the evening. For a few short hours, before the children's bedtime, they were a full family unit. In most cases this period was child centred as they ate supper and played together.

Combined Incomes of Husband and Wife.

The combined incomes of both parents for the previous twelve months, on a monthly average, ranged between approximately \$200 and \$342. The average monthly income for the year in these six families was approximately \$280. In five families either the father or the mother had not worked the entire twelve months. As a result the above figures are considerably altered when the combined incomes are computed for the month of December 1955. The combined incomes for December ranged from \$175 to \$520 per month. The average income for the six families in December was approximately \$307.

Table 1.

Combined Incomes of White Collar Families.

Family	Income for 1955*				Income for December, 1955.		
	Husband	Wife	Total	Monthly Average	Husband	Wife	Total
1.	2,000	2,100	4,100	342.00	--	175	175
2.	1,200	1,200	2,400	200.00	--	240	240
3.	2,000	800	2,800	234.00	167	89	256
4.	1,800	1,800	3,600	300.00	150	150	300
5.	3,000	400	3,400	283.00	250	100	350
6.	2,800	1,200	4,000	333.00	280	240	520

*All figures are approximate

Source: Replies of parents to schedule questions.

Family number four in the table on the preceding page were co-owners of a small business establishment. They were the only family in which both parents worked the entire twelve months. Although this family did not attempt to divide the company profits, the writer has done so for consistency in this table.

The blank spaces under the husbands income for December indicate the two students who were not earning at that time.

This table illustrates the monetary advantage when the wife started to work. It will be noted that the incomes of one family made a sharp drop but the remaining five had a substantial increase with both parents working. The increase in the monthly averages comparing 1955 and December 1955 ranged from \$0 to \$187. This variation was caused by the varying length of time worked in 1955.

The actual monetary advantage of the mother working can be seen by comparing the monthly incomes for December 1955.

Manual-Artisan Families.

The second major group to be considered is the manual-artisan normal families. In this study the definition given to the manual-artisan normal family is, a family in which the mother and father are living in the home and the father is engaged in

work which is generally considered to be unskilled or semi-skilled. The manual-artisan worker is differentiated from the skilled professional or self-employed worker.

In terms of numbers, this group includes nine or 45% of the total families in the sample group. Within this classification there is a sub-group of four New-Canadian families.

The general picture of these families was similar to the white collar families. They were a group of young people who were becoming established. Each family was an individual entity with its own particular story, successes and problems.

The average age of the mothers in this group was 27 which was lower than the average age of 31 years in the white collar group. The majority of these mothers come within the 25-34 year category. This was also reflected in the number of children in each family. Six families had one child and three had two children. These parents had not been married as long as the white collar parents and consequently they were in beginning stages of establishing a home.

In the six white collar families there were a total of thirteen children whereas in the nine manual-artisan families there were twelve. The average number of children in the white collar group was 2.17 per family. In the manual-artisan group the average was 1.33 per family.

Residence

A similar situation to the white collar group existed with regard to the area of residence in the city. One family lived in the Strathcona area while the others were living in scattered parts of Vancouver and one family lived in Burnaby.

The residences themselves varied from a new \$17,000 home in a new district to a shack with no electricity or running water on the edge of Burrard Inlet. Because these were comparatively young families, their furnishings were either new or comparatively good second hand furniture. Six of the nine homes had television sets.

A slightly larger proportion of these families rented their residences than did the white collar workers. Four families rented houses, three rented apartments, and two owned, or were paying for their own homes. The type of residence was similar in both groups except that in the manual-artisan group two families lived in shacks.

The tenancy and type of residence is tabulated below as a comparison of the two groups.

<u>Tenancy</u>	White Collar	Manual-Artisan
Own house*	2	2
Rented house	2	4
Rented apartment	<u>2</u>	<u>3</u>
Total	6	9

<u>Type</u>		
Single house	4	4
Upstairs apartment	1	2
Basement suite	1	1
Shack	0	2
* paying a mortgage.		

Occupation:

a) mothers

The majority of the women, whose husbands were employed in manual-artisan work, were engaged in factory type employment. Six women were in this job classification while three were engaged in clerical work. One of the six, having become pregnant had recently stopped work. She had previously been employed in a packing establishment. At the time of the interview she was a "mothers-helper" from 9:00 A.M. to 1:00 P.M. in the Strathcona Nursery School.

Although only one factory worker had been employed for a full twelve months, all the clerical workers had worked the full period. The other factory workers had worked from six to nine months due to seasonal variations in their type of work. Once again it can be seen there was more job security for the white collar worker.

The level of education achieved by those women was lower than the white collar groups. Eight women had stopped school in grade eight, nine or ten. Only women had completed grade twelve. She had also completed a one year business course and was employed as a secretary. The level of education reached by the women in the white collar and the manual-artisan families are tabulated on the following page.

	White Collar	Manual-Artisan
Grade 8	1	6
Grade 9	1	1
Grade 10	1	1
Grade 11	0	0
Grade 12	3	1

In surveying the past work history only one of the group had changed their job classification.

All of these nine women stated their purpose in working was to supplement the family income. They said that they "...could not get ahead or if we did it would take so long". The husbands' income was used for the basic necessities of food, clothing and shelter. The wives' income was used to equip the home with furnishings and in a few cases to save part of the income towards a down payment on a house.

All these women worked a five day, forty hour week. They started at seven or eight in the morning and finished between three-thirty and five in the evening.

Only one of the nine women expressed any interest in further job training. The majority did not expect to continue working long enough to make it worthwhile for them to seek further job training.

In comparing the income of the women in this section it was noted that the income of the clerical workers exceeded those of the factory workers. This is the opposite of the findings

in the white collar section.

In fact the minimum monthly wage of \$200 for the clerical workers was the maximum wage received by the factory workers. The clerical worker's monthly earnings ranged between \$200 and \$233 and averaged approximately \$214 per month. The factory worker's income ranged from \$86 to \$200 per month and averaged \$142. The average monthly income for all the women was \$166 per month. This is the same as the average income of the women in the white collar group.

b) Fathers' occupation

By definition this group was composed of men who were engaged in manual or artisan employment. Four of these fathers were craftsmen and five were manual labourers.

They all had worked for the full twelve months with the exception of two who had been ill for a period of one to two months.

Their type of occupations created certain difficulties. There was a stronger element of uncertainty regarding their employment as compared to the white collar workers. The truck driver, for instance, spoke of the variations in his working hours. He may work two hours one day and twelve the next. Since he was paid by the hour this created difficulties in establishing a reasonable budget. The element of uncertainty

permeated all of these jobs and had an effect upon the people and their homes. The two families in which the father became ill during the course of the year illustrated a second grave problem for the manual-artisan group. With the onset of illness, income ceased, and there was ever present the fear of not having a job to go back to.

The manual-artisan workers earned slightly more than that of the white collar workers. The lowest monthly income was \$125 whereas the lowest white collar workers' monthly income was \$150. The highest white collar occupation brought \$280 while the highest manual-artisan worker received \$300 per month. The average monthly income of the fathers of the white collar families was approximately \$208 while the average income of the manual-artisan families was \$217.

Combined Income.

The combined income for 1955 of the mother and father in the nine manual-artisan families ranged between approximately \$258 and \$433 a month. The average monthly income for the year was approximately \$350. This was an average of \$70 per month more than the monthly average for 1955 of the white collar families.

In three of the families both parents worked the entire year. Their income remained the same when it was calculated

for 1955 and for December 1955. In the other six families either the father or the mother had not worked the entire twelve months. Therefore their average earnings for the year are below their average for December 1955.

The combined income for the month of December 1955 ranged between approximately \$300 and \$458. The average income for the nine families in December was approximately \$363. This monthly average for the nine families in the manual-artisan group is \$56 higher than the average of \$307 in the white collar group.

Table 2

Combined Income of Manual-Artisan Families.

Family	Income for 1955				Income for December 1955		
	Husband	Wife	Total	Monthly Average	Husband	Wife	Total
1.	3,600	1,600	5,200	433.00	300	--	300
2.	2,600	600	3,200	267.00	217	86	303
3.	2,500	600	3,100	258.00	227	100	327
4.	2,000	1,400	3,400	283.00	167	175	342
5.	2,900	800	3,700	308.00	242	114	356
6.	1,500	2,800	4,300	358.00	125	233	358
7.	2,500	2,400	4,900	408.00	208	200	408
8.	2,600	2,400	5,000	416.00	216	200	416
9.	2,500	2,500	5,000	416.00	250	208	458

All figures are approximate

Source: Replies of parents to schedule questions.

Family one in Table two indicates the mother who was not working for pay at the time of the interview. Families six, seven and eight were those in which both parents worked throughout the year.

These higher incomes place the manual-artisan families in a more favorable financial position than the white collar group. With their combined incomes they are in a better position to buy and furnish a home than the white collar group. However it must be kept in mind that two, (or one-third), of the fathers in the white collar groups were students, and as such, were not contributing towards the family income.

As with the white collar families the monetary value of the mother's employment is illustrated by comparing the incomes for December 1955.

Immigrant Families.

Within the group of manual-artisan families there was a sub-group of new Canadians. This group was composed of four German families, who had arrived in Canada within the past four years. These people were faced with the prospect of starting a new life in a new country. Each family spoke of the difficulties encountered during their first year in Canada.

