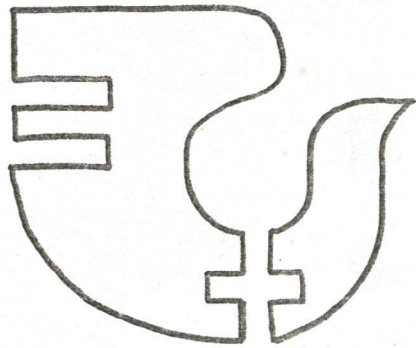


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*Working Mothers In Regina
and
Their Child Care Arrangements*



A Study by
The University Women's Club of Regina
An International Women's Year Project
Summer, 1975



*AN
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**WORKING MOTHERS
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AND
THEIR CHILD CARE
ARRANGEMENTS**

A Study by
THE UNIVERSITY WOMEN'S CLUB OF REGINA

SUMMER • *1975*

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PREFACE

As our International Women's Year project, the University Women's Club of Regina undertook to visit and describe existing day care centres in Regina, to list available nursery schools, and to survey a varied but not scientifically selected group of working mothers with children aged fourteen and under, for the following reasons:

I. Existing Day Care Centres

- (a) We wished to publicize widely present facilities available indicating location, days and hours of operation, time options, scale of fees, total spaces available, the role of parents in the operation of the centre, the location of playrooms and outdoor playgrounds, the general type of program offered noting any special features, age groupings, if any, the qualifications of the staff and provision of medical and dental attention. We hoped that a brochure with this information would provide a guide to working mothers seeking to make day care arrangements for their children.

We believed that such a guide would be useful because some agencies had informed us that many parents could not obtain such information readily. According to statistics calculated on figures obtained from the 1971 Census and a national Labour Force Survey, published January, 1975, entitled Preliminary Report on Working Mothers and Their Child Care Arrangements in 1973, approximately 850 additional mothers in Regina might seek work if they could make satisfactory arrangements for child care.

- (b) We desired to make it better known that day care subsidies are available to low income families. At present, the Day Care

Branch of the Department of Social Services and licensed day care centres provide this information only upon direct inquiry or upon application for admission of a child to a centre. According to a 1973 report, Day Care Proposals for Saskatchewan, prepared by the Department of Social Services, most low income families are likely to consider day care to be beyond their means and are, therefore, not likely to make inquiries or applications to centres.¹

- (c) We were interested in discovering what supervisors of day care centres considered to be their most pressing problems so that we could draw attention to them and perhaps assist in resolving them.
- (d) We wanted to ascertain the qualifications possessed by staff who were directly involved in looking after the children in day care centres.

II. Existing Nursery Schools

- (a) In our brochure, Day Care Centres and Nursery Schools in Regina, Saskatchewan, June, 1975, we listed the names, addresses, supervisors, length of terms and special entrance conditions, if any, of all the nursery schools we were able to locate in the city. We visited only one such school because most had completed their terms for the current year.

III. Working Mothers in Regina and Their Child Care Arrangements

- (a) We surveyed mothers with various levels of education and from several different occupations whose wages ranged from the minimum to above average to determine what arrangements they are making for the care of their children.
- (b) We also wished to know what type of child care arrangements mothers would prefer to make if such services were available and affordable.

RECOMMENDATIONS

On the basis of the facts and opinions gathered, we have attempted

¹Saskatchewan, Department of Social Services, Day Care Proposals for Saskatchewan (Regina, 1973), 4.

to draw up certain recommendations for the consideration of the general public and government.

ACKNOWLEDGMENTS

We wish, first of all, to thank the Office of the Co-ordinator, Status of Women, in the Department of Consumer Affairs, Province of Saskatchewan, for its generous grant which made possible our two surveys and the publication of both a brochure and a report. The Office was also most helpful with technical advice on inexpensive methods of producing a report. We acknowledge with sincere thanks the pertinent advice on the content of our surveys offered by Dr. Leora Cordis, Dr. J.W. Schaller, both of the Faculty of Education, University of Regina, and Maura Gillis, Director, Day Care Branch, Department of Social Services, Province of Saskatchewan, and the Women's Bureau, Department of Labour, Province of Manitoba. We are most grateful to the management and staff of federal, provincial and municipal departments and institutions as well as to those of private firms in which we conducted surveys, to the mothers who participated, to the staff of the various day care centres which we visited and the nursery schools we telephoned. We express our appreciation to Wascana Day Care Co-operative Centre for providing our cover photograph. We thank Campion College of the University of Regina for the use of its copying facilities and the Regina Public Library, in particular, Margaret Scratch, for assisting in the distribution of our brochures.

HIGHLIGHTS OF THE DAY CARE PROGRAM OF THE PROVINCE OF SASKATCHEWAN

DEFINITIONS AND OBJECTIVE

"Day care services" have as their purpose the non-parental care and supervision of children at the request of the parent or guardian in a location other than the children's own home.

"'Day care centre' means any facility, with the exception of approved family day care homes, where day care services are offered to four or more children."²

"The objective of the Saskatchewan Day Care Program is to promote the growth and development of non profit, parent controlled day care services for children, and to provide support to these services to ensure their availability to all families in Saskatchewan"³ who require them.

LICENSING

Because the Government believes that the primary responsibility for the care and development of young children should remain with the parents, it requires that persons wishing to provide a day care centre incorporate on a non profit basis, with a majority of the Board of Directors being parents whose children will attend the proposed new day care centre,

¹Most of this information has been obtained from a brochure prepared by the Department of Social Services entitled Day Care Information, which bears no date and is not paginated, and "The Day Care Regulations" passed by Order in Council, August 25, 1975, and published in The Saskatchewan Gazette, Part II, September 5, 1975. The remainder of the information is based upon conversations with Maura Gillis, Director, Day Care Branch.

²Saskatchewan, Department of Social Services, "The Day Care Regulations", The Saskatchewan Gazette, Part II, September 5, 1975, 343.

³Saskatchewan, Department of Social Services, Day Care Branch, Day Care Information, "Objective and Definitions", n.d. [3]

under:

(a) The Co-operative Associations Act

or

(b) The Societies Act¹

In addition to demonstrating the need for day care services in a particular area, numerous parents should indicate their willingness to utilize the day care centre.

"The Day Care Regulations" pursuant to The Family Services Act require that local zoning, health and fire regulations be met and outline as well budgetary and floor space utilization plans to be submitted to the Day Care Branch.

Existing private centres may continue to operate and be licensed as before but may not expand their facilities unless they incorporate on a non profit basis with a majority of the Board of Directors being parents whose children attend or will attend the enlarged centre.

There are two types of day care centres under the new "Regulations":

(a) The "Ordinary" Day Care Centre

(i) It admits preschool children from eighteen months of age up to age six.

(ii) It can also accept children attending school from five years up to and including twelve years of age, provided a separate room is arranged for these older children.

(b) The Out-of-School Program Day Care Centre

(i) It cannot operate more than 4 hours in each day and not less than 5 school days in each week during the school year.

(ii) During school vacation periods, it must operate not less than 9 hours in each day and not less than 5 school days in each week.

Both types of day care centres are limited to a maximum of 60 spaces.

GRANTS TO DAY CARE CENTRES

A Start Up Grant: Upon licensing, a centre is eligible for a grant

¹A Society has a day care director while a Co-operative has a manager who differs in his relationship with the Board of Directors.

of \$100 per licensed space.

A Development Grant: Existing centres are eligible for an equipment supply grant of up to \$50 per licensed child space.

A Renovations Grant: New and existing centres may apply for a renovations grant of up to \$100 per licensed child space in relatively permanent premises.

FEES AND PARENT SUBSIDIES

Day care fees are determined by the centre's Board of Directors.

To make day care more accessible to low income parents, the Government, depending upon total family monthly income less \$50 for each child under eighteen in the family, will pay a maximum subsidy of 80% of the day care fee up to a maximum of \$80 per child. The family pays the remainder of the fee.

PROGRAM

"The environment provided shall be supportive of the normal development of the individual child."¹

PROPOSALS FOR A TRAINING PROGRAM FOR DAY CARE PERSONNEL

The Day Care Branch is considering the establishment of a program of approximately 40 hours of classroom instruction with a major emphasis on childhood development and communication to be compulsory for present and future day care staff members. They will have to complete the training program as prescribed by the director on a date set by the director on or before December 31, 1977. Equivalencies for those who hold diplomas or degrees from recognized colleges, technical schools or universities in the field of day care or early childhood education will be established. Further information will be available from the Day Care Branch.

FAMILY DAY CARE HOME

This is any approved private dwelling unit where the householder provides day care services for a maximum of 5 children from six weeks of age up to and including six years of age, including the family day care

¹Saskatchewan, Department of Social Services, "The Day Care Regulations", The Saskatchewan Gazette, Part II, September 5, 1975, 351.

provider's own preschool children, with no more than 2 children under age two. There can be a maximum of 3 children from between the ages of six weeks and two years, including the provider's own children under age two, as long as there are no other preschool children. There shall be provision for activities appropriate to the ages of the children in attendance.

GRANT TO FAMILY DAY CARE HOMES

A Start Up Grant: Upon receipt of a certificate of approval, a family day care home is eligible for a grant of \$50.

FEES AND PARENT SUBSIDIES

The Government, dependent upon the total monthly income before deductions less \$50 for each dependent child under eighteen years of age in the family, will pay up to a maximum amount of \$60 each month for each child in the family day care home.

