

FOR INFORMATION ONLY

DO NOT REMOVE

THANKS

**CUZ THERE
AIN'T NO
DAYCARE
(OR ALMOST
NONE)
SHE SAID**

**A BOOK ABOUT
DAYCARE IN B.C.**

TALKIN' DAY CARE

BY D.J. AND NIKKI

ITS FEBRUARY 1ST 1973

WE'RE ALL HERE IN VANCOUVER B.C.

THERE'S A BUNCH OF WOMEN ALL SITTIN' HERE

TRYING TO MAKE THE SITUATION CLEAR

ABOUT - DAYCARE - CAUSE THERE AIN'T NO DAYCARE^{DG}.

THERE'S MONEY BEEN PROMISED FOR YOU AND ME,
BUT THERE AIN'T NO MONEY FOR THE UNDER THREES.

MY KIDS ARE FINE AND THEY AIN'T NO BORE

AND THEY CAN'T HELP IT IF THEY'RE UNDER THREE.

THEY'RE 2½ AND 1½ AND ITS ABOUT TIME THEIR VOICE WAS HEARD
ABOUT DAYCARE -- 'CAUSE THERE AIN'T NO DAYCARE.

YOU SEE ON AUGUST 30TH '72

THE PEOPLE OF BC. - THAT'S ME AND YOU -

WE ALL WENT DOWN TO THE POLLING STATIONS

AND WE DIDN'T GIVE THE SOCRED'S CONGRATULATIONS

WE VOTED THEM OUT. AND WE VOTED IN

THE SOCIALIST HOARDES BY A WIDE MARGIN -

THATS THE NDP FOR YOU AND ME

BUT THERES ALOT OF FOLKS CAN'T PAY THE FEE

FOR DAYCARE - AND THERE AIN'T NO DAY CARE.

THERE'S A LOT OF THOSE PRIMARY SCHOOLS

AND WE ALL REMEMBER THE HIGH SCHOOLS

THERE'S EVEN A COUPLE OF PROFESSIONAL SCHOOLS

CALLED UNIVERSITIES

BUT ALL I REMEMBER ABOUT ALL THOSE SCHOOLS

WAS THE RULES, AND RULES, AND THE RULES, AND THE RULES

AND WE WANT DAYCARE WITH NO RULES

AND NO RULERS.

SO...

WERE ALL SITTING HERE ON THE FLOOR

WITH THE WALL TO WALL CARPETING

THE NEON LIGHTS

THE FANCY FILES AND THE WOMEN WHO WORK HERE

THEY AIN'T GOT NO DAYCARE

NO UNION

ALL THEY GOT'S THEIR FANCY TYPEWRITERS - CARBON PAPERS -

- LOUSY PAY AND A BUNCH OF WOMEN WHO'RE GONNA STAY

THEY SHOULD PROBABLY GET DANGER PAY

CAUSE WE MIGHT BE STAYIN TILL THE END OF MAY.

WE DON'T WANNA STAY. WE GOT BETTER THINGS TO DO

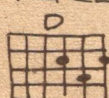
BUT WERE GONNA STAY

CAUSE COCKE DOESNIT HAVE BETTER THINGS TO DO

AND LEVI DOESNIT HAVE BETTER THINGS TO DO

THAN CARE ABOUT DAYCARE AND

THERE AIN'T NO DAYCARE



**CUZ THERE
AIN'T NO DAYCARE**
(OR ALMOST NONE SHE SAID)

WAS WRITTEN AND PREPARED BY

MARCY COHEN

NANCY DUGGAN

CAROL SAYRE

BARBARA TODD



NIKKI WRIGHT

WITH LOTS OF HELP FROM: JOSIE COOK, PAUL GOVDRON,
MAVIS HEARN, PETER LEASK, LYNN LOWTHER, D.J.
O'DONNELL, CATHERINE RUSSELL, AND OTHER FRIENDS.

FINANCED BY A GRANT FROM
CANADA WORKS, DEPARTMENT OF MANPOWER
PRINTED BY PRESS GANG PUBLISHERS, VANCOUVER

COPIES AVAILABLE FROM: CUZ THERE AIN'T NO
DAYCARE, 2185 E. 3RD, VANCOUVER 12, B.C.
PLEASE INCLUDE 20¢ FOR POSTAGE.