They had well defined goals and were willing and able to make sacrifices in order to reach their objectives. These goals included buying furniture, a car and a house. One family although in Canada only four years, had a car, furniture and were buying a home. Their long range goal was to pay for their present home, then buy a newer house and make the rent from the first home pay

for the second. A second family, in Canada two years, had a car, new furniture and looked forward to a home in the near future. They had been able to move towards their goal quickly because they rented a shack on the edge of Burrard Inlet for \$20 per month. There was no electricity or running water and the surroundings were degrading and delapidated. The family had ignored the surroundings and inconveniences and had concentrated upon creating a home which was very attractive and radiated the warmth of the inhabitants' personalities. Their goal of a house of their own in the future did not stop them from enjoying the present. This young family illustrated a degree of reality which was not too prevalent in the total sample group. Most of the families "put up with the present" situation and looked towards the future with expectation. The majority of families lived for the future and almost ignored the present situations. This young German couple were able to plan for the future and yet they appeared to thoroughly enjoy making their present home and surroundings as comfortable as possible. These people had set a high goal for themselves and they were working very hard to meet their objectives.

In each of the four families, both parents were engaged in manual-artisan occupations. The mothers had been qualified secretaries in Germany but did not understand the English language well enough to continue in clerical work in Canada.

Broken Families.

The third major group to be considered are those families in which the father was absent from the homes. These women had the responsibility of supporting their children and themselves. Their situations were quite different from the normal families. They not only had to be both parents to their children, they had to work and they had to have someone care for their children while they worked. Their income was the only income received by the family and was not just a supplement to the total income as was the case in the normal families.

This is a small group as compared to the normal and two brief descriptions of the circumstances are outlined below to clarify the actual situations.

One family was receiving social assistance due to the mothers' illness. She was able to obtain a few days work at infrequent intervals. The children were cared for in the Strathcona Nursery School so that this mother could cope with her housework and accept work when she was physically able to do so. She was the mother of two and lived with, and cared for, her aged mother-in-law.

The second family lived in a delapidated shack near the railway tracks. The building literally shook each time a train went past. The mother had to provide for four young children and herself. Two of the children were attending public school

and the two youngest were at the Nursery. The mother had divorced her first husband and separated from her second husband a year ago. Prior to and following the divorce the family was supported by social assistance. Five months ago she obtained an out-of-doors job. Following the five years in which she was dependent upon social assistance this job was beneficial to both her physical and emotional health. The job not only made her independant, it increased her feeling of self-worth. A rather dramatic result had also taken place in one of her children attending the Nursery. The child apparently had had an emotional block which made it impossible for her to speak. The combined effect of the Nursery and the removal of marital friction through separation had allowed the child to grow emotionally to the point that the mother stated "...she's a little chatterbox now".

These illustrations picture some of the multiple problems, economic and personal, of these families. In the total group of five families three were separated and two divorced.

Each of the five mothers came within the age range of twenty-five to thirty-four years. Three of the mothers had one child, one had two children and one had four children. The average number of children per family was 1.80 as compared to 2.17 in the white collar group and 1.33 in the manual-artisan group.

Residence.

One of these families lived in the Strathcona area and the others lived in two various sections of Vancouver. All families rented with the exception of one who lived in the mother-in-law's home. One mother rented a three room shack with an attic which was used for bedrooms. The other three families rented two room apartments. In these cases the physical conditions were very unsatisfactory and crowded. In one situation the child slept with his mother and in another the child's bed was two easy chairs facing each other.

With one exception the furnishings of these homes were old and inadequate. In the one exception, the woman furnished a two room apartment with the possessions of her former home. Three of the five families had television sets.

Occupations.

Two of these mothers were engaged in clerical work and three in factory-type work. The level of education was similar to that of the women in normal families. Two of the five had completed grade twelve and the others finished grades nine, ten, and eleven.

In each family the mothers' purpose in working was clearly defined. They had to support themselves and their

children. All the mothers stated that they did not receive any financial aid from their husbands.

Although these women planned to work indefinitely only one of the five had considered the possibility of further job training. A reality to be considered was the fact that it would be almost impossible for these women to get further job training, unless it was an in-service training program which provided an adequate wage while the person learned the work.

Job security was a very important aspect in the lives of these women. Two illustrations show the problems they faced. One women, who had a job in a bank became ill last summer, and was off work six weeks. She received sick leave benefits and had her job when she returned. The other women had a factory-type job. Her son had the mumps at the time of the interview and she had had to remain at home to nurse him. She had phoned the plant earlier that day to explain the situation. The foreman had told her that he understood the situation and that she should not worry about loosing her job. Her relief was very apparent during the interview. This situation had turned out well for her, but the constant fear of illness and the possibility of loosing her job was a real concern. This lack of security had prompted her to search for a clerical job in an effort to find more security.

The income received each month was quite low considering

the responsibilities these women carried. Mention was made earlier of the one family supported on social assistance. The lowest income was approximately \$120 per month and the highest was approximately \$208 per month. The average income for the group was \$175 which was \$9.00 higher than the average income of \$166 received by both groups of mothers in the normal families.

The hours of work were most important for both the mothers and the Nursery School. The longest day was 7:30 A.M. to 5:30 P.M. For the children in this family it meant a ten hour day at the Nursery. The others started work at either 8:00 or 9:00 A.M.

The typical mother in the sample groups was married, born in Canada, between twenty-five and thirty-four years of age, and had completed grade ten education. She was engaged in a factory-type occupation and her income averaged approximately \$169 per month. She worked a forty hour week and had Saturday and Sunday off. She began to work at 8:00 A.M. and finished at 4:30 P.M. She had one to two children between the ages of three and five. If she lost her job she would definitely look for another immediately, but she was not interested in further job training.

The typical father was engaged in semi-skilled work. He started work at 8:00 A.M. and finished at 5:00 P.M. He had worked 11.2 months in the past year and his income averaged about \$213 for a forty hour, five day week.

The typical child was a four year old boy. He lived in East Vancouver and was taken to the Nursery by his mother each day. He liked going to the Nursery but found it hard to get up so early in the morning. At the Nursery he found the majority of the activities to his liking. He played hard, learned to use finger paints and enjoyed the stories read by his teacher. When his mother picked him up, after nine hours in the Nursery, he had many experiences to relate to her. At home he was the centre of attention as he continued telling his stories. All too soon it was his bedtime, and because he had not finished relating his experiences he did not want to go to bed.

Summary.

The residence of the families, as indicated by the map, illustrates three related factors. The first is that there is a wide distribution of families being served by the Nursery. Secondly, the majority of families live in East Vancouver. Various observers agree that East Vancouver is a wage earner district, which would indicate that the Nursery is serving an area where the need is most pressing. The third factor is noted in the concentration of families within the Strathcona area. This fact would suggest that if there is a need for the service outside the district, there is an even greater need for Nursery services within the district.

In order to give a summary of the important facts which

have been discussed in this chapter, the following table draws the several aspects together so they may be compared.

Table 3.

Summary of Some Social and Economic Indices.

Factor	White Collar	Manual-Artisan	Broken
Average Monthly Family Income ¹	280	350	175
Average Monthly Income of the Mother	166	166	175
Housing and Furnishing Rating	adequate	adequate	poor
Person-Room Average	0.9	0.9	0.8
Children per Family	2.17	1.33	1.80
Average Age of Children ²	3.8yrs.	3.9yrs.	4.3yrs.
Average Age of Mothers	31.1yrs.	27.7yrs.	29.0yrs.
Average Level of Mother's Education	Gr.10	Gr.9	Gr.11

Source: Replies of the mothers to Schedule questions.

1. Average income for the previous twelve months (not necessarily twelve months work).

2. Attending Strathcona Nursery School.

The economic status of this sample group of twenty families varied considerably between and within each of the three sections, normal white collar, normal manual-artisan and broken families. It was apparent that within each of these sections income varied widely and overlapped the other sections. The

monthly income varied by \$400 from the low of \$120 to the high of \$520. This wide variation in income illustrates the extremes within the total group. The family who lived on \$120 a month had very little margin with which to face any crisis such as illness or unemployment. These two extremes also illustrate the family where the mother works to maintain a subsistence living and the family in which the mother's income supplements an already adequate income. In the later situation the family is not as threatened by illness or unemployment. The mothers' income helps to buy material advantages such as furniture and an automobile. The average monthly income of the normal families in December 1955 was approximately \$340. For the same period the average income of four of the five broken homes was \$175. The fifth broken home family was receiving social assistance.

The housing conditions of the sample group varied from a rented shack to a new \$17,000 home. One quarter or five families owned, or were paying for their house. The remaining fifteen rented either an apartment or a house. It is significant that the family with the income of \$520 a month lived in a rented basement suite in the Strathcona area.

The accepted ratio used as a standard from which to measure overcrowding, in the simplest possible way, is, less than one "living room" for each person living in the home. This measurement excludes kitchens and bathrooms. Applying this measurement to the sample group it was found that only three families had

more than adequate space (i.e. four people living in five rooms) and six families had adequate space, or one room for each person. The remaining eleven families (i.e. somewhat more than half) were overcrowded in their present living quarters. The average space occupied by these three categories is summarized in the tabulation below.