ROLE OF THE DAY CARE BRANCH

The Day Care Branch is to provide any necessary information on day care planning as well as to provide assistance to groups wishing to develop new services or to existing centres which desire advice in developing new programs or achieving effective parent participation. In addition, staff will inspect facilities for licensing and will make periodic inspections for consultation and support, and to ensure that all standards set out in "The Day Care Regulations" are adhered to.

In Regina, interested persons are asked to contact:

Day Care Development Workers
Regina Region Office
Department of Social Services
1308 Winnipeg Street

DAY CARE CENTRES IN REGINA

The day care scene in Regina is constantly changing and expanding, though perhaps not as rapidly as in Canada as a whole. In a 4 month period from June to the middle of September, 1975, the most likely time for new centres to open, 1 private centre closed because the operator was moving elsewhere; another centre was destroyed by flood but is reorganizing in a new location; 1 tripled its number of licensed spaces from 20 to the maximum permitted number of 60; 1 expanded from 13 to 17 and 3 new centres were organized. Thus, there were actually 2 additional centres created but the total number of licensed spaces increased from 440 to 553 or approximately 26%. In the nation as a whole, from March 31, 1973, to March 31, 1974, day care spaces increased 90%.¹ According to our findings, which were approximate because parents often require immediate accommodation for their children and so do not leave their names on waiting lists, there were about 100 children for whom day care was required. Theoretically, therefore, there are now sufficient day care spaces in Regina. However, these figures probably do not take into account the children of the possible 850 mothers who would like to seek work if they could make suitable child care arrangements.

Across the nation as a whole, in 1974, all types of day care centres--public, community, parent co-operative and commercial centres increased greatly over 1973, but the greatest percentage was in the number of spaces in parent controlled co-operatives--an astounding increase of 422.8%. Community board centres came next with an increase of 83.5%. Though there was an increase of 70.85% in the number of commercial centres,

¹Canada, Department of Health and Welfare, National Day Care Information Centre, Canada Assistance Plan, Status of Day Care in Canada, 1974, n.d., 2.

they actually provide about 37% of the number of licensed spaces.¹ In Saskatchewan, the trend towards parent controlled day care centre, either in the form of co-operatives or societies, will be accentuated because no new private day care centres will be licensed and the existing private centres may not expand unless they convert to parent control. At present, in Regina, out of 16 day care centres, 5 are still privately owned.

Certain private centres greatly resented the new licensing laws and stoutly maintained that working parents had no time to serve on boards of directors, that they were really interested only in the welfare of their own children and preferred to leave the responsibility for running centres to private individuals. Others felt that instead of reaping the rewards of prestige for running a good centre personally, the credit would go to the institution as a whole and that this would result in a lesser degree of personal effort and interest on their parts. 2 private centres did not wish to provide us with information of any kind.

Several co-operatives did say that only a small group of parents were interested in taking part in the affairs of the centre for obvious reasons: mothers work during the day and must do their housework in the evenings and on weekends; they must have some free time to spend with their children and on their own recreational needs; often single parents, in particular, receive such low wages that they do not really have the funds to pay for baby sitters to look after their children while they attend meetings at the centre. Most centres agreed, however, that a small group of dedicated parents can be counted on to make repairs and that they sometimes have worthwhile ideas on financial matters such as insurance. Often parents take turns doing all the weekly laundry or else each is responsible for doing that of her own children. Some help with special programs for the children. Where parents are required to work at least 3 hours a week with the children at the centre, it is found that only a few cannot be relied upon to come regularly. One co-operative said that all its parents are helpful. Some supervisors stated that they had more administrative work to do in a co-operative and could spend less time working directly with the children. One private operator who had converted a short time previously to parent control had found the benefits

¹Canada, Department of Health and Welfare, National Day Care Information Centre, Canada Assistance Plan, Status of Day Care in Canada, 1974, n.d., 8.

to be substantial. For example, the monetary grants offered by the Government meant that substantial improvements could be made to the premises; for this reason alone she felt it was no longer profitable to continue to operate privately.

Whether the day care centres were privately owned or operated as a co-operative or a society, most of them suffered from financial difficulties. Rising rents seriously disrupted some budgets. In many centres, at least some of the staff members received only minimum wages. In 1, where the aides were paid by the hour, they had absolutely no job security or fringe benefits; if they were ill or wanted a brief holiday, they simply received no pay. Unless these aides were especially dedicated to children, they soon sought better paying jobs and the centre was left to seek new and usually inexperienced staff who left again shortly. Frequent changes in personnel caused difficulties in adjustment for the children. A supervisor of a newly opened centre declared that the lack of experienced staff in the beginning had led to "mayhem". Happily, this situation was quickly corrected when a woman trained in day care and early childhood education was hired. Those with special qualifications in early childhood education sometimes have to accept lower salaries than those paid to teachers in the schools. Low salaries make it almost impossible to hire men, a policy many consider desirable since many children are from single female parent families and are rarely in close contact with men. The summer is a particularly difficult time for most centres since enrolment drops. Some charge the parents even when the child is absent if he is to return in the fall. Others close briefly. In a touch and go situation, the late arrival of a subsidy cheque from the Government can create a small crisis. The admission of school age children sometimes created financial problems because a whole space had to be saved for each one even though they paid lower fees because they were present only part of the time. The new Out-of-School Program just legislated should alleviate this particular difficulty.

According to our survey "Working Mothers and Their Child Care Arrangements", convenience of location was the prime reason for the choice of a certain type of child care. It cannot be said that all day care centres are appropriately situated. Six of the 16 licensed day care centres in Regina are located in the central part of the city where only 10% of surveyed mothers actually live. Though many more work in this

area, a mere 12% of our sample of 181 have child care arrangements near their places of work. Another 7% do have child care facilities near both home and work. Five centres are located in North and Northwest Regina where 35% of our working mothers live. There are 2 centres in East Regina from which 11% of our mothers come. However, there are only 2 centres in South Regina where 35% of our group live. In spite of the fact that there is a definite tendency for new day care centres to open some distance from the central core of the city, there were complaints that such areas as Ross Industrial Park and River Heights are not served. For 22% of our sample, child care was not convenient to either home or work.

The largest percentage of mothers, 45% of our sample, have succeeded in locating child care facilities near home so that at least 13% of our 286 children could walk to them. However, we found that approximately 77% of our working mothers travelled up to six miles to work. Though most drove, at least 50% were obliged to drive their children first to the place where they were being cared for (only a small percentage used the bus), still it is very important because of the time involved that child care facilities be conveniently located.

All day care centres operated from Monday to Friday only with the earliest opening at 7:00 A.M. and the latest closing at 6:30 P.M.

We found that the physical premises of the twelve centres we visited generally conformed to the requirements of "The Day Care Regulations". One or 2 lacked the minimum number of toilets or wash basins, were slightly untidy or a little dilapidated, but there was sufficient room for all in attendance. Considerable ingenuity was sometimes shown in the use of space; a small sick room had been built over a staircase and a kitchen was built on an upper level in such a way that the space underneath could serve as a sort of playhouse or dress-up corner for the children. Though 5 centres were completely installed in basements, much had been done to make the rooms attractive to children. At least 3 centres had access to swimming pools; 1 had the use of a gymnasium and a special room for crafts as well.

Outdoor facilities varied considerably. Some were located at the site of the centre--one was a roof patio, for example,--and were well equipped with swings, slides, huge tires, a type of merry-go-round, a playhouse and a tent. Some used grass, others sand or concrete for a

foundation. Two centres had little gardens which the children had planted. One centre had expensive gymnastic equipment but had no place to put it. Other centres went to nearby parks or school grounds some of which were well equipped while others were not.

Only 4 centres provide lunch for the children as a regular part of the service and a 5th will for an extra fee. (It published its menus which rotate on a biweekly schedule.) Under the new "Regulations", menus have to be planned and presented in written form at least 1 week in advance so that both parents and the director may inspect them. Most parents are obliged to supply their own children with lunch to which 4 centres add soup and 2 milk. Nine provide snacks regularly and 3 provide breakfast. Another serves breakfast for which the parents provide the cereal. One centre had consulted a dietitian as to what food the children should eat; the recommended whole grain cereal was not exactly appreciated by the youngsters.

The City of Regina Health Department visits all day care centres and examines the eyes and ears of the children, applies fluoride to their teeth after meals. Some have a doctor on call and 1 centre has the resources of a community clinic at its disposal.

Out of approximately 330 spaces in the centres we visited, there were about 45 two-year olds, 85 three-year olds, 80 four-year olds, 80 five-year olds and 30 children six to twelve years old. There are no centres especially for children under two although 2 new day care centres now admit, as of September, children eighteen months old. The 5 centres which permitted school age children to enroll sometimes found it difficult to mix them with preschoolers; they felt they had been "demoted" and were being treated as babies. Other children, however, liked to play house with the younger children. As has been previously mentioned, the school age children sometimes created financial problems. The new "Regulations" should help to resolve most of these difficulties. We were interested to note that a few children with physical handicaps--one was lame while another was hard of hearing--mixed and played happily with the other children.

Parents were allowed to visit all centres but were sometimes requested not to come while the children were sleeping. In at least two-thirds of the centres, any problems regarding the children were discussed regularly with parents. The others talked to them occasionally.

Some reported on the child's behaviour verbally every day; some only reported when asked; some provided reports every month and others every 4 to 6 months. We saw only 1 little boy who was having trouble adjusting to a day care atmosphere. He had come 2 weeks previously and had to be held by the aide almost constantly.