SUMMER 1973



MORE DAYCARE: SOME QUESTIONS

“Day Care” has become one of those terms which get hailed as “household words.” People in B.C. are talking about it — inside and outside their houses. Some of us think that good day care would be a very good thing for our children, our families, our society. Others think it’s necessarily a terrible thing (for mothers) to do to (their) children.

On their recent campaign trails, politicians have picked up day care as a recognized social issue. Many a provincial and federal promise was made for day care. Since then, our new B.C. government has begun its promised attempts to develop more day care here.

Like lots of political catchcalls and media-propped “household words,” “day care” is pretty vague. So is “more day care.” The term covers a whole range of possible social programs for our young children — good ones and bad ones. “More day care” doesn’t magically mean easily accessible, good day care for all our families who need it in B.C.

While, as a society, we’ve been talking about day care and more of it, we haven’t been talking about what day care is, has been, and more importantly, what it could be and should be here. What is it that we’re calling for more of? What *could* it be? Who needs it? What’s in it for our kids? our families? our communities? Who *cares*? These are the basic questions — the ones we haven’t really answered yet together.

As individual parents, we wonder if the (usually male) politicians' ideas of good day care are at all similar to our own — or, indeed, if they have any ideas of good day care. Never you mind, they sometimes tell us, we'll leave it to the experts — they've got ideas.

But then good day care is, to a large extent, a subjective thing. It's got more to do with values of child-upbringing than with facts and figures. What child care families may want and need doesn't always coincide with the ideas of the officials, experts, and social workers who have been designing programs for them. And while the public doesn't hear the voices and ideas of parents who want child care, it does hear the politicians, the officials, and the experts. It also hears (and will hear more from) the corporate hustlers of Madison Avenue who are now into the (big) business of day care. Seeing a profit in this social issue, their clients are throwing up day care chains across North America.

We know right now that many parents, child care professionals and government decision-makers in the province agree that we need more child care services supplemental to those of mainly mother (or a substitute mother) in the home. We don't know if we agree on what kinds we want, on how children's centres should be set up and controlled, on what roles government, business and the community should play in the development of day care. There's been no forum for provincial-wide communication on the issue. Very little dialogue happens between the families who use and need day care and the people who decide what kinds of day care those families can use — if any. Almost no services, or information on how to start services, for the very young happen outside of B.C.'s cities. The unique range of family needs for child care in our rural areas and small towns is simply not part of the urban policy-maker's consciousness.

The official decision-makers, the child care professionals and the officially existing children's services in B.C. haven't managed to answer the basic questions about day care. There's never been a generally known and accepted positive philosophy of child care here which could guide the development of new services throughout our province. *But, do we the 'people' want the various "proper authorities" to construct such a philosophy — to tell us what we want? Can they provide the answers which will best shape the forthcoming development of day care in B.C.?*

Our basic questions about day care can't be answered by B.C.'s government and its rather short entourage of professional child care advisors. The answers have got to be ours or they won't be answers or solutions. If we people who want more, but much better child care that responds to our various communities' unique needs, don't make known to each other and the government what we want in the way of government programs, we'll most probably get something our society doesn't need.

We don't need, for instance, another "school" system — even a "progressive" one for our young kids. We don't need another institution that separates adults, older and younger, from kids; parents from child care professionals. The real solutions require more imagination than that. Good day care has to do with integrating, enriching, and supporting the lives of families and communities. And such integration demands that families have a real voice in the current new policy making occurring in Victoria. Let's not let the policy-makers build a system, even a benevolent one, over which we have no control.

Throughout the province, small groups of people have been getting together thinking about all that. We who are writing this are one. We're non-professionals. We're parents and non-parents. We haven't come up with any final answers or solutions. We've come up with a few unfinal ones, some assumptions, a lot more questions, and this book.

Our major assumption is that all of us in B.C.'s cities, towns, and rural areas who are interested in the development of good child care services in our communities must be heard in Victoria now — so that it is we who shape what happens next to us and our kids.

Our book is a combination of information (some opinionated) and opinions (some informative) on child care services in B.C. It tells first of all about some of the new things that are happening here in child care, then about the old things that are still happening here and how they need your ideas and your new ways. Finally alive and well, it hopes to bring the specific issues of day care closer to home. Most of all, it hopes to contribute to the growing dialogue among 'we the people' — big and little.

WHICH WAY DEVELOPMENT?