More than adequate space	1.27 rooms per person
Adequate space	1.00 rooms per person
Less than adequate space	.64 rooms per person

The overcrowding was not confined to any one section of the sample group. The white collar and manual-artisan groups both had .9 rooms per person while the broken families had .8 rooms per person. This of course is only an approximate measure, and more detailed study would be necessary to go into all the aspects of overcrowding.

It was also evident that a majority of the families did not have safe places at home for the children to play. A few of the houses had a backyard where the children could play. Several lived on busy streets which were dangerous for young children. All those who lived in apartments had no place for the children to play except the street.

At the same time fifty-five per cent of the families owned television sets and over fifty per cent owned automobiles. The arbitrary comparative classification made by the writer of the

furnishings divided them as follow: 40% more than adequate;¹ 30% adequate; 30 % less than adequate. Of the thirty per cent (or six homes) classified as less than adequate, one half had television sets. Although the stated goal of the working mother was to help buy a house it would appear that furnishings, including television sets and automobiles were more necessary. One of the apparent reasons for this choice was such items were more easily obtainable. The savings invested in them could be utilized. There seems to be the suggestion here that material goods and advantages were more real to these families than a savings account. It is a social asset to be able to discuss last night's television programme and drive a late model car. The general impression received was that these families were following the accepted pattern of living in the present without analyzing the situation or considering the future.

1. classification discussed on page 28 of chapter two.

CHAPTER THREE

FAMILY LIFE AND CHILD CARE.

Against this background of differential standards and needs, what can be said of family life and the needs of the children? We shall re-examine the needs of the mothers and the way the Nursery meets these needs. The study does not claim to present a comprehensive picture of all the families who use the facilities of the Nursery, rather it covers one small group. The main purpose of the study is a survey and evaluation of the needs of these working mothers.

The study will also focus on the child both in his home and in the Nursery and the foundations being laid in his life by these two institutions. We shall look at the total family unit as essential to the development of the child, and the place of Strathcona Nursery School in its relationship to the family unit. To the child, the Nursery is an integral part of his family life. But nursery schools are a community resource to supplement the home and as such need careful consideration. Attention is given to the ways the mothers use Strathcona Nursery School as a supplement to their family.

White Collar Normal Families.

In this discussion of working mothers attention is drawn to their pattern of personal interests; their purpose in

working and their assessment of the gains and losses of work; and the important difficulties work presents for the mothers. Three patterns were evident in analyzing the collected data. In the first pattern the women were experiencing confusion as they attempted to maintain a sense of equilibrium in their roles as individuals, wives, mothers and citizens. In the second pattern the women managed to achieve a balance in their lives. But in the last pattern, which was followed by the majority of these women, they chose to ignore the situation and proceeded from day to day without any plan.

A minority of the women were not content to stay at home to be "...just a housewife". Mrs. A. is an example of a woman who fitted the first pattern. Mrs. A. expressed the feeling that she was not happy when she stayed at home. She had worked most of her married life and found work a satisfying experience. Mrs. A. had stopped working for a period early in 1955 but soon found she was bored by the household routine. This boredom soon created marital disharmony and also began to make her children upset. The family decided that they would be further ahead if Mrs. A. was employed. She started working again and continued for four months when it was decided that she would go into business for herself. This resulted in very long hours for Mrs. A. but it provided her with a method of expressing herself which she found satisfying. The children saw very little of their mother due to her working hours which were from 7:00 A.M. to

5:00 P.M. The children disapproved of their mother working and echoed the father's statement that "I don't like it, but it's best for us".

Mrs. A. had no time for personal interest, activities, or hobbies. She did not belong to any club, organization or church; and her only recreation was Sunday car rides.

Mrs. A. is essentially self-centered and is unable to face the responsibility of raising her own children. Her need to work was directed more towards self satisfaction than working to supplement the family income.

A second woman illustrated a well integrated pattern of living. Mrs. B. was a quiet, secure person who managed an accounting course along with her job and family responsibilities. She enjoyed her work but found she had no time for herself. There was a strong "we" or family feeling present in the home. The family shared all recreational activities as a unit. Every evening and week-end was devoted to the child. Both Mr. and Mrs. B. did the housework after the child had gone to bed in the early evening. Mrs. B. had no time for personal activities beyond her course, and she did not have any outside activities in the community. The satisfactions she found within her home and family were sufficient to carry her along a comparatively well balanced program of living. The tone of her pattern of living arose from a relatively stable personality.

Mrs. B.'s purpose in working was to support the family while Mr. B. attended university. She felt that because she enjoyed her work and found it satisfying that she had personally gained by being employed. She balanced this with the loss of time for personal interests. But she looked forward to the time when she could have the child at home with her.

The majority of the women in the white collar group worked because of financial necessity. As a group they tended to ignore any consideration of gains or losses or problems created by working. Mrs. C. worked, not from choice but from what the family felt was a financial necessity. Mr. C.'s monthly income as a civil servant was relatively low. The family experienced difficulty in managing to continue paying for their home and furnishings on Mr. C.'s salary. Work itself, was not as important to Mrs. C. as Mrs. A. Mrs. C. did not want others to raise her children, yet, only by the addition of her income would the family be able to manage. As a result she was comparatively critical of the Strathcona Nursery School. The Strathcona area was a poor site for the Nursery; the children learned bad grammar; the building had a musty odour.

Mrs. C. had given up her group contacts. She enjoyed sewing but due to the lack of time she was unable to continue this interest. Her recreation consisted of Sunday car rides, watching television and listening to records.

Each family was faced with their own particular problems and met them in various ways, depending upon the personalities of the persons involved. Our particular concern in this study is with the women. The brief sketches above and those that follow relate the ways in which the women met their problems, found time for personal interests, and what they regarded as the purpose for working and, the problems work created for them.

The attitude of the husbands to their wives working was evenly divided. Three of the men stated they did not like their wives working. They recognized the necessity at this time but definitely looked forward to the time when their wives would remain at home with the children. The remaining three either wanted their wives to work or stated that "...she can suit herself".

Children in White Collar Families.

The children of the families who came within the white collar group ranged in age from nine months to fourteen years of age. The total number of children in these families was thirteen, eight of whom attended the Strathcona Nursery School. The average age of these eight children was 3.8 years.

The five children who did not attend the Nursery were either too young or they attended public school. Of the children who were too young to attend the Nursery, one was cared for during

the day by a baby-sitter,¹ and the other by his grandparents. In both cases the parents looked forward to the day when they could send their children to the Nursery. In the second case the grandparents found it difficult to care for the child and the parents intended to send him to the Nursery as soon as he had some control over bowel movements.

The children who attended public school were six, ten, and fourteen years of age. The latter two cared for themselves after school. The six year old went directly to his uncle's home. In this case the uncle lived across the street from the school and this arrangement was quite satisfactory.

It seems that the children lived at the Nursery and went home for a visit each night. During the interviews, which were always held in the early evening the writer observed the children were still active and excited, although it was their bedtime. The eight children attending the Strathcona Nursery School averaged a minimum of eight and one-quarter hours each week day in the institution. Approximately two-thirds of their waking hours were spent in group participation and activities with other children. One-third of their time was spent with their parents. After twelve or more hours (including the rest periods in the Nursery) of activity these children were not ready for bed. The short period of time the children had with their parents made it

1. The baby sitter received \$6.00 a week.

necessary that they crowd in as much activity as possible before bedtime. For these reasons the writer suggests that home life was more of an overnight visit.

These children lived two separate lives, one in the Nursery and the other at home. In each case the parents stated the children enjoyed going to the Nursery and several remarked, that their child often cried on Saturday mornings when "they could not go to school".

These children had the opportunity to live in a child's world instead of an adult world. They learned by example and routine in which their peers set the pattern which they followed. For example, when a child entered the Nursery he would observe the other children washing their hands before lunch or after playing outside. With these examples before him it was natural he should copy his peers. This carried over into the home where the three year old would naturally go and wash without being told, before he came to the table.

Examples of this type were very encouraging to the parents. They saw the advantages of the children learning to play with others, to share their toys, to become more independent, to mix with other races and nationalities, and they found comfort in the knowledge that the children were supervised at all times and cared for by understanding, sympathetic people. They did not recognize the basic need of children for the consistent care and

attention particularly the need of the child for its mother.. The apparent reasons for this lack of recognition was first, they assumed the Nursery was fulfilling their role as parents and second, their own lack of knowledge of the needs of children.

Manual-Artisan Families.

Those families in which the father was engaged in manual-artisan employment, as defined in chapter two, included nine of the twenty families interviewed. There was a similarity in the patterns these women followed as compared to the women in the white collar group. Attention is again focused on the pattern of personal interests of the mothers; their purpose in working and an assessment of the gains and losses of work; and the important difficulties work presented for the mothers.

Mrs. D. represents a typical picture of the new Canadian home in which the mothers were experiencing difficulty in achieving a degree of integration between personal life, home responsibilities and employment. Mrs. D. was self-conscious of her limited ability to understand and use the English language. As a result the D. family took no part in community activities and had very few friends. She spoke German to her fellow employees and expressed ambivalent feelings in this regard. Mrs. D. wanted to learn to speak English but the temptation to

seek the familiar in work and language expression made it difficult for her to resolve this conflict.