Two-thirds of the centres consulted parents on the form of discipline to be used when a child misbehaved; others consulted them sometimes if a serious problem arose; one did not consult at all and another had no behaviour problems to discuss. Varying forms of discipline were used. Sometimes the child had to stand in a corner or sit alone for a few minutes. Occasionally, TV privileges were removed or hands were slapped. The child was sometimes taken into a separate room and held while the staff member discussed the difficulty with him.

The greatest differences which we found among the centres we visited were in the kinds of programs provided, the types and numbers of toys, and the qualifications possessed by the staff, all of which are interrelated. The free play concept with a minimum of organized activity had at least five devotees. All the others left some time for free play but did have an actual program outline and a time table according to which the children changed activities approximately every twenty minutes. Depending upon the emphasis which was placed on the importance of physical fitness, there might be excellent gymnastic equipment, rideable toys, skipping ropes and balance bars. Some could not really use rideable toys as they did not have sufficient space or they could use them only once a week. Some had different types of materials to develop sensory awareness; others had puppets, dolls, playhouses and a dress-up corner and encouraged the children to listen to and tell stories to develop their linguistic and imaginative abilities. The children did finger painting, worked with clay and play dough and coloured and drew pictures. Some centres had games to develop intellectual ability; the children learned the alphabet, numbers, concepts of shape and measurement indirectly. For instance, through baking their own morning snack they learned to measure and also had the satisfaction of achievement. Most centres had television and permitted the children to watch "Sesame Street". Records, singing games and rhythm band instruments were used to amuse and develop musical ability. One centre even taught tap dancing and baton twirling. Others sang songs and played games in French. There was no formal classroom teaching. All

learning was a by-product of a play situation. Some centres had plants and animals to widen the children's knowledge of the outside world. Nearly all centres went on tours to the fire hall, the grocery store, the library and museums, etc. On social occasions, such as picnics, toboggan rides and Christmas parties, the parents sometimes participate to the delight of the children.

Only 4 centres separated the children according to age. First of all, sufficient numbers of both children and staff are necessary to do this. Others are opposed to any division because in a normal home or street environment children of various ages intermingle. It will now be necessary according to the "Regulations" to separate school children from preschoolers.

Though we were unable to spend any great length of time at any centre we visited, our impression was that the day care workers were generally kind to the children and that a quiet word of reproof was all that was needed to stop undesirable behaviour. Qualifications did vary widely. Some workers had had children of their own, had a natural talent for handling almost any child either individually or in a group and were quite imaginative in thinking of ways to improve their centres to give more pleasure to their charges. Others had taken some courses in early childhood education, had read the latest books on the subject and consulted experts in various areas. One supervisor had a university degree in early childhood education and one had taken a two year course in day care work. There were several qualified teachers and others with some teacher training. Some brought in teachers with special training in French, baton twirling, tap dancing or music for a few hours a week. There were also a few nurses. At least 4 centres, however, relied almost completely on staff with no training and very limited practical experience. Some were trained on the job by others with more experience or learned through their own experience which, in at least 1 new day care centre, had temporarily resulted in "mayhem" until a qualified person with both special training and experience took over the direction of the centre. It is often very difficult to find temporary replacements when a staff member falls ill. Usually, the centres conformed to the requirements of "The Day Care Regulations" with regard to the proper proportion of workers to the number of children in each age group. One supervisor did inform us that she and her assistant were overloaded with the

result that there was a greater degree of free play than they found desirable.

PROGRAMS

The aims of day care, the resulting program or absence of it, and the qualifications of personnel working directly with the children are controversial among both parents and child care workers.

In its previous "Day Care Regulations", 1972, the Department of Social Services of the Province of Saskatchewan required a planned program which "... retains flexibility, and which ensures that time and material are available for indoor and outdoor, group and individual, vigorous and quiet activities."¹ While the recent legislation, "The environment provided shall be supportive of the normal development of the individual child."², does not stress any aspect of the development of the child, it seems to leave very wide discretion to the day care centre to have no program as such but a minimum of planned activities and a maximum of free play, or to develop a very organized program with a minimum of free play. Since some parents strongly favour a free play atmosphere for their children, there is no doubt that there will always be day care centres which stress it.

A glance at the legislation governing the aims and programs of day care centres in the other nine provinces shows that only Ontario, Manitoba and New Brunswick do not state that they generally wish to stimulate the intellectual, perceptual and linguistic development of the child and to promote his physical, social and emotional development. Individuality and creative expression are also encouraged sometimes. Eight provinces require

¹Saskatchewan, Department of Social Services, "The Day Care Regulations", The Saskatchewan Gazette, Part II, January 28, 1972, 13.

²Saskatchewan, Department of Social Services, "The Day Care Regulations", The Saskatchewan Gazette, Part II, September 5, 1975, 351.

a daily time table to be posted indicating the hours of various activities and some stipulate that there shall be 2 hours of outdoor play each day, weather permitting.

The most comprehensive guide for the objectives of day care centres is provided by the Department of Health and Social Development of the Province of Alberta. It lists 9 social aims such as learning to be responsible for one's own clothing and dressing and undressing oneself; to respect the rights of others, take turns and share with them; to respect property; to be co-operative and to be a responsible, friendly and helpful member of a group; to be self-reliant; to be courteous and prompt; to work quietly and talk in a clear quiet voice. Then 8 emotional aims follow: the child must behave in a calm and reasonable manner and control his temper and his tears; adjust to a group and seek only his share of attention; speak clearly and freely to a group; overcome unreasonable fears of thunder and darkness, but be aware of real physical dangers such as fire and traffic; learn that working to achieve something is worthwhile. The 4 physical aims concentrate on developing desirable health habits, large and small muscle control and correct speech sounds. The 5 intellectual aims include some rudimentary ideas of morality since the child must learn to distinguish right from wrong and to be honest, reverent and respectful. He is to learn about the physical world--colours, shapes, sizes and kinds of animals, for example,--and the social world and the community. He should develop an interest in good literature, music, dramatic play and visual art as well as skill in the use of language. Simple problem solving and thinking for himself are to be encouraged. A sample time table and a list of appropriate activities are provided.¹

¹Alberta, Department of Health and Social Development, A Guide for the Development of a Day Care Program for Pre-School Children, n.d., 1-4.

QUALIFICATIONS OF DAY CARE PERSONNEL

The legally required qualifications of the staff of day care centres vary greatly from province to province. Many distinguish between the training and experience required for a supervisor and that considered necessary for an aide or assistant.

First of all, most provinces stress the personality of all staff. They must understand and be sympathetic to the needs of children, be of suitable age and in good health.

As for formal training, none is required in Prince Edward Island, for example, while New Brunswick only insists upon a knowledge of first aid. Several other provinces indicate that a specialized knowledge of and adequate experience in early childhood methods of child care or education are necessary for the supervisor who must also be able to train inexperienced assistants on the job. In Quebec, for instance, a supervisor must have a recognized diploma in preschool education or in psychology with specialization in child development.

We examined about thirty training programs in early childhood education listed in the calendars of both universities and community colleges across Canada which were available in the Regina Public Library. No doubt there are others as well.

Such programs include some or all of the following subjects:

- administration of child care agencies, budgeting, purchasing and basic bookkeeping
- health and nutrition, menu planning
- first aid
- legislation and agencies pertaining to children and families
- supervision of staff
- self-understanding and social feeling
- oral communication

- history of childhood care with emphasis on modern philosophies and theories
- mentally healthy environment for the preschooler
- child growth, development and education
- body movement in individual and group activities with emphasis on sensitivity, dependence, independence, decision and responsibility
- creativity and children, especially in relationship to play
- music, art, drama and literature for young children
- infant care and after school care
- parent-teacher-child relationships

The university programs usually require 4 years of study to obtain a Bachelor of Education. Memorial University in Newfoundland really offers only 1 course in early childhood education while the University of British Columbia will grant a Diploma in Education of Young Children to successful candidates who take 1 year beyond an acceptable undergraduate degree such as a Bachelor of Arts, Science or Education. The greatest number of programs offered for day care workers are available in community colleges in Ontario, Manitoba, Alberta and British Columbia. Many of these programs require 2 years of formal training as does that of Algonquin College of Applied Arts and Technology in Ottawa, Ontario. A few others, such as Mount Royal College in Calgary, Alberta, will grant a certificate after 1 year of formal study to those people who are already employed in a child care agency. The same is true of Vancouver Community College, Langara Campus. At the College of New Caledonia, Prince George, British Columbia, a student may seek employment in a child care centre after a year of training but is not qualified to act as a supervisor. There are adult education courses readily available in British Columbia which allow those interested to qualify as preschool supervisors. Saskatchewan and the Atlantic Provinces do not have courses of 1 or 2 years duration in community colleges or technical schools for child care workers.¹

Only 3 day care centres which we visited indicated what qualifications they would like their staff to have. One wanted "a lot" of childhood development training which would include child psychology, and considered workshops helpful. Another suggested a 2 year program in early childhood education. The third wished to have a teacher with at least a

¹For a list of some training courses available in Canada for child care workers, see Appendix III.

Standard "A" Teaching Certificate in charge of each group of children and some sort of practical training for aides.

On October 17, 1975, at the Day Care Conference held at the Hotel Saskatchewan in Regina, L. Costello of the Day Care Branch announced the details of the proposed 40 hour training program to be compulsory for all day care personnel directly involved with child care. Twenty 2 hour sessions to be held twice a week are foreseen for a pilot project in Regina though variations can be arranged to suit different groups of students. A bird's eye view of all aspects of child care is to be presented. There will be an explanation of the Day Care Program, pertinent legislation and administration, record keeping and the structure of co-operatives as well as the role of parents and how to encourage and maintain participation. Four hours will then be spent on communication with parents, staff and children. Twelve hours will be devoted to childhood development, its relationship to environment, behaviourist theories which can be applied to day care centre situations, typical behaviour of children in various stages of development and disturbances of the developmental process. The importance of the observation of the development of each child will be stressed. For 2 sessions, programming will be studied. The need for a program will be emphasized and students will be taught how to evaluate and improve present programs. Tips will be presented for selecting toys and equipment and the ideal use of available space will be discussed. Eight hours will be devoted to child activities--puppetry, drama, finger plays, games, pottery making, painting and the expansion of knowledge of nature, science and literature. An idea book composed of interesting, worthwhile activities suggested by each day care centre is now being prepared. Then the assessment of the safety of a day care centre will be explained and staff will learn to teach safety to children. The remaining 6 hours will be spent on health; standards of cleanliness for the staff and the centre will be established; how to instill proper health practices in children will be discussed; staff will also be taught the basic elements of first aid and the recognition of various diseases and allergic reactions. The resources of the community will be brought to the attention of staff. Finally, nutrition and the planning of balanced menus will be touched upon. This program must be completed on or before December 31, 1977.

WORKING MOTHERS IN REGINA AND THEIR CHILD CARE ARRANGEMENTS

As part of our International Women's Year project, the University Women's Club of Regina attempted to survey a representative but not scientifically chosen section of about 200 working mothers from government institutions at each level--federal, provincial and municipal--and from private enterprise to ascertain what arrangements they are making for the care of their children up to the age of fourteen. We also wished to know what type of child care arrangements mothers would prefer to make if such services were available and affordable.

We prepared a list of possible government institutions and businesses where we hoped we might be permitted to survey working mothers and sent out our first letters to employers about June 1. We held our first survey on June 11 and received the results of our last survey on October 2. Much to our surprise and chagrin, except for one large insurance company, no privately owned business would grant us permission to conduct a survey of its employees even during coffee breaks or lunch hours. Personnel officers maintained that it was against company policy; it would disrupt work patterns or employees might overstay their coffee breaks. One company offered to put our questionnaires out where interested mothers could pick them up and fill them out at home. One person did so. A few individuals did assist us, but in spite of this help we received fewer than 30 completed questionnaires from persons privately employed.

As a result of the shortage of nurses in Saskatchewan, it has often been said that if hospitals provided 24 hour day care facilities on their premises, the employment situation would be greatly eased. We decided, therefore, to conduct surveys at all hospitals, if possible. We then learned that the Regina General Hospital had already considered the problem and in May, 1975, had sent a questionnaire "Re: Feasibility of a

Child Care Centre Based at the Regina General Hospital" to every one of its 1,400 employees. Out of the 86 replies received, 81 reported that they were satisfied with their present arrangements. Though we had only a limited aim of obtaining 25 responses from each of the three remaining hospitals in the city, we were unable to reach our goal. In fact, we received only 45 usable responses instead of the desired 75. It must be made clear that in no case did we know the exact number of working mothers at a particular hospital but were usually informed by personnel officers that there were many more than those who responded. On the basis of our experience and that of the Regina General Hospital, we assume that most working mothers employed at present in hospitals here have no great problems in obtaining suitable child care arrangements and are not very interested in day care centres for preschool children at work or elsewhere or in out-of-school programs.

We must stress that the administration of every government institution approached was most willing to permit us to conduct our survey and encouraged its staff to participate. For example, of the 30 working mothers with children fourteen and under who work in the Regina Public Library system, 28 mothers responded. No doubt if we had appealed to more government institutions, we could have obtained 200 completed questionnaires. We were of the opinion, however, that we had sufficient representation from all levels of government even in the capital city of our province where there is necessarily a large number of civil servants. We continued in vain to try to obtain co-operation from private enterprise, and as a result were forced to content ourselves with 181 usable responses.

SURVEY RESULTS AT A GLANCE

- our sample consisted of 181 working mothers
- 45, or 25% of these women, are single parents
- 135, or 75% of our sample, are married
- mothers' ages vary from eighteen to fifty-one with 56% under twenty-nine
- their educational levels range from Grade VIII to a Ph.D.
- those with Grade XII alone or Grade XII with some other training constitute 54% of our sample
- 116, or 64% of our working mothers, hold "typically female" clerical and service positions
- the working hours of 149 mothers, or 83% of our sample, were

- unaffected by the availability of child care
- 169 mothers, or 93%, were employed when their children were under six
 - single parents receive the lowest income with 26 out of 43, or 60%, earning wages below \$7,188 per annum
39 out of 43, or 91%, earn less than the \$14,401 average family income for the Prairie Provinces for 1974¹
 - the total family income of 88 married women, or 65% of those who responded, varies from \$14,400 per annum to at least \$42,000
 - there were 286 children under age fourteen of which 154, or 54%, were under school age
 - 68 out of 120 mothers, or 57%, pay between \$4.00 and \$5.99 per day for child care
 - 107, or 37% of the children, are cared for by a private sitter outside the home
 - 50, or 17% of the children, are in day care centres
 - 76 out of 153 respondents, or 50%, indicated that convenience of location was the prime reason for choosing a certain type of day care
 - 78 mothers, or 43%, would prefer to send their children to a day care centre
 - 61 mothers, or 33%, would prefer some sort of care in their own homes

SURVEY RESULTS IN DETAIL

Marital Status

Married	135	74.58%
Widowed	1	.55%
Separated	13	7.18%
Divorced	12	6.62%
Single	19	10.49%
No Response	1	.55%
Total	181	99.97%

24.68% of working mothers surveyed are single parents while 74.58% are married. According to national statistics in 1971, only 7.4% of working families were single parent families headed by working women.² We were

¹Canada, Statistics Canada, Statistics Canada Daily, October 14, 1975, 2..

²H. Philip Hepworth, Day Care Services for Children, Vol. 2: Personal Social Services in Canada: A Review (Ottawa: The Canadian Council on Social Development, 1975), 5.

pleased to reach such a large number of single parents since they are a group to which good child care arrangements are most essential. In the beginning, the day care program was designed to meet their needs as were the government subsidies. Now at most day care centres those who come first are served first.

Age of Mothers

15-19	5	2.76%
20-24	35	19.33%
25-29	61	33.70%
30-34	39	21.54%
35-39	22	12.15%
40-44	10	5.52%
45-49	4	2.20%
50-54	2	1.10%
No Response	<u>3</u>	<u>1.65%</u>
Total	181	99.95%

Please note that 55.79% of our working mothers are under twenty-nine years of age and that 77.34% are under age thirty-four.

Grade and Educational Training Completed

Less than Grade IX	2	1.65%
Grade IX-X - no other training	9	4.79%
Grade IX-X - with other training	2	1.10%
Grade XI - no other training	5	2.76%
Grade XI - with other training	6	3.31%
Grade XII-XIII - no other training	40	22.09%
Grade XII-XIII - with other training	58	32.04%
Some university - no other training	16	8.83%
Some university - with other training	6	3.31%
University degree - no other training	27	14.91%
University degree - with other training	6	3.31%
No Response	<u>4</u>	<u>2.20%</u>
Total	181	100.50%

13.81% of these working mothers have less than a Grade XII education. Those with Grade XII alone or Grade XII with some other training constitute 54.14% of our sample. Those with some university training and upwards account for 30.36% of our group. This indicates that those married women with higher education are fairly anxious to continue in the labour force. Our sample is better educated on the whole than was generally true of the female labour force in Saskatchewan in 1971 of which only 28.4% had completed Grade XII and 3.6% held a university degree.

¹Saskatchewan, Provincial Co-ordinator, Status of Women, Interim Report, '74-'75, [Regina: Provincial Co-ordinator, Status of Women, 1975] 11.

When we asked why married women were working when they had children, we found that only 66.29% of them did so primarily for financial reasons. When we consider that 24.84% of our sample are single parents who are more than likely forced to work for such reasons, that leaves only 41.45% of the married women who work primarily for the money involved. Personal fulfillment and independence were chosen as important reasons for working. (When no order of choice was indicated, we weighted each answer given equally as a first choice but calculated the percentage on the basis of 181 in spite of the fact that the total of responses and non-responses equals 204. Consequently, percentages total more than 100%.)

Primary Reasons for Working

Financial	120	66.29%
Personal Fulfillment	56	30.93%
Independence	19	10.49%
Community Service	4	2.20%
Other (both to update registration)	2	1.10%
No Response	3	1.65%
Total	204	112.66%

Position Held

Administrative and Managerial	5	2.76%
Occupational Medicine and Health	26	14.36%
Service (includes librarians, housekeepers, etc.) .	27	14.91%
Teaching and Related Activities	12	6.62%
Clerical and Related Activities	89	49.17%
Technicians	6	3.31%
Artistic Activities	2	1.10%
Factory Workers (seamstresses)	6	3.31%
Research Worker	1	.55%
Student	1	.55%
No Response	6	3.31%
Total	181	99.95%

In general women tend to be employed in clerical and service positions. In this survey, 116 mothers, or 64.08% of our sample, fall into these categories. Note that only 5 women, or 2.76%, are in administrative or managerial positions.