As a child Mrs. D. had attended kindergarten and she, therefore, saw the Nursery School as a part of her responsibility as a mother. Unlike the Canadian born mothers Mrs. D. saw the Nursery School as part of a child's education and her attitude toward the Nursery was the same as towards public school. The concept of nursery schools was accepted without question or evaluation on her part. Unlike Mrs. A., who was also experiencing difficulty, Mrs. D. did not expect to work indefinitely. She had set a vague time limit of two years when she thought the family would have sufficient possessions to live on Mr. D.'s income. Their child would then be starting public school and she felt it would be more necessary for her to remain at home.

Mrs. E. was a single example in this group of nine mothers who had achieved a personally satisfying balance in her life. After considerable struggle, including a period of separation, Mrs. E. had found a system which suited the family needs. She enjoyed her work and was able, by using a schedule, to complete the major part of her housework during the week. This gave her time to pursue her own interest in sports. Mrs. E. also found time to take an active part in her Church. Her purpose in working was to supplement the family income. Work was enjoyable for this woman because she felt the company was very fair to

its employees. She did have strong feelings about others raising her child and she planned to work only until they could make a downpayment on a house. Mrs. E. spoke with considerable concern of the losses to her child when he was separated from his mother for such long periods. She had high praise for the Nursery and its staff but she felt it was more important that the child should be guided in his development by his mother.

Mrs. F. represents a pattern in which the young mothers were only too ready to place their children in the Nursery in an effort to shift the responsibility. Mrs. F. was a young woman who had been married when she was sixteen. She stated that she had little patience with her child and therefore the child was better off in the Nursery School. Mrs. F. found it difficult to obtain full satisfaction in her home and children. Mr. F. was away frequently and he was one of the few husbands who refused to help his wife with any of the housework. Without his support Mrs. F. tended to loose interest in the home and the responsibilities involved.

Mrs. F.'s stated purpose in working was to buy furniture. She found however, that they were unable to save and she did not think they were getting ahead. When asked if she had lost anything through work, she replied that her child got better care at the Nursery than she could give and therefore nothing had

been lost. Mrs. F. did not have time for personal activities or interests. Since beginning work she had stopped all outside activities. Her home was untidy and showed a lack of organization.

This group of nine women presented a similar general situation to those in the white collar group. A few had worked out an integration of their roles, some displayed confusion regarding their position and several were comfortable in stressing their roles as wives and mothers.

Children in Manual-Artisan Families.

The children of the nine families in the manual-artisan group ranged in age from two and one half years to eighteen years. The total number of children was twelve, ten of whom attended Strathcona Nursery School. The average age of the children attending the Nursery was 3.9 years.

Of the two children not attending the Nursery one was nine years of age and attended public school, the other was eighteen years of age and worked. The nine year old child had to look after herself from the time school ended until her parents returned home from work.

The minimum average length of time spent in the nursery by the ten children was eight and one-half hours. This was slightly longer than the average of eight and one-quarter hours of the

children in the white collar group.

The children of the New-Canadian families faced an added problem not shared with the majority of the children. They began talking by learning German and in the Nursery they learned English. From the parents point of view, this presented no great problem except that the three year old was unable to distinguish between the two languages and therefore combined both English and German in his conversation. One five year old could hear a story in English and come home at night and tell the same story to his mother in German. With increasing age these children learned to distinguish and use both English and German.²

The writer saw all but three of the twelve children. There were no indications of gross disturbance observed, although in several families the same element of visiting the home noted in the white collar groups was present.

The two groups differed in the number and age of the children. The white collar families had an average of 2.17 children per family while the manual-artisan group had 1.25. The white collar families had 61.5% of their children within the Nursery School age, while 83.3% of the manual-artisan children were of Nursery School age. The white collar families averaged more children per family but with a smaller number within the Nursery School age range.

2. This will be advantageous to the child when he begins Grade One.

Broken Families.

The interest of the five women in this group centred around meeting the day to day living experiences connected with their children and themselves. They carried the full responsibility of maintaining their home and turned to Strathcona Nursery School for assistance in carrying out this responsibility.

Time and the nature of the questions asked, of these women, did not lend itself to any detailed discussion of the marital difficulties involved in these families. However the writer observed that these women were comparatively more disturbed emotionally than the women in the normal families.

Two of the five women had good job security while three factory workers did not have the security which was so vital to them. The lack of financial security added to the present insecurity of their marital position.

One mother was technically separated due to her husband being incarcerated on a manslaughter charge arising from a highway accident. An interesting comparison can be made between Mrs. G.'s attitude to separation and the other women in this group. Mrs. G. felt the separation strongly and freely expressed her bitterness and disappointment. She had the burden of ill health and the worry over her husband, whom she felt, had been

unjustly charged. With the other women separation was a relief and a move towards a healthier situation.

Because of her ill health Mrs. G. had been unable to obtain steady employment. The Nursery was caring for her children so that she would be able to do her housework and take the odd job as she was physically able. Mrs. G. hoped to obtain steady employment in the near future. In the meantime the family were receiving social assistance.

Mrs. H. represents a case in which there was some emotional disturbance not caused by economic insecurity. Mrs. H. was a civil servant and she was the only woman in the sample group who contributed to a pension fund. She had had a very real struggle to maintain herself and her child for sometime. Finally she was able to obtain a suit so that she could apply for clerical work. Mrs. H. received the highest wage of the women in the broken family group. However she was dissatisfied with this job.

Mrs. H. was pre-occupied with finding security through remarriage. Her own marriage had failed and so had common law relationships. She had had three miscarriages following the birth of her first child. Her free-flowing conversation indicated that she had a fear of becoming unattractive as she grew older. Her determination to find a husband was rationalized by the statement "...I need to find a father for my (child)".

The remaining three in this group of five women reflected the relief found in separation. They were happier working and carrying the full family responsibility than they had been while married. Each spoke of the improvement in the health of their children and themselves.

Children of Broken Homes.

The children in the five families in which the father was absent from the home, were between the ages of three and one-half and seven and one-half. Seven of the total of nine children in these families attended Strathcona Nursery School. The average age of 4.3 years was slightly higher than the average of 3.8 years for the white collar normal families and 3.9 years for the manual-artisan normal families. The median age of all the twenty-five children attending the Nursery was four years.

The two children who attended public school were brother and sister. They were cared for by a neighbour^{after} school until the mother returned from work.

The minimum average length of time these seven children spent in the Nursery was 8.6 hours per day. This is approximately the same length of time as in both groups of normal families.

The children in the broken homes tended to illustrate

more emotional disturbances than those from normal homes. Reference has already been made to the child with speech difficulties. The Child Guidance Clinic had told the mother that if the emotional tensions, caused by martial discord in her second marriage, were reduced, the child would learn to talk. Following the separation and attendance at the Nursery this child was able to improve rather dramatically.

A second illustration is one which occurred in the writer's presence when he interviewed Mrs. H. Upon entering the home, the child jumped up from playing quietly with toys, ran over and took the writer's brief case, examined it carefully then asked the writer to leave. Mrs. H. ignored this request and sat at one end of the kitchen table while the writer sat at the other. In the following forty minute interview the child managed to find all the movable items in the two room suite and place them between her mother and the writer. By these actions this child appeared to be building a wall between her mother and the strange man. It was her method of expressing disapproval of the visitor. As far as the child was concerned the writer was another in a series of men who visited the home from time to time. In a later enquiry at the Nursery it was confirmed that this child had an emotional problem. She had been, and continued to be, a child who had difficulty adjusting to the group; enuresis continued although the mother stated the Nursery was helping her to meet this problem.

In the discussion of the family life and child care in this chapter reference has been made to specific questions asked of the women in the interviews. In the following paragraphs this information is drawn together to illustrate the total situation as it was indicated in all of the twenty interviews. The total group of women are discussed without reference to the subgroups such as manual normal families etc.

Personal Interests of the Mother.

Wilson and Ryland, in their book Social Group Work Practice point out that adults need recreation just as children need play. "Adults need to find in their activities some of the same satisfactions that children find in their play: mastery over self and over materials, environment and situations; wishfulfillment; some fantasy; some escape from reality and the superego; fun and laughter; and the norms for establishing helpful social relationships".²

In his context, a very significant point is the fact that forty-five per cent of the mothers interviewed stated that they had no personal interests, activities or hobbies. Several mentioned that they were usually too tired to take on any outside activities. The remaining eleven spoke of reading, watching

2. Wilson, Gertrude and Ryland, Gladys, Social Group Work Practices. New York: Houghton Mifflin Co. 1949 page 209.

television, movies, sports, sewing and gardening as their interests. Three quarters of the mothers said that they had no time or very little time for such interests or activities.

An even greater fact that concerns the Nursery School is that sixteen or eighty per cent of the mothers had no active participation in any clubs, organizations or Church. Those who had outside interests confined them to their Church, bridge club or in one case the occasional day's work with the Vancouver Volunteer Bureau. Attention is drawn to the E. family mentioned earlier in which the mother worked on a rather rigid schedule and was therefore able to bowl one night a week and still have her weekends free for personal and family activities. Mrs. E. also commented that anything which upset her schedule, such as a shower for a friend, on the evening she was supposed to iron, would throw the whole plan out of balance for the rest of the week.