Working Hours

Days/Full/Shift	8	4.41%
Full Days	124	68.50%
Shifts	5	2.76%
Full Shifts	11	6.01%
Part-time	12	6.62%
Part-time Shifts	9	4.97%
Part-time Days	7	3.86%
Evenings	1	.55%

Working Hours (cont'd)

Casual	2	1.10%
School Hours Only	1	.55%
Not Applicable	1	.55%
Total	181	99.88%

Most women, that is, 80.11%, worked full time; 15.46% worked only part-time. 18.23% worked full or part-time shifts. It was impossible to determine whether the remaining 4.41% worked full or part-time. The working hours of 149, or 82.9% of mothers, were unaffected by the availability of child care. The hours of 27 mothers, or 14.91%, were affected. In 7 cases the father arranged his working hours to accommodate those of the mother so that he could care for the children. In 5 cases the mother arranged her hours so that the father could look after the children. In 8 cases he was already on shift work.

Length of Time Worked Since Becoming a Mother

Less than 1 year	22	12.15%
1 but less than 2 years	18	9.94%
2 but less than 3 years	30	16.57%
3 but less than 4 years	25	13.81%
4 but less than 5 years	17	9.39%
5 but less than 6 years	13	7.18%
6 but less than 7 years	9	4.97%
7 but less than 8 years	9	4.97%
8 but less than 9 years	4	2.20%
9 but less than 10 years	2	1.10%
10 but less than 11 years	5	2.75%
11 but less than 12 years	1	.55%
12 but less than 13 years	4	2.20%
14 but less than 15 years	1	.55%
15 but less than 16 years	3	1.65%
18 but less than 19 years	1	.55%
20 but less than 21 years	1	.55%
No Response	16	8.83%
Total	181	99.96%

125 women, or 69.04% of the sample, had worked for less than 6 years. 40, or 22.09% of mothers, had worked from 6 to 20 years. 169 mothers, or 93.37%, were employed when their children were under six. Of the 11 mothers who were not, 5 would have worked if adequate child care facilities had been available and 2 mothers who worked part-time would have worked more hours per week though perhaps not full time.

Total family income includes alimony and maintenance payments, pensions and other income but not family allowance payments, which 170 out of 181 said they received, nor payments made under the Family Income Plan,

from which only 12 benefited. Since many wives were unsure of the gross earnings of their husbands, the figures can be used merely as a general guide. Though 22 failed to respond, still the response rate of 87.84% is excellent.

Total Family Monthly Income

<u>Amount</u>	<u>One Parent Family</u>	<u>Two Parent Family</u>
\$100-\$199	1	
\$200-\$299	1	
\$300-\$399	3	
\$400-\$499	12	
\$500-\$599	9	
\$600-\$699	5	6
\$700-\$799	3	10
\$800-\$899		3
\$900-\$999	1	2
\$1,000-\$1,099	2	2
\$1,100-\$1,199	2	5
\$1,200-\$1,299	1	6
\$1,300-\$1,399	2	7
\$1,400-\$1,499	1	13
\$1,500-\$1,599		10
\$1,600-\$1,699		7
\$1,700-\$1,799		9
\$1,800-\$1,899		9
\$1,900-\$1,999		5
\$2,000-\$2,099		6
\$2,100-\$2,199		3
\$2,200-\$2,299		1
\$2,300-\$2,399		2
\$2,400-\$2,499		2
\$2,500-\$2,599		
\$2,600-\$2,699		2
\$2,700-\$2,799		3
\$2,800-\$2,899		1
\$3,200-\$3,299		1
\$3,500-\$3,599		1
No Response	2	20
Total	45	136

As one would easily guess, single parents receive the lowest income. 26 out of 43, or 60.46%, earn wages below \$7,188 per annum. No two parent family falls within this category. 39 out of 43 single parents, or 90.69%, earn less than \$10,401, the average family income in the Prairie Provinces in 1974.¹ 17 single parents earn between \$7,200 per

¹Canada, Statistics Canada, Statistics Canada Daily. October 14, 1975, 2.

annum and \$17,988, 39.53% of the sample. In this same wage category, there are 54 two parent families, or 46.55% of the responding sample. The remaining 62 families, 53.44%, earn from \$18,000 per annum to at least \$42,000. 88 families, or 64.76%, earn more than the 1974 average family income of \$14,401 in the Prairie Provinces.

From a glance at the single parent sample, it is apparent that at least 26 would qualify for a day care subsidy. An additional 5 might qualify for a small sum. However, only 10 working mothers indicated that they did indeed receive a subsidy. This is only 5.52% of the group. Day care subsidies have not been advertised in the past. Once a parent applied to a day care centre to have his child admitted, then the information was forthcoming. Upon direct inquiry to the newly formed Day Care Branch, such information could also be obtained. In spite of this, 99 parents, that is, 54.59% were already aware that subsidies were available. However, 70 parents, or 38.67%, did not know that subsidies could be supplied to needy families.

There were suggestions that there should be more advertising of day care centres so that parents would know what is available, that there should be government subsidized day care centres strictly for people on low incomes and that subsidies should be provided for people who earn slightly higher incomes which now place them above the subsidy level.

Some people on low incomes pointed out that they might as well stay home and live on social assistance because the cost of child care actually makes it unprofitable for them to work. Such a conclusion is supported by H. Philip Hepworth's study, Day Care Services for Children:

We may conclude, therefore, on the economic side that only parents with incomes very much above the average gain very much economically from working, and that for all parents the personal and psychological benefits of working have to be balanced against the possible losses and uncertain gains derived by their children from day care services.¹

There is ample evidence that people prefer work to dependence on social assistance, but little evidence that compulsion to work is better for society than receipt of adequate social assistance and the proper care of young children at home. At the same time marginal adjustments to day care charges could make employment advantageous to people receiving no subsidization for the day care of their children at present.²

¹Hepworth, Vol.2, 121.

²Ibid., 122.

The fees charged in Regina for child care per day (sometimes it is just for half a day and often it is for more than one child), per week and per month are as follows:

Total Cost for Child Care

	<u>Per Day</u>		<u>Per Week</u>		
\$.00-\$.99	11	6.07%	\$.00	7	3.86%
\$1.00-\$1.99	1	.55%	\$.01-\$4.99	3	1.65%
\$2.00-\$2.99	3	1.65%	\$5.00-\$9.99	6	3.31%
\$3.00-\$3.99	13	7.18%	\$10.00-\$14.99	15	8.28%
\$4.00-\$4.99	27	14.91%	\$15.00-\$19.99	20	11.04%
\$5.00-\$5.99	41	22.65%	\$20.00-\$24.99	30	16.57%
\$6.00-\$6.99	7	3.86%	\$25.00-\$29.99	18	9.94%
\$7.00-\$7.99	7	3.86%	\$30.00-\$34.99	5	2.76%
\$8.00-\$8.99	2	1.10%	\$35.00-\$39.99	6	3.31%
\$9.00-\$9.99	1	.55%	\$40.00-\$44.99	1	.55%
\$10.00-\$10.99	1	.55%	\$45.00-\$49.99	4	2.20%
\$11.00-\$11.99	5	2.76%	\$50.00-\$54.99	1	.55%
\$12.00-\$12.99	1	.55%	\$55.00-\$55.99	1	.55%
Total Responses	120	66.24%		117	64.62%
No Responses	50	27.62%		58	32.04%
Not Applicable	11	6.07%		6	3.31%
	181	99.93%		181	99.97%

Per Month

\$.00	9	4.97%
\$.01-\$9.99		
\$10.00-\$19.99	5	2.76%
\$20.00-\$29.99	5	2.76%
\$30.00-\$39.99	1	.55%
\$40.00-\$49.99	7	3.86%
\$50.00-\$59.99	10	5.52%
\$60.00-\$69.99	7	3.86%
\$70.00-\$79.99	19	10.49%
\$80.00-\$89.99	13	7.18%
\$90.00-\$99.99	23	12.70%
\$100.00-\$109.99	15	8.28%
\$110.00-\$119.99	8	4.41%
\$120.00-\$129.99	2	1.10%
\$130.00-\$139.99	4	2.20%
\$140.00-\$149.99	5	2.76%
\$150.00-\$159.99	1	.55%
\$170.00-\$179.99	2	1.10%
\$190.00-\$199.99	4	2.20%
\$290.00-\$299.99	1	.55%
Total Responses	141	77.80%
No Response	34	18.78%
Not Applicable	6	3.31%
	181	99.89%

68 out of 120 mothers, 56.66% of respondents, pay between \$4.00 and \$5.99 for their child care arrangements. 28 mothers, or 23.33% pay less and 24,

or 20%, pay from \$6.00 to \$12.99 per day. 16 of our respondents, or 13.67%, pay less than \$9.99 per week while the majority, 83, or 70.94%, pay from \$10.00 to \$29.99 per week. The remaining 18, or 15.38%, pay from \$30.00 to \$59.99 per week. As for monthly rates, 44, or 33.20%, pay from nothing up to \$69.99; the majority, 78, or 55.31%, pay between \$70.00 to \$119.99; the remaining 19, or 13.47%, pay from \$120.00 to \$299.99 per month.

It is very difficult to find much logic behind what parents consider a reasonable, low or high price for day care. However, 107, or 59.11%, found that their child care fees were reasonable; 52, or 28.72%, said they could afford to pay more while 84, or 46.40%, said they could not.

Child Care Fees

Reasonable	107	59.11%
High	25	13.81%
Low	15	8.28%
No Response	29	16.02%
Not Applicable	6	3.31%
Total	182	100.53%

Afford Higher Fees

Yes	52	28.72%
No	84	46.40%
Yes and No	2	1.10%
No Response	30	16.57%
Not Applicable	13	7.18%
Total	181	99.97%

Over half the mothers who indicated how they had found their child care facilities said it was by word of mouth though more than one means was sometimes used. An equal number, 26 each, that is, 16.35%, or 32.70% in all, found their facility by advertising or answering an advertisement. 14.46% used other means.

How Facility Was Located

Word of mouth	84	52.83%
By advertising	26	16.35%
By answering an ad	26	16.35%
Other	23	14.46%
Total	159	99.97%

39 found the question not applicable or did not respond.

The total number of children under fourteen included in our sample is 286.

Number and Ages of Children

Under 2	49	17.13%
2-5 1/2	105	36.71%
5 1/2-12	104	36.36%
12-14	<u>28</u>	<u>9.79%</u>
	286	99.99%

Child Care Facilities Used

Day Care Centres

Full time	32	
Part-time	13	
Lunch and/or after school	<u>5</u>	
	50	17.48%

Nursery Schools

Full time	5	
Part-time	<u>3</u>	
	8	3.03%

Private Sitters outside Home

Full time	60	
Part-time	32	
Lunch and/or after school	<u>15</u>	
	107	37.41%

Number of Children under 5 1/2 (including sitter's own children) Who Are Being Cared for in Home

1	35
2	17
3	17
4	11
5	3
6	4
10	1
12	1
No Response	3
Not Applicable	2

Care in Own Home by

Father	28	
Relative under 16	12	
Relative over 16	23	
Person under 16	7	
Person over 16	<u>16</u>	
	86	30.06%

No Regular Arrangement	15
No Response	2
Not Applicable	8

Please note that there are special lunch and/or after school arrangements for 20 children. In many child care situations, mothers use a combination of several arrangements.

Extra Services Provided

Health care	22
Dental care	19
Special recreation	32
Transportation	5
Other	23
No Response	114
Not Applicable	8

Since the City of Regina Health Department does provide some health and dental care to all children in day care centres, at least 32 children are receiving this attention. Mothers may not be aware of this service.

Special Arrangements in Case of

<u>Child's Emergency</u>		<u>Child's Illness</u>		<u>School Vacation</u>	
Mother	72	Mother	83	Mother	16
Father	18	Father	15	Father	4
Relatives	30	Relatives	32	Relatives	18
Baby sitter	21	Baby sitter	24	Baby sitter	22
Doctor/hospital	7	Doctor	4	Neighbour/friend	4
Neighbour/friend	9	Neighbour/friend	6	Day Care Centre	5
No Response	39	No Response	40	No Response	74
Not Applicable	7	Not Applicable	18	Not Applicable	50
Total	203		222		193

First of all, since all responses total more than 181, it is evident that mothers use more than one arrangement. Most frequently, the mother is telephoned and takes leave from work to take care of a child's emergency or illness. Relatives, the baby sitter and then the father, in that order, do take charge sometimes. At least 124 mothers found that the problem of school vacation did not affect them or refused to reply. In other cases, sitters and relatives help. The mother sometimes took time off as did the father.

Primary Reasons for Choice of Child Care Facility

Cost	22	14.27%
Convenience of location	76	49.67%
Program	25	16.33%
Quality of staff	61	39.86%
Other	32	14.37%
Total	216	99.98%

(If more than one answer was given without the choice having been numbered, each choice was equally weighted and listed as a first choice.)

Convenience of location was the prime reason for choosing a certain type of child care--76 out of 153 respondents, or 49.67%, answered thus. In fact, in 81 cases out of 181, the child care facility was convenient to home; in 21 cases, convenient to work and, in 13 cases, convenient to both home and work. Therefore, in 115 cases out of 181, 63.53%, the child care facility was convenient. In 40 cases, 22.09% of the time, it was not conveniently located. The second most common reason for choosing a child care facility was the quality of care provided. 61, or 39.86% of respondents, considered this very important. The program offered swayed 25, or 16.33% of mothers. Other reasons, not usually specified, governed choice in 32, or 20.91% of cases. Only 22, or 14.37%, specified cost as the main reason for making a certain kind of child care arrangement. 34 mothers did not reply and the question was not applicable in 4 cases.

Child Care Facilities Preferred (1st, 2nd and 3rd choices indicated)

Day Care Centre

1	78	42.62%
2	41	22.40%
3	17	9.28%

Location Preferred

Near Home			At Work			In Schools		
1	23	12.56%	1	42	22.95%	1	14	7.65%
2	19	10.38%	2	12	6.55%	2	5	2.73%
3	8	4.37%	3	7	3.82%	3	6	3.27%

Nursery School

1	18	9.83%
2	17	9.28%
3	9	4.91%

Family Day Care Home

1	11	6.01%
2	3	1.63%
3	16	8.74%

Private Baby Sitter

1	15	8.19%
2	13	7.10%
3	3	1.63%

Care in Own Home

1	61	33.33%
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Father			Relative			Other Person		
1	8	4.37%	1	24	13.11%	1	29	15.84%
2	2	1.09%	2	6	3.27%	2	7	3.82%
3	1	.54%	3	2	1.09%	3	5	2.73%

(There were 183 responses as some people indicated more than one choice without numbering each one. Each was treated, therefore, as a first choice. All percentages were based on 183 rather than on 181, the true number of participants. 3 did not respond.)

To summarize our findings briefly to the question as to what child care facilities would be preferred if they were available and if cost was not a factor, 78, or 42.62%, chose day care centres while care at home by the father, a relative or another person ran a close second with 61, or 33.33%, in favour. Private baby sitters and the new family day care home program had a few supporters.

When we asked for any comments participants wished to make on child care, 107 mothers, or 59.11% of our sample, replied often giving more than one opinion. Thus, we found that there were 47 opinions in favour of day care centres as opposed to 24 opinions against them. There were 24 opinions in favour of private baby sitters with 25 against. Only 5 people expressed opinions on family day care homes, but there were 28 opinions on care for school age children as well as 10 comments on care provided by relatives. There were also miscellaneous comments with suggestions for the improvement of child care arrangements.

Although there were provisions for providing day care centres for children under two years of age under the previous "Day Care Regulations", none had been established in Regina. Now, children under eighteen months of age will be able to be placed in family day care homes when the program begins, hopefully, about January, 1976. Furthermore, the regulations have been relaxed to allow children eighteen months of age to enter regular day care centres. The subject remains controversial. 11 mothers favoured infant day care while 8 thought no children under age two should be admitted to an institution. One mother considered a child should be at least three and another thought he should be four before participating in group care. Some mothers seemed to have the mistaken notion that day care centres did not admit five-year olds; others wanted day care centres to care for children before and after their return from kindergarten.

Day care centres were supported by respondents for the following reasons:

- (1) They provide good, reliable care with careful supervision of all activities. The staff is loving, attentive and objective and usually trained in child care.
- (2) They permit children to socialize with their peers and teach them to

share.

- (3) They foster individuality.
- (4) They are able to offer a greater variety of activities than the private sitter can. Because the child can go swimming, take tours, draw, paint and take part in crafts, he learns more because his curiosity is stimulated.

Day care centres were opposed by respondents for these reasons:

- (1) The staff is poorly trained.
- (2) The group situation prevents the staff from providing individual treatment and the love and attention needed by each child. Furthermore, the ratio of staff to children is too low. There should be one adult for every 4 or 5 children over age two.
- (3) Children do not learn the same values and develop the traits of character which they would under the care of their own mother.
- (4) Facilities are poor.
- (5) Restrictions are boring to the child since he always has to play in the same area.
- (6) The food is starchy and the milk is watered down.
- (7) Children in day care centres are exposed to more illness than they would be at home; yet, in Saskatchewan, centres make no provisions to care for the sick child.
- (8) They are too expensive especially since all but one centre in Regina charges when the child is not present.
- (9) The most serious disagreements arose over programs. Some mothers were disappointed that the promised programs did not materialize and that all their children did was play in the sand pile. Others felt that children learned too much and might be bored with nursery school later or with school itself. Still another was opposed to any program whatsoever. In her opinion, children should not be regimented or have to take part in organized activities.

Recommendations by respondents for the improvement of day care centres:

- (1) **Qualifications of staff:** They should be qualified, patient people who understand the needs of children. There should be a special program to train day care workers. Some thought that a teacher with special preparation in early childhood education should be in charge and should incorporate a nursery school program in the day care program.
- (2) **Equipment:** More equipment should be provided and there should be a larger outside play area.

- (3) Transportation: It should be provided to bring children to the centre and to take them home in the evening.
- (4) Organization: All centres should be co-operatives run by parents.

Comments by respondents on nursery schools:

- (1) The learning atmosphere is an excellent stimulant, but should be used only a few hours two or three days a week because it can be too stimulating for the child.
- (2) Children learn to share and play with other children.

Comments by respondents on family day care homes:

- (1) This is an ideal arrangement because the provider can give each child the love and attention he needs.
- (2) There is companionship with peers in a small group.
- (3) They are located in the neighbourhood so that older children can also go there before and after school and for lunch.
- (4) They will be especially valuable in areas where there are no day care centres because low income families will be able to take advantage of subsidies.
- (5) They can provide housewives with a degree of monetary independence and a sense of fulfillment since they are providing a valuable service.