The mother's lack of outside interests would indicate that they have very little time, and in some cases, very little desire to participate in activities outside the home. For this reason it will be difficult for the Nursery to facilitate a parent group for discussion or activities.

There were only six families who did not share some form of recreational activities together. The family activities

included sports which involved the children, Sunday walks or car drives, going to the movies, or watching television. One new Canadian family used the television set to improve their English. They watched the commercials which gave them both the spelling and pronunciation. Another family read to each other and listened to records.

On the whole the activities shared as a family group, as well as the personal interests of the mother, were spectator or passive functions. The parents' attempts to bring the family together were centred around Sunday car drives or watching television. In reality this was a poor substitute for child care.

In all twenty families the woman's stated reason for working was financial gain. This was a definite factor in each case but in a few families it was obvious that the women had a psychological need to work either as a method of escape from being "just a housewife" or a release of frustration. The need to be independent was predominant in the broken homes.

Regardless of what the goal or purpose was for the women, the majority stated that they thought they were moving "slowly but steadily" towards their objective. Only two of the women stated they did not think they were achieving their goal either financially or personally.

Three quarters of the twenty women thought they had received

personal gains through work. Some measured the advantages of working in gains to their homes. They felt a sense of pride in the material goods their income was able to contribute to family life. Others spoke of individual gains. They felt more alert and better able to cope with their daily living when they worked outside the home. To quote a mother with this attitude, "If I stay at home I only think of the kids and housework. When I work I have to be aware of the outside world". Other women had worked all their adult lives and they would be unhappy, they felt, if they did not have a full time occupation along with their home and family.

Summary.

The variations in family life as illustrated by the examination of the women in this sample group shows that there were three predominate uses made of Strathcona Nursery School. They are: those that found the Nursery an essential resource in order to keep the family together as a unit; those who found it valuable to the family; and those who used the Nursery as a convenient method of relieving the parents of child-care responsibilities.

In the first group the writer includes all the broken families. Since there are few resources in Vancouver with the competence of the staff at Strathcona Nursery School, these

women have the practical alternatives of foster placement, foster-daycare or the Nursery. In these particular cases the mothers did not have any relatives who were capable of caring for the child.

The second group includes families such as the two students, the new Canadian families, and those who were attempting to maintain an adequate income on which to support the family.

The third group includes those families in which the parents indicated that they saw the Nursery as a resource for relieving them of part of their child care responsibility. In several homes it was apparent that the women worked primarily for personal reasons which incidently increased the family income. These women did not appear to be content in their own homes and sought satisfaction through employment.

The above classifications are made on the basis of income and resources (other than the mothers income derived from employment). Group one includes 25% of the total sample group to whom the Nursery School was an essential resource. In group two, 35% of the total sample group used the Nursery as a valuable resource. The remaining 40% were considered by the writer to be using the Nursery as a non-essential resource.

Mrs. H. represents a family in which the Nursery School was

an essential resource. Although Mrs. H. had comparatively good job security she would have had to place her child if their resource was not available. Because of the emotional disturbances of the child, it would be difficult to find a foster-day-care home which could meet the child's needs. Foster placement would probably have to be considered the best alternative.

Both Mrs. B. and Mrs. D. are mothers who found the Nursery a very valuable resource. They were both working towards a well defined goal and used the Nursery in a constructive manner.

In Mrs. D.'s case her child lived in a predominately German environment. The Nursery School provided a valuable opportunity for the child to learn Canadian ways of living as well as to speak English.

Examples of families who were attempting to shed their responsibility are found in Mrs. A. and Mrs. F. In the first instance Mrs. A. experienced difficulty in making an adequate adjustment to her home life. Mrs. F. stated that she did not feel the family was gaining by her working. In both cases the Nursery was used as a "dumping ground" for the children.

These three uses of the Nursery will be discussed further in Chapter Four.

CHAPTER FOUR

THE WORKING MOTHER AND STRATHCONA NURSERY SCHOOL.

As part of a final review of the implications of this study it is necessary to look briefly at the position of the urban family today. The position and value of the nursery school depends very much on this. The changing pattern of urban living has had many ramifications, not the least of which, is the development of many institutions to help the family cope with the problems created by the increased urbanization. One of the institutions which has arisen because of the general pressures caused by urbanization is the nursery school. The following discussion helps to clarify the position of Strathcona Nursery School in its environment.

In Chapter One a brief description of the Strathcona area illustrated the multiplicity of cultural and ethnic forces in an area covering approximately forty city blocks. The district of East Vancouver, which is east of Strathcona, is also characterized by the multiplicity of ethnic and cultural backgrounds. But the distribution is not quite as diverse as the Strathcona district. There are ethnic groups of Chinese, Italian, Japanese, European immigrants, Negroes and Anglo-Saxons. There are more than a dozen ethnic orientated religious denominations in and immediately around the Strathcona area.

There is very little communication between these ethnic and

cultural groups in the Strathcona area or between the groups in the larger district of East Vancouver. For example, the Chinese community remains separate and autonomous from the other cultural groups. The children from these homes do come together through the public school system, but the adults, especially the first generation parents, tend to remain in their own ethnic group.

The enrollment in public schools in the area is one measure of the cosmopolitan character of the district. There are so many children of various cultural and ethnic backgrounds in attendance at the Strathcona Public School that it is known as the "little United Nations". Although the Seymour Public School, in the district east of Strathcona has many children of varying backgrounds it does not have the same diversity as the Strathcona Public School. In contrast the Kerrisdale Public School, which is situated in a district of business and professional people several miles to the south-west of the Strathcona area, has only a few children who are of non-Canadian parents.

Many families live in the Strathcona area only long enough to acquire the financial means to be able to move to a better district in the city. Many people who receive social assistance and old age pensions or war veterans' allowances live in the area because of the inexpensive lodgings. In fact, it could be said that many people live in the Strathcona area because of economic

and cultural forces. They do not have the financial resources to live in other districts or they have an ethnic and social tie (i.e. some Chinese families) to the area.

The functions of the modern family has altered so that many outside influences impringe upon the members and there has been a transfer of these functions to other organizations. There is a wide variation in the extent to which the family has transfered it's function. Within the urban families the impact of modern life has not been uniform on all family groups.

Due to specialized functions some organizations have been able to perform certain duties which the family, by its very nature of personnel and structure, cannot carry out effectively. In many organizations the aim is to supplement rather than usurp the family function. In the twentieth century the state has spread its influence and control over many economic, cultured and social phases of living through the creation of new functions or the expansion of old. The role of government in social welfare is an illustration of the extent to which some traditional family functions have been transfered to the state.

There has been a decline in the role the family has played in education, recreation, and protective functions. The school system has assumed a major position, not held in the past, of guiding children and youth. The teacher is almost a substitute parent since they often give moral guidance and take health

precautions as well as give instruction in academic subjects.

Commercialized recreation has taken over the former role the family held as a centre for recreation. There is more concentration upon spectator sports than making a ball team of the family. Movies, dances and carnivals draw the family members off in diverse interests. On the other hand, such devices as reading aloud, listening to records and radio, and watching television illustrates that the home is still an important recreational centre for many people.

The rise and growth of juvenile courts and the use of probation illustrates the decline of protective and disciplinary functions of the family. Institutional facilities for the physical and emotionally incapacitated are being used to a greater degree than in the past. Today economic status does not present a barrier to such services and thus the family is relieved of the immediate responsibility of caring for ill relatives.

A casual observation of the traditional economic functions of the home shows that specialized agencies now assume this responsibility. The increase in bakery shops, restaurants, hotels, laundry establishments, clothing firms and canned goods bare witness to a dramatic change in function and daily tasks within the home. This is also a reflection of a rise in the standard of living.

Perhaps one of the most noticeable and least understood phenomena of urbanization is the subtle loss of control by the family, over individual members. This decline in control has often been absorbed by other forms of organizations. The demands of urban work takes the father, and often the mother, away from the home for a major portion of the day. This results in a situation in which it is difficult to maintain effective parental control. On a farm, both parents are near home much of the time and as a result they were able to give continuous guidance or instruction to the children.

"The period of time during which each child undergoes the conditioning influences of the family has been shortened with each encroachment of extra-familial institutions".¹ Moral discipline, religious training, physical care and education are increasingly being taken over by others, with the result that much of the training and conditioning is governed by outside influences. These "institutions" are increasingly defining the attitudes and behavior patterns of those who come within their particular sphere of influence. When both parents work these institutions assume an even greater role.

"Though it is evident that urban living conditions have had a disorganizing effect on family life, creating behavior and personality problems, the family still remains a functioning organization, perhaps the most important in the life experience

1. Gist, Noel P. and Halbert, L.A., Urban Society, New York, Thomas Y. Crowell, Third Edition, 1950, page 408.

of the individual".² The profession of Social Work endorses this statement and goes even further "...the family is the primary and basic unit in our society".³ The family is in the continuous process of adjusting to the living conditions of a society which is constantly attempting to become integrated and stabilized. No other single institution is capable of assisting the individual to grow and adapt to the changing conditions to the degree that is found in the family. Many organizations have been created to assist the family. One of these innovations is the nursery school. It is able to meet the needs of children in a variety of ways which assist them in their growth and development.