Comments by respondents on child care by relatives:

- (1) The charge for child care is frequently nominal.
- (2) Often the relative comes to the home or lives nearby so that there are no transportation problems.
- (3) The relative provides the child with love and attention and can care for the child when he is ill so that the mother never has to worry and therefore can work more efficiently.

Private baby sitters were supported by respondents for the following reasons:

- (1) They provide the love and attention a child needs and make him a part of their family.
- (2) They are reliable.
- (3) There are not too many children present.

- (4) They are conveniently located.
- (5) They will look after both babies and school age children.
- (6) They will care for a child when he is ill.
- (7) They will work irregular hours.
- (8) The mother does not always have to be on time to pick up her child.
- (9) Often they will come to the child's home where he can play with his own toys in a familiar situation.
- (10) They are frequently cheaper than day care centres.

Private sitters were opposed by respondents for these reasons:

- (1) Society regards baby minding as a base occupation, and consequently people will do it only if the pay is good and not because they are interested in the welfare of the child. This and the fact that baby-sitting fees can be deducted for income tax purposes have caused sitters to raise their prices.
- (2) Over and over again, mothers were annoyed because private sitters refuse to provide receipts for income tax purposes because they would then be obliged to declare their fees as income.
- (3) It is difficult to find competent sitters who will supervise children properly. They usually have no training in child care and cannot provide a variety of activities easily. (One mother had had 25 sitters in 4 years.)
- (4) Often sitters do not share the concepts of child rearing of the mother.
- (5) If they have only 1 child to care for, they tend to spoil him.
- (6) On the other hand, they sometimes try to care for too many children.
- (7) They will not always accept children under age two.
- (8) They are not always conveniently located.
- (9) When they are ill or on vacation, it is very difficult to find a substitute.

Comments by respondents on school age children:

There are a variety of attitudes on the part of mothers towards the out-of-school care of school age children. Some try to work school hours only. Others pay to have their children cared for by neighbours

at noon and after school or would prefer a live-in housekeeper if such an arrangement were not so costly. An older child is often put in charge of younger brothers and sisters.

Other mothers seem not to be concerned about these children. Some have left their children to manage on their own once they reached the age of six. Many consider an eleven- or twelve-year old child independent, self-sufficient and quite capable of looking after himself.

Those who are concerned make the following proposals:

- (1) There should be family day care homes near each school.
- (2) There should be more day care facilities near schools.
- (3) There should be a paid adult, not a teacher, to supervise children in the gymnasium, for example, before and after school.
- (4) Lunch should be provided by the schools for a fee or else children should be permitted to bring their own lunches. In only 33 cases, 35.48% of situations where it applies, are children allowed to bring lunch to school in Regina.

Other Suggestions:

- (1) There should be a list of available sitters for infants by area.
- (2) The Government should set standard prices for baby-sitting and should also make it more appealing to housewives.
- (3) There should be more part-time work for mothers.
- (4) Mothers should be able to work school hours only.
- (5) Flex time which would permit a mother to work only 3 full days a week should be introduced.
- (6) There should be a change in employment attitudes towards men. There could be a 4 day week for both men and women arranged so that a husband and wife could be home on the same 2 of 3 days. Then, as a result, child care would be needed for only 3 days. A child would probably enjoy this small change because he could be with friends his own age.

RECOMMENDATIONS

- (1) A qualified supervisor, with either a university degree in early childhood education or a certificate from a community college offering a 2 year training program for day care workers, and adequate practical experience, should be in charge of any new day care centre opened in Saskatchewan.
- (2) A 2 year training program which would permit qualification as a day care supervisor should be offered in Saskatchewan.
- (3) Extension courses should be offered in the evening or at other convenient times to permit presently unqualified supervisors to upgrade themselves. Credit could be allowed for different types of practical experience.
- (4) Aides should be required to take the proposed 40 hour program to be established by the Day Care Branch.
- (5) Upgrading subsidies should be provided for persons taking such courses.
- (6) A minimal program with stated aims offering a certain amount of guidance to supervisors should be outlined by the Day Care Branch so that mere custodial care will be avoided and quality child care encouraged.
- (7) The possibility of raising the level of earned income to allow more people to benefit from day care subsidies should be considered.
- (8) The feasibility of establishing some sort of centre or a group of family day care homes to care for regular day care charges when they are temporarily ill should be examined.
- (9) The City of Regina should fence in completely small play areas for children in parks to protect them from dogs. Broken glass and other litter should be removed. A greater variety of equipment should be provided for children to play on.
- (10) A comprehensive list of day care centres, nursery schools and family day care homes similar to the one prepared by the University Women's Club of Regina in June, 1975, should be printed and distributed on a yearly basis by the Day Care Branch.

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APPENDIX I

DAY CARE FACILITIES, PROGRAMS AND STAFF

1. Name of day care centre: _____
2. Address: _____
3. Telephone: _____
4. Supervisor or operator: _____
5. Licensed, i.e. non-profit () Non-licensed, i.e. profit ()
6. Days of operation: _____
7. (a) Hours of operation: _____
(b) Time options available: _____
8. Fees: one child two children three children
per day \$ _____ per day \$ _____ per day \$ _____
per week \$ _____ per week \$ _____ per week \$ _____
per month \$ _____ per month \$ _____ per month \$ _____
9. (a) Age of children admitted: _____
(b) Approximate numbers in each age group:
age 2 _____ age 5 _____
age 3 _____ age 6-12 _____
age 4 _____ age 12-14 _____
10. How are children selected? _____
11. Approximate number of children on waiting list: _____
12. (a) Are parents allowed to visit the centre? Yes () No ()
(b) If so, under what conditions? _____

13. Do parents discuss problems with supervisor and staff handling their own children? Regularly () Occasionally () Never ()
14. (a) Are reports on children given to parents? Yes () No ()
(b) If so, when and how? _____
15. What is the role of parents in the operation of the centre? _____

PHYSICAL FACILITIES

16. Play room:
 (a) Location: _____
 (b) Approximate size: _____
 (c) Air conditioning in summer: Yes () No ()
17. Kitchen and eating facilities:
 (a) Are there facilities for food storage? Yes () No ()
 (b) Are there facilities for food preparation? Yes () No ()
 (c) Are there facilities for eating snacks? Yes () No ()
 (d) Are there facilities for eating meals? Yes () No ()
18. Number of day care spaces Number of toilets Number of wash basins

19. Isolation room: Yes () No ()
20. Rest room: Yes () No ()
21. Outdoor play area:
 (a) Location: _____
 (b) Size: _____
22. Equipment and furnishings:
 (a) Are furnishings child-size? Yes () No ()
 (b) Types of toys and areas for indoor activities:
 Housekeeping () Block building () Creative arts () Books ()
 Table games () Music () Television () Scientific apparatus ()
 Dress-up corner () Woodworking () Plants ()
 Animals () Other: _____
 (c) Outside equipment:
 Swings () Sand box () Slides () Climbing apparatus ()
 Balls () Ridable toys () Other: _____

PROGRAM

23. Is program largely structured? Yes () No ()
 Comments: _____
24. What type of activities are provided for:
 (a) Physical development, i.e. muscle coordination, etc.: _____
 (b) Dramatic play and development of speech: _____
 (c) Social-emotional development: _____
 (d) Cognitive or intellectual development: _____
 (e) Music: _____
 (f) Plain fun: _____
 (g) Other: _____

OTHER SERVICES

25. Are snacks provided by the centre? Yes () No ()
If so, what and when? _____
26. Are meals provided by the centre? Yes () No ()
If so, what and when? _____
27. Are children required to bring food with them? Yes () No ()
If so, what and when? _____
28. Is medical attention provided? Yes () No ()
If so, what type? First-aid () Examinations ()
Comments: _____
29. Is dental care provided? Yes () No ()
If so, what type? _____

DISCIPLINE

30. What form of discipline is used? _____
31. Are parents consulted as to what method of discipline they think best for their child? Yes () No ()

STAFF

32. What is the ratio of entire staff to children? _____
33. What is the ratio of staff working in direct contact with each age group of children:
- | | |
|-------------|-----------------|
| age 2 _____ | age 5 _____ |
| age 3 _____ | age 6-12 _____ |
| age 4 _____ | age 12-14 _____ |
34. What is the sex of personnel in direct contact with each age group of children? Number of males _____ Number of females _____
35. What training does the supervisor have? _____
36. What experience does the supervisor have in child care or related activities? _____
37. What is the training of other helpers in direct contact with the child? _____
38. What is their general experience in child care or related activities?

APPENDIX II

WORKING MOTHERS AND THEIR CHILD CARE ARRANGEMENTS

1. Type of employer _____
2. Area of Regina employee resides in: _____
3. Distance to work: _____
4. Mode of transportation: Bus () Car () Other ()
5. Age: _____
6. Grade and educational training completed: _____
7. Marital status: Married () Separated () Divorced ()
Widow () Single ()
8. Length of time worked since becoming a mother: _____
9. Present position: _____
10. Working hours: Days _____ Shifts _____
Full _____ Part-time _____
School hours _____
only _____ Casual _____
11. (a) Are your working hours determined by the availability of child care? Yes () No ()
(b) If so, please explain: _____
12. Earnings, i.e. gross salary:
Answer the one which applies most directly to you and your spouse.
SELF SPOUSE
Daily \$ _____ \$ _____
Weekly \$ _____ \$ _____
Bi-weekly \$ _____ \$ _____
Monthly \$ _____ \$ _____
13. Monthly income from other sources: Saskatchewan Assistance Plan \$ _____
Family Income Plan \$ _____
Family Allowance \$ _____
Pension \$ _____
Other \$ _____
14. (a) Do you receive a day care subsidy? _____
(b) Are you aware that day care subsidies are available? _____

15. Number and ages of children under 14: Under 2 _____
 From 2 to 5 1/2 _____
 From 5 1/2 to 12 _____
 From 12 to 14 _____
16. Are your school children allowed to take noon lunch to school?
 Yes () No ()
17. (a) Were you employed when your children were under six? Yes ()
 No ()
 (b) If not, would you have worked if adequate child care facilities
 had been available? Yes () No ()
18. What are your reasons for working? Check those that apply in order
 of importance by numbering them 1, 2, etc.
 Financial () Personal fulfillment () Community service ()
 Independence () Other _____
19. Is your child care service convenient to: Home () Work ()
 Neither ()
20. How is your child transported to and from your child care facility?
 Walk () Bus () Car () Other _____
21. What is your total cost for child care per: Day \$ _____
 Week \$ _____
 Month \$ _____
- Please fill in all three, especially week and month.
- (a) Do you feel this charge is: Reasonable () High () Low ()
 (b) Could you afford to pay more for day care per month? _____
22. What child care facilities do you use?
 (a) Day care centre: Full time () Part-time () Lunch () After
 school ()
 (b) Nursery school: Full time () Part-time ()
 (c) Private baby sitter outside home:
 Full time () Part-time () Lunch () After school ()
 How many children under 5 1/2, including sitter's own children,
 are being cared for in home? _____
 (d) Care in own home by: Father ()
 Other relative under 16 () over 16 ()
 Other person under 16 () over 16 ()
 (e) No regular arrangement ()
23. How did you find your day care facility?
 Word of mouth () By advertising () Answering an ad () Other _____
24. If care is given in the home by the father:
 (a) Did he arrange his working hours to accommodate your working
 hours? ()
 (b) Did you arrange your working hours to accommodate his working
 hours? ()
 (c) Was he already on shift work? Yes () No ()

25. What extra services are provided along with child care?
 Health () Dental () Special recreation () Transportation ()
 Other _____
26. What made you choose this type of care for your child?
 Cost () Convenience of location () Program () Quality of
 staff () Other _____
27. What arrangements for care do you make in case of:
 (a) Child's emergency _____
 (b) Child's illness _____
 (c) School vacation _____
 (d) Other _____
28. What child care facilities would you prefer if cost were not a factor?
 If more than one choice, check in order of preference by numbering
 them 1, 2, etc.
 (a) Day care centre ()
 Located: Near home () At work () In schools ()
 (b) Nursery school ()
 (c) Family day care ()
 (d) Private baby sitter outside home ()
 (e) Care in own home: By father () By relative () By another
 person ()
29. Comments:

APPENDIX III

SOME TRAINING PROGRAMS FOR PRESCHOOL SUPERVISORS, DAY CARE WORKERS, ETC., AVAILABLE IN CANADA

ALBERTA

COMMUNITY COLLEGES

Mount Royal College Lincoln Park Campus 4825 Richard SW CALGARY, Alberta T3E 6K6	Early Childhood Education and Development <u>1</u> year Certificate Program for those already employed in child care <u>2</u> year Diploma Program
Grant MacEwan Community College P.O. Box 1796 EDMONTON, Alberta T5J 2P2	Early Childhood Development <u>4</u> trimesters of 15 weeks each

BRITISH COLUMBIA

COMMUNITY COLLEGES

Capilano College 2055 Purcell Way NORTH VANCOUVER, British Columbia	Early Childhood Education Program <u>2</u> years
College of New Caledonia 2001 Central Street PRINCE GEORGE, British Columbia	Early Childhood Education <u>1</u> year of training permits student to seek employment <u>2</u> years permit graduate to act as supervisor in preschool centre
Douglas College P.O. Box 2503 NEW WESTMINSTER, British Columbia	<u>1</u> year Day-Care Worker Certificate Program
Malaspina College 375 Kennedy Street NANAIMO, British Columbia	Early Childhood Education and Care <u>9</u> months
Okanagan College 1000 KLO Road KELOWNA, British Columbia	Early Childhood Education <u>2</u> years

BRITISH COLUMBIA (cont'd)

Selkirk College
P.O. Box 1200
CASTLEGAR, British Columbia

Pre-School Teachers' Training
8 months

Vancouver Community College
Langara Campus
100 West 49th Avenue
VANCOUVER, British Columbia

Pre-School Supervisor Training Program
1 year

UNIVERSITIES

Simon Fraser University
BURNABY, British Columbia

Minor in Early Childhood Education
4 years--Bachelor of Education

University of British Columbia
VANCOUVER, British Columbia

Education of Young Children Concentration
4 years--Bachelor of Education
1 year Diploma in Education of Young Children if you already possess a B.A., B.Sc. or B.Ed.

University of Victoria
VICTORIA, British Columbia

Child Care Programme
1 year of academic training plus 4 months' experience--a Statement of Achievement
2 years of academic training plus 8 months' experience--a Statement of Achievement
4 years--Diploma in Child Care
Bachelor of Arts with emphasis in Child Care plus 16 months' experience

MANITOBA

COMMUNITY COLLEGES

Red River Community College
2055 Notre Dame Avenue
WINNIPEG, Manitoba
R3H 0J9

Child Care Services
1 year Certificate of Attainment
2 year Diploma Course

NEWFOUNDLAND

UNIVERSITIES

Memorial University of Newfoundland
ST. JOHN'S, Newfoundland

Early Childhood Education
1 course offered
5 years--Diploma in Special Education granted upon completion of the
4 year Bachelor of Arts (Education) degree for Primary and Elementary teachers and a selection of 10 additional courses

NOVA SCOTIA

TEACHERS COLLEGE

Nova Scotia Teachers College
TRURO, Nova Scotia

Early Childhood
3 years--A.ED. Diploma

UNIVERSITIES

Mount Saint Vincent University
HALIFAX, Nova Scotia

A Certificate in Child Development
2 years plus 6 months' practical
experience before enrolling

ONTARIO

COMMUNITY COLLEGES

Algonquin College of Applied Arts
and Technology
1385 Woodroffe Avenue
OTTAWA, Ontario
K2G 1V8

Early Childhood Education
2 year Diploma Program

Centennial College of Applied Arts
and Technology (Ashtonbee Campus)
651 Warden Avenue
SCARBOROUGH, Ontario

Early Childhood Education
2 years of academic training
After 1 year of experience, grad-
uates may apply to the Association
for Early Childhood Education of
Ontario for certification as a pre-
school teacher

Conestoga College of Applied Arts
and Technology
299 Doon Valley Drive
KITCHENER, Ontario

Early Childhood Education
2 years

Confederation College of Applied
Arts and Technology
P.O. Box 398
Postal Station "F"
THUNDER BAY, Ontario

Early Childhood Education
2 years of academic training
After 2 years of experience, grad-
uates may apply for certification
by the Association for Early Child-
hood Education of Ontario
2 semesters of advanced study possible

George Brown College of Applied
Arts and Technology
P.O. Box 1015
Station B
TORONTO, Ontario
M5T 2T9

Day Care Worker
2 year Diploma

Loyalist College of Applied Arts
and Technology
Box 4200, Wallbridge
Loyalist Road
BELLEVILLE, Ontario

Early Childhood Education
2 years

ONTARIO (cont'd)

<p>Mohawk College of Applied Arts and Technology 135 Fennell Avenue West HAMILTON, Ontario L8N 3T2</p>	<p>Child Care Worker <u>1</u> year Early Childhood Education Program <u>2</u> years of academic training After 1 year of experience, application for certification may be made to the Early Childhood Education of Ontario</p>
<p>Niagara College of Applied Arts and Technology WELLAND, Ontario</p>	<p>Early Childhood Education Program <u>2</u> years of academic training After 1 year of experience, application for certification may be made to the Early Childhood Education Association of Ontario</p>
<p>Northern College of Applied Arts and Technology P.O. Box 849 HAILEYBURY, Ontario POJ 1K0</p>	<p>Early Childhood Education Worker <u>2</u> year Diploma</p>
<p>St. Lawrence College CORNWALL, Ontario (bilingual) KINGSTON, Ontario</p>	<p>Early Childhood Education <u>2</u> year Diploma</p>
<p>Seneca College of Applied Arts and Technology 1750 Finch Avenue East WILLOWDALE, Ontario M2N 5T7</p>	<p>Early Childhood Education <u>2</u> years</p>
<p>Sheridan College Trafalgar Road OAKVILLE, Ontario L6H 2L1</p>	<p>Canadian Nanny <u>2</u> years Early Childhood Education <u>2</u> years Family Day Care <u>4</u> months, 2 days a week</p>

QUEBEC

UNIVERSITIES

<p>Concordia University (Sir George Williams 1455 de Maisonneuve West MONTREAL, Québec H3G 1M8) (Loyola Campus 7141 Sherbrooke St. West MONTREAL, Québec H4B 1R6)</p>	<p>Early Childhood Education <u>4</u> years--B.A. with major in Early Childhood Education</p>
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SASKATCHEWAN

UNIVERSITIES

University of Regina
REGINA, Saskatchewan

Early Childhood Education
4 years--B.Ed. with courses in
Early Childhood Education

University of Saskatchewan
SASKATOON, Saskatchewan

Pre-School Education
4 years--B.Ed. with courses in
Early Childhood Education

Imp... *Call...*



Impressions of Childhood Lithograph a/p Rae Husband, 1975