In her book, The Nursery School, Katherine H. Read⁴ suggests several functions in which the child may have rich experiences. She suggests that the good nursery school can offer the child some of the values once found in large families. These include being able to play with others about the same age, the sense of belonging to a group, sharing experiences, and the chance to be self sufficient and independent. The child in a large family

2. Op cit: page 411.

3. Exner, Helen K., Philosophy Concepts and Principles of Social Work Method, mimeographed material, School of Social Work, University of B.C., 1954.

4. Miss Katherine Read, The Nursery School, Philadelphia. W.B. Saunders Company, 1950, page 30.

spends much of his time in a "child's world", he does not have to live up to adult standards at all times. The "only child" often spends much time with adults, and unpleasant incidents usually arise. If the child has too many unpleasant experiences with adults he is apt to develop resistances to the adult authority. The nursery school is one way of giving the child an opportunity to compete with equals and still have adult guidance.

The second value Miss Read suggests is that the nursery school can offer some of the values once found in spacious living. In confined quarters of urban dwelling all too often children do not have adequate play space to meet their needs. In a nursery school the rooms and playgrounds are usually designed to meet these needs.

In the urban setting children often do not have the first hand experiences which are vital in learning. Eggs don't come in a carton, but unless the child has an opportunity to gather eggs it is difficult for them to comprehend the real picture. Often they tend to get a reverse picture of the source of food. An example of this occurred in the writer's presence recently. Two children age seven and three were visiting a farm for the first time. The seven year old proudly pointed to some five gallon milk cans and announced to the three year old, "That's where the cows get their milk from". "We can hardly estimate

how modern life limits the intellectual development of children by limiting their first hand experiences."⁵ Many activities related to daily needs are carried on outside the home. The child has restricted oportunities to learn of these activities. Miss Read suggests that research seems to indicate that "... attendance at nursery school has an effect on the intelligence level of children (and this) may be a reflection of the advantages of the larger number of first hand experiences that are offered at school over the number offered in the modern home".⁶

Miss Read also suggests that the nursery has a function as an interpreter of knowledge of children to parents. She suggests that many parents have had very limited experience with children prior to becoming parents themselves. They do not know what to expect at varying ages and stages of development. They often need an oportunity to observe children at play, to discuss questions with an experienced person. "The nursery school is one way to transmit the experience and findings of research centres to practicing parents".⁷

The nursery school has developed to meet family needs in a

5. ibid

6. ibid

7. ibid

changing urban society. The nursery school, through its facilities, setting, and leadership provide many strengths formerly found in the family unit. These are some of the needs which the nursery school can be designed to meet--needs both of adults and of children.

The Working Mother: Gains and Losses For the Children.

The mothers were asked to comment upon their present and past arrangements for child care. The twenty women all spoke with enthusiasm of the present arrangements with the Strathcona Nursery School. Several had experienced unhappy arrangements in the past. These past arrangements included placing the children with relatives, usually grandparents; private placements which invariably proved to be unsatisfactory; a foster day care placement also proved unsatisfactory in one situation; a few had tried a housekeeper and in each case they found that the children became quite upset.

The replies to the question of the present arrangements brought praise from a majority of the mothers. All twenty expressed satisfaction with the Nursery School. A few of the replies can be quoted to illustrate the varying degrees of enthusiasm and also the superficiality or lack of depth in the replies. "I'm very satisfied, my child is doing so much better at the Nursery", "I'm completely satisfied...they have done a

lot for him", "I think the Nursery is wonderful", or "I have no worries, I know he is well looked after". The least enthusiastic person simply stated, "I know where they are at". Most of the mothers were able to follow these comments by illustrating what the Nursery had meant to them. In two situations the Nursery was helping with speech retardation. Several others remarked on how the children could now play with others much better.

Most mothers referred to the staff of the Nursery in very positive terms. They liked the staff's competence and their professional approach. Each mother laid great stress on the fact that their child liked the Nursery and the teachers.

It was of course necessary to interpret the survey so that nobody interviewed felt that this study might somehow affect their child's future attendance at the Nursery. The purpose of the study was carefully explained to each parent at the Nursery during the initial contact, and later in their homes the purpose was again reviewed. This was done principally to reduce to a minimum the chance that the parents might feel that unless they supported the Nursery they might somehow be asked to remove their child. However there is no objective way of measuring this aspect in the mothers' reply. It can only be assumed that such feelings would be a part of the reply: because of the precautions taken, it is believed this does not add serious bias to the mothers' reply.

The major dissatisfaction commented on by the mothers was not with the Nursery itself but with its location. Several mothers did not like the area in which the Nursery was located. Such replies came from parents who had never lived in or near the Strathcona area and at present they tended to live at some distance from the Nursery. Two factors appear to influence this sentiment. First was the tendency of these women who lived at a distance to regard the Strathcona area as a slum. They did not like being associated with such an area. The second reason appeared to be the distance itself. The women expressed their problem of getting the children up early in the morning and making the long trip to the Nursery.

One woman remarked on the "musty odor" of the building. She wondered if the dampness might facilitate the spreading of communicable diseases and head colds.

The women were also asked to comment upon what effects their working had on their children. In terms of gains the mothers indicated that the children received such good care at the Nursery that they were quite well off. The majority had not taken time to evaluate the effect their work had on the children. Another typical answer was that the children were better off at school than they would be at home. The children learned to play with others, they lived in a "child's world", they gained a feeling of independence, they would be lonely at home without

playmates, they were more polite, they learned to wash themselves, they learn to count, to draw and paint, to sing; these skills all make it easier for the children to start public school. The New Canadian families all stressed that the child learns to speak correct English. Several mothers stated that their children appreciated them more when they did not see too much of the parents.

Regarding any losses the children might have because their mother was working, only five of the twenty remarked that their children missed being with their mother. They saw the value of parental care and the child's need to be with them. They also found it difficult to find time to follow the particular interests of their child. One mother expressed her frustration at the lack of time when she said, "I don't even have time to make any clothes for them".

The only direct reference to the Nursery in which the mothers felt their children lost by the mother working were directed toward the program and not the staff. Some felt that the day at the Nursery was too long for their child. One German boy of two and one-half years was confused by the two languages and therefore combined the use of both in his speech. Also the children were exposed to group diseases. These are legitimate complaints but the first two are beyond the control of the Nursery. The Nursery has a daily health inspection and if a

child becomes ill during the day the parents are notified and requested to take the child home.

The mothers were asked for their ideas of desirable facilities for child care while they worked. The answer received from eighteen of the twenty mothers was very consistent. Almost without exception they replied, "Well I would like to see more nurseries in different parts of the city". Two of the mothers suggested that there should be a school bus to pick up the children in the morning. Both women felt that the parents should take the children home in the afternoon.

The Nursery School: Basic Needs.

It was stated in Chapter One that the nursery school is an educational institution which supplements the home life of the children. It seems that there are two distinct, yet overlapping services that nursery schools perform. The first service appears to be an educational institution for the child. The second is a service dictated by the socio-economic circumstances of the parents.

The first view sees the nursery school as an educational bridge to public school for the child. The program is designed on the basis of the needs of the two to five year old child. This includes a maximum of four hours attendance each week day in the nursery. In the majority of the literature written on

the subject, the writers accept this interpretation as the usual situation. In such a service the nursery is seen as primarily educational in focus.

In the second view the nursery is seen as a community resource for assisting families with socio-economic problems. This is the function Strathcona Nursery School fulfills. Such a service is directed towards the working, broken and occasionally the disturbed family. In the latter situation it may be advisable in some cases to remove the children from the home for a major part of the day. If the mother is over anxious regarding raising children, or is emotionally upset due to illness, the nursery school may supply a needed service by caring for the child while the mother regains her health or is helped to gain confidence in raising her children.

The child from the working, broken or disturbed family has the opportunity to gain the educational advantage of the nursery school program. But the time he spends in the group environment is usually double the length of time spent by the child from the home that does not have acute socio-economic problems.

In these ways the nursery school service can be seen as two-fold, with each part or service overlapping the other. In the literature on day care centres it was implied that both services can and are combined within the same agency.

Strathcona Nursery School combines these two services but tends to emphasize the meeting of socio-economic needs of the families. As it has been shown in the influence of urbanization, there is a tendency for agencies organized to supplement the home to actually usurp a major portion of the responsibility. This is true of the Nursery. The replies of the mothers indicate that they not only do not realize this but that they encourage it. For those families who use the Nursery as an essential resource, it can be argued that this is almost a necessity. In those families who find the Nursery a valuable resource there is cause for concern, because the services of the Nursery are usually temporary, that the home should not be disrupted by the loss of focus. In those families where the family use the Nursery as a non-essential resource it is vitally important that the Nursery does not encourage family breakdown by reducing family unity.

Evaluating Strathcona Nursery School against Miss Read's criteria, it can be seen that the Nursery fulfills three of the four functions she sets out. In the first instance, that of supplying values once found in large families, it can be noticed that the majority of the sample group of families were small. Eleven families had an "only child", six families had two children, one family had three children and only two families had four children. These children in Strathcona Nursery School were able to play in a child's world with others of their own age group.

They belonged to a group and an adult was "their" teacher. They shared their experiences and toys at the level of which they were capable and they were able to compete with equals rather than always being guided by older children and adults. The staff person supervised their activities and assisted the child to adjust to varying circumstances.

In Chapter Three it was noted that the homes these children came from were overcrowded. It must also be repeated that the majority of the families lived in shacks, apartments or basement suites which did not allow for much play space for the children. Through play, children are able to experience what living involves and it provides an opportunity to test old and new experiences. The importance of play for the child is well known. Wilson and Ryland suggest the purpose of play for the child as⁸ "...play serves the individual as a means of....(1) gaining mastery or control, (2) finding opportunities for wish fulfillment, (3) escaping through fantasy, (4) securing a leave of absence from reality and the superego, (5) finding outlets through fun and humor, and (6) learning to be both a leader and a follower in group life". When play is confined to busy streets or lanes the child lacks a necessary element in his or her development.

These children, with few exceptions, did not have adequate play space around their own homes. The Strathcona Nursery therefore supplied some of the needed experiences for the children.

8. opcit. page 202.

Unfortunately due to the design of the building, and the small playground the Strathcona Nursery School can not meet the full needs of all the children. However, with the equipment and space available it is generally agreed that the Nursery is doing a creditable job in this regard.

In the third area outlined by Miss Read, that of first hand experiences, the Strathcona Nursery School is somewhat handicapped by its location. Despite this handicap the Nursery utilizes the surrounding places of interest for field trips. The children visit the waterfront, Public Library and other points of interest.

An area in which the Strathcona Nursery School has not achieved its full potential according to Miss Read's criteria is that of interpreting the knowledge of children to parents. The only real contact the staff of the Nursery School has with parents is through the Wednesday afternoon "Coffee Hour". This involves asking the parent who picks up the child in the afternoon to stop long enough for coffee. In all cases observed by the writer this means the parent has a cup of coffee while waiting for the child to be dressed and ready for travelling home. Only one member of the staff is free to talk with individual parents and she is also expected to serve the refreshments at the same time. In actual fact this allows for very little time in which to discuss any problems which may have arisen with a particular

child. Also at such times there is no privacy and as a result the parents would be embarrassed to discuss personal problems.

The Nursery has not been able to develop any groups meetings of the parents where mutual problems could be discussed, nor do the parents have much opportunity to obtain an accurate estimate of what they can expect from their child. Part of the explanation lies in the lack of time available for the parents to participate in such a group discussion. Also it was noted in the sample group that 80% expressed no interests in community or group participation.

Their children spend two-thirds or more of their waking hours in the Nursery. To them, the Nursery is an integral part of their family life. Any community service which contributes to the education and supplementation of the home to this extent must have close co-operation with the parents. In Chapter Three it was shown that the Nursery School provides either a valuable or a necessary resource for keeping the family together in 60% of the sample group. Without close co-operation with the parents the Nursery can not fulfill its role to its full potential. Basic child development which is operated in two separate institutions, (the home and the Nursery) and which is not co-ordinated, can not hope to provide adequate foundations for the child. An even greater concern is with the families who use the Nursery as a convenient resource for child care while the mother works to

supplement an adequate budget or who works because of a particular need of her own.

The meaning of the long hours in the Nursery to the child; the overcrowding of the homes; the lack of time for child care and household responsibilities have been discussed in Chapter Two and Three. The lack of parental companionship needs a brief statement. It was indicated in the family recreation that many of these families attempted to develop family companionship through Sunday car rides and watching television. These activities are quite commendable but they do not replace the close daily contacts of the child with the parents, especially the mother. Car rides and television pull the family together but they are not in themselves adequate substitutes for education of the child through his medium, play. The curtailment of this opportunity for companionship is unavoidable in the majority of cases and this adds to the responsibility of the Nursery. Only by increased liaison between the parents and the Nursery can the parents participate in the lives of their children.

Some Implications for Strathcona Nursery School.

What does this imply for future planning in Strathcona Nursery School? It seems that since it is difficult for the parents to come to the Nursery, the only real alternative is for the Nursery to go to the parents in their homes. This is impossible with the present staff available and would require an additional

staff person. Such a person would need skills in child-parent relationships, interviewing skills, knowledge of community resources and have the ability and skill to work as a liaison with the total community resources. The person best equipped to handle this work would be a professionally trained social case-worker. Through observing the child in the Nursery and visiting the home regularly the caseworker could fulfill the role of liaison between the Nursery and the home. A caseworker would also have the skill and knowledge to act as a consultant to the staff of the Nursery School.

Eleanor Hosley in an address to the Child Welfare League of America, Central Regional Conference, Dayton, Ohio in March 1951⁹ began by saying "It has been generally accepted that casework should be an integral part of a well-set-up day care program". She continues in the article to point out that although we know little about helping people to raise their children successfully we do know something of the needs of children and something about parents. One of these facts is that the parents form the basic structure of that important part of the family the super ego or conscience. The pre-school child does not internalize the parental image so that he can operate alone. Therefore the staff must, as far as possible, appear in the child's eyes to be one of his parents. The necessary ingredient for this close

9. Hosley, Eleanor, "Casework in Day Care Centres" Child Welfare Vol. 30, Number 7, July 1951.

co-operation is a staff member who has the time and skill to work with the parents. "A caseworker is the most logical choice; for the most part, teachers receive relatively little training in working with and understanding adults.... The teacher who is assigned to work with the children cannot do the necessary work with parents in her spare time".¹⁰ Eleanor Hosley says that all staff members must respect the integrity of the family and its essential values. She hastens to state that the staff should not work in separate "...watertight compartments: teachers should and will have contact with parents, and caseworkers with children".¹¹

In Chapter Three it was suggested that 40% of the families were using Strathcona Nursery School as a resource for relieving them of part of their child care responsibility. Since the Nursery is the only institution at this time which provides an all day service for working mothers, it is apparent that selection and intake are very important functions. At the present time there is no definitive statement which spells out the criteria for intake in the Nursery. Moving from the home to the Nursery School environment is a very important step for the young child. Unless such a move is necessary it may put undue stress upon the two or three year old child to be separated from his mother all day. Also the disturbing fact that the majority of the mothers

10. Ibid

11. Ibid

saw the separation as being "alright" gives cause for concern. Eleanor Hosley states that "...the caseworker takes applications; it is her responsibility to decide who shall be admitted....this means exploring with each applicant...the reasons for wanting care, the child's readiness for such an experience, both parents' attitude towards such a plan, hours, fees and the general nature of the set-up".¹²

Mrs. A. needs some help to understand her feelings toward home responsibilities. Mrs. D. might like an opportunity to express some of her fears and frustration in this new country and she could benefit by an early understanding of the cultural differences which will be noticed later when her child adopts different ways of doing things. Mrs. G. has a great deal of guilt around her husbands incarceration and what this will mean to her children. Mrs. F. feels incapable of caring for her child. A caseworker could help her with these feelings and also help her to gain in knowledge of children. In doing this Mrs. F.'s confidence could be built up so that she could assume this responsibility.

In several instances a caseworker might refer the parents to more suitable resources such as a foster-day-care home near where she lives. In other situations referral to a social agency might lead to the family being able to cope with their budget

and fears of raising children so that the Nursery was not needed.

Another concern arose from material in Chapter Two when it was observed that housing conditions were overcrowded. These families were not assessing their present status, nor were they thinking of the detrimental effect of overcrowding upon their children. They planned to buy a home sometime but tended to see value only in immediate material possessions. Through contacts with these families a caseworker could help the families decide what they really wanted and from that point the value of the Nursery could be assessed and utilized to the best advantage.

The Strathcona Nursery School is a community service for the Greater Vancouver area. It is financed by the Community Chest and Council and fees from the parents served. The map illustrates the scattered distribution of the families served in January 1956. Earlier in this chapter reference was made to the women's comments upon desirable child care facilities. They asked for more nursery schools in various parts of the city.

It would appear that there is a real need for expansion of nursery schools in Greater Vancouver area. There are several kindergartens and day care centres in Vancouver and Burnaby. However none of these centres remain open for the length of time that is necessary for the working mother. From the distribution as seen in the map it would appear that any future expansion should come through new nursery schools in different parts of

the Greater Vancouver area. Such expansion should include very careful consideration of the concentration points of employment for women in Vancouver. The most satisfactory location, from the parents point of view, appears to be close to their employment.

Any future expansion of nursery school services in the Greater Vancouver should be done in co-operation with the Social Planning Section of the Community Chest and Council. At the present time there is a shortage of trained nursery school staff. The calibre of future staff will depend on the leadership given in the training and selection. The Board of Directors of the Strathcona Nursery School are seeking an Educational Director to consolidate their teaching program. With such an appointment the Nursery will be in a position to give the leadership needed for training staff. For this reason it is suggested that the logical function of the Nursery in this regard will be as a training centre for future staff personnel.

At the present time the Nursery does not record the daily activities and particular problems of individual children. It is an accepted policy of social agencies to record their contacts with clients so that assessment of needs, and objectivity is maintained in the work. Recording would strengthen the direct services to the parents and children. This study was, and any future research will be hampered by because of the lack of recorded information concerning the child and his family.

Strathcona Nursery School has a very difficult job in this community. It has had many struggles in its development. That it has succeeded in maintaining its development in this difficult situation and that it is doing a good job more than justifies its existence. It is destined to stay in the community services because of the determination of the Board of Directors and the staff to constantly improve services to the families of this metropolitan centre. The Strathcona Nursery School has constantly moved forward and continues to plan further progressive measures. On February 10, 1956 the Executive Director, in her annual report, concluded by saying, "Our goals for 1956---the setting up of a definite teacher training program, further staff developments, and raising of nursery school standards".

Appendix A.Schedule for Working Mothers Using Strathcona Nursery School.Section I - Statements of the women interviewed

Part "A" - Background Information

1. 1. Married Widowed
 Divorced Separated...
2. Country of birth..... Year of entry
 to Canada
3. Age group:
 14-19 years 35-44 years
 20-24 years 45-54 years
 25-34 years
4. Level of Education
 Grade completed (elementary or secondary).....
 Other formal education:
 College or university
 Vocational or Professional

Part "B" - Current or Last Job and Work History

5. (a) Currently working for pay or profit:
 (b) Where or for whom works (worked).
 Description of work
 What the business, firm or employer does
 Working (worked) at two jobs at the same time
- (c) Full-time regular worker: Yes No
 Daily working hours
 Total hours worked per week
 Specific days worked in the week

(d) If no for (c):

Part-time....Seasonal....Casual....

(e) What the person interviewed:

- i. likes (liked) about her working hours
- ii. dislikes about her working hours

(f) Earnings from employment or net earnings from business operated by the women interviewed. Approximate earnings in the twelve months preceding the interview (in round figures to the nearest \$100.).

6. During the twelve months preceding the interview, worked the equivalent of:.....months.

7. Has the women interviewed ever contributed to a pension fund in connection with a job?

Yes....

No....

8. Work History

Part "C" - Husband's Job

9. (a) Where or for whom husband works

Description of work

Description

What the business, firm or employer does

(b) Full-time regular worker: Yes.... No....

Daily working hours

Total hours worked per week

Specific days worked in the week

(c) If "no" for (b):

Part-time....Seasonal....Casual....

(d) Husband is not working and why:

Illness....Retired....Unemployed....

Other

(e) Husband's income. Approximate income in the twelve months preceding the interview (in round figures to the nearest \$100.)

10. During the twelve months preceding the interview, husband worked the equivalent of:.....months

Part "D" - Home Responsibilities

11. Persons living in the household:

The woman herself
 Husband
 Number of sons
 Number of daughters
 Other relatives
 Number of roomers
 Number of boarders

12. Number of dependent children

Age and sex of each dependent child. Do they normally
 attend school, college, or university?

	Age	Sex
Not in school
Nursery school or kindergarten
Grades 1 - 13
College or University
Other

13. Care of children while the mother is employed

(a) Strathcona Nursery School
 cost per week

(b) Other
 cost per week

14. In what ways is the mother

(a) Satisfied with arrangements for child care?

(b) Dissatisfied with arrangements for child care?

15. How does the woman interviewed run her home when
working for pay?

(a) Routine of household duties.

(b) Extent of regular help from other members of household.

16. Housing

House ... Apartment or flat ...

Occupy all ... or part ... of house, apartment or flat.

Own ... Rent ... Other (explain)

How many rooms of housekeeping?.....

Description of Housing.....

Part "E" - Other Interests

17. Pattern of other interests when working for pay.
 - (a) Personal interests, activities or hobbies.
 - (b) Active participation in clubs, organizations, church activities.
 - (c) Other recreational activities shared as a family group.
 - (d) Comments about time available for interests other than her job and family responsibilities.

Part "F" - Attitude Information

18. (a) Purposes the women interviewed has in working.
 - (b) To what extent does she feel she is achieving these purposes through work?
19. What the women interviewed thinks she has:
 - (a) gained by working?
 - (b) lost by working?
20. (a) What does the husband think about his wife working?
 - (b) What do children think of their mother working?
 - (c) What do other relatives and friends think of her working?
21. (a) Comments of the woman interviewed regarding the effects of her working on her children,
 - (i) in terms of gains
 - (ii) in terms of anything they have lacked
 - (b) What reservations, if any, has she with regard to leaving her children while she is working?

22. Ideas, if any, about desirable facilities for child care.
23. Chief difficulties faced by the women interviewed because of work.
24. If the person interviewed completed Grade 12 or has had some special job training, how does she feel about her job as related to her education and experience?

Part "G" - Future Plans

25. (a) What the person interviewed would do if she lost her job (look for work or not look for work.)
(b) How long she expects to go on working for pay.
26. (a) Is the person interviewed taking any education or training at the present time? Yes.... No....
(b) If "yes" for (a) - what?
27. (a) Would the person interviewed be interested in job training? Yes.... No....
(b) If "yes" for (a) - what type of training would she choose and why?

Section II - Enumerator's Analysis

(NOT filled in at time of interview)

- A. Reasons why the person interviewed is working.
- B. Does job measure up to educational and occupational training.
Yes.... No.... Choice (explain)
Limitation of employment possibilities (explain)
- C. Other Comments

Bibliography.General References:

- Baruch, Dorothy: Parents and Children Go to School, Chicago: Scott, Foresman and Co., 1939.
- English, O. Spurgeon, and Pearson, Gerald: Emotional Problems of Living. Avoiding the Neurotic Pattern. New York: W.W. Norton, 1945.
- Gesell, Arnold, and Ilg, Frances: Infant and Child in the Culture of Today. New York: Harper and Bros., 1943.
- Hamilton, Gordon: Psychotherapy in Child Guidance. New York: Columbia University Press, 1947.
- Isaacs, Suzan: Social Development in Young Children. New York: Harcourt, Brace and Co., 1937.
- Mead, Margaret: And Keep Your Powder Dry. an Anthropologist Looks at America. New York: William Morrow and Co., 1943.
- Parsons, Talcott and Bales, Robert F.: Family, Socialization an Integration Process. Glencoe, Ill. The Free Press, 1955.
- Ribble, Margaret: The Rights of Infants. Early Psychological Needs and Their Satisfaction, New York: Columbia University Press, 1943.
- Spock, Benjamin: Pocket Book of Baby and Child Care. New York, Pocket Book Inc.

Specific References:

- Allen, W.Y., and Campbell, D.: The Creative Nursery Centre: A Unified Service to Children and Parents. New York: Family Service Association of America, 1948.
- Blatz, William E.: Nursery Education; Theory and Practice. New York: William Morrow and Company, 1936.
- Cusden, Phoebe E.: The English Nursery School. London: Kegan Paul, French, Trubner and Company Ltd., 1938.
- Fedeevsky, Vera, and Hill, P.S.: Nursery School and Parent Education in Soviet Russia. New York: E.P. Dutton and Co. Ltd., 1936.

- Forest, Ilse: Preschool Education: A Historical and Critical Study. New York: The Macmillian Co., 1929.
- Gist, Noel P., and Halbert, L.A.: Urban Society. New York: Thomas Y. Crowell Co., 1950.
- Hamilton: Theory and Practice of Social Case Work. New York: Columbia University Press, 1951.
- Isaacs, Susan; The Nursery Years. New York: The Vanguard Press, 1938.
- Johnson, Harriet M.: Children In the Nursery School. New York: The John Day Co., 1928.
- Kellogg, Rhoda: Nursery School Guide. San Francisco: Houghton Mifflin Co., 1949.
- Landreth, Catherine: Education of the Young Child. New York: John Wiley and Sons Inc., 1942.
- McFarlane, Mary: A Survey of Pre-School Centres in Vancouver. Master of Social Work Thesis, 1949.
- Read, Katherine H.: The Nursery School: A Human Relationships Laboratory. Philadelphia: W.B. Saunders Co., 1950.
- Steiman, Boris: Community Organization for Social Welfare. An Analytical Study of a Low-Income Transitional District (Vancouver, 1952-54) with Special Reference to Problems of Inter-Cultural Participation. Master of Social Work Thesis, 1955.
- Wilson, Gertrude and Ryland, Gladys; Social Group Work Practices. New York: Houghton Mifflin Co., 1949.

Articles and Reports.

- Annual Reports of Camp Alexandra and Strathcona Nursery School 1948 - 1952, 1954 and 1955 to Alexandra Community Activities Annual Meetings.
- Cauman, Judith, "What Is Happening In Day Care--New Concepts, Current Practices and Trends". Child Welfare Vol. 35, No. 1. January 1956.
- Report of East End Inter-Agency Committee to Community Chest and Council of Greater Vancouver, March 16, 1955.

Report of Casework Agency Review Committee to Social Planning Committee on Strathcona Nursery School, 616 East Cordova, June 25, 1951.

Report of Executive Director, Strathcona Nursery School to Board of Directors, February 10, 1956.

Davis, D.D., "Nursery Schools, Their Development and Current Practices in the United States". Bulletin 1932, No. 9. U.S. Department of the Interior, Office of Education, Washington, D.C.

Exner, Helen K., "Philosophy, Concepts and Principals of Social Work Method. School of Social Work, University of British Columbia, 1954.

Hosley, Eleanor, "Casework in Day Care Centres". Child Welfare, Vo. 30, No. 7., July 1951.

"Welfare Institutions Licensing Act". Chapter 363 of the Revised Statutes of British Columbia, 1948, as reprinted in the B.C. Gazette, January 17th, 1952, page 239. Queen's Printer, Victoria, B. C.