Is government going to build a centralized public system of day care centres? under Welfare? under Education? under Health? Are corporations going to link B.C. to their North American chains of day care centres? Will there be a network of decentralized community controlled and parent controlled neighborhood children's houses? Will there be some combination of public and private (including employers' and unions') day care facilities? Or will day care in B.C. continue to grow privately, and fitfully, in non-coordinated *ad hoc* ways with only a little government aid — as it has been doing?

The organization and control of our child care centres is a concern for us, our children, our whole society and its future. And the choices are ours.

Fundamental to the form of organization and control which our province will adopt for its child care services are all the questions regarding our "child-rearing" values. Will there be room for new forms of family to evolve? Will kids brought up in communes, with single parents, or in the traditional mother-father-children family unit be treated equally?

Which, if any, of the present government policies on child care should be preserved? What kind of regulations and standards do we want for the protection of our children — not only from "bad caretakers" and possibly dangerous facilities, but from styles and structures of care that pressure kids to compete and "succeed", that mold kids into "little mommies" and "little daddies" before they're even five, or that establish an illusory need for an endless consumption of crumbly *things*?

We need to come together around the issues of day care to find out what child care needs we share with each other. So *we* can tell our new government what *we* want.

Up until now, the development of new child care services has been left entirely to the initiative and work of private individuals, community groups, and social agencies, while the government role has consisted more of policing these projects than of assisting them with funding, with information, or with resources. Getting a children's centre established has been a difficult job for those people who have achieved their goal. For those whose attempts have failed, the experience has been doubly grueling.

But now that we have a government that is at least verbally committed to being a people's government, we have a chance to change all this. How we want it changed is up to us. No government bureaucrat can know more about our families' and communities' needs than we do ourselves.



Jennifer Smith

Now, 1973, is the time for all of us who are interested — working mothers, non-working mothers, fathers, women's groups, community organizations, unions, organized workers, child care professionals, parents' cooperatives, day care workers, students training for preschool teaching — to make our wishes known to each other and to the government. We should write, phone, wire our MLAs and our new Ministers (Parliament Bldgs., Victoria): Norm Levi, Dept. of Rehabilitation and Social Improvement; Eileen Dailly, Dept. of Education; Dennis Cocke, Dept. of Health and Hospital Insurance. We should send briefs about the particular needs in our local communities. The more people who sign or are represented in each letter or brief, the more weight it has. We should contact our municipal aldermen, and demand that our employers take some responsibility toward child care.

Besides inundating officials through official channels, we can make our needs and demands known in less conventional, more imaginative ways that we make ourselves.

Introduction-7

The Established Arguments for Day Care: We Can Do Better

In order to promote day care as a social program worthy of public and private support, interested professionals have been pushing it either by way of its "preventive" or its "educational" values.

Social workers are usually the exponents of day care's preventive aspects. These have to do with the fact that persons with physical, mental, or "family" problems can be treated most effectively if such problems are discovered in their formative, preschool years. Early diagnosis — quite feasible in the centres — leads to early treatment before the problems burgeon into expensive social ills which would burden the taxpayer much more than a comprehensive day care program could. Moreover, as the pitch goes, the healthful environment of good group care can enhance the child's physical, social, intellectual, emotional development so that she is better able to cope with pressures (including school pressures) that are likely to cause problems in her later life. Implicit, too, in this role of day care is the goal of preventing a child's poor performance in her school work.

There's nothing insidious about this reasoning and the arguments should be considered valid for the support of more and better day care programs. In themselves, though, they're not arguments sufficient to engender the range of improvements our day care structure now needs.

Early childhood educators are fond of a more positive, "progressive" approach to day care and preschool services. Many are likely to push the idea that preschool "education" is good *because* it can adjust the child to school as it sharpens up her abilities to compete and achieve intellectually. There are studies which demonstrate that some sample children who participated in day care programs have higher average I.Q. scores than socio-economic counterparts who attended no preschool programs.

It seems to us that this kind of early childhood education trip *is* insidious. If our day care experts and officials direct the development of day care according to a narrowly defined educational theme, we may witness the extension of the present school system down to our very young. More and more people now are choosing not to impose the typical public schooling on their older children — do we want to impose it on our very young? And do we want our little and bigger kids ever to become *adjusted* and *adapted* to that system of public schooling which most of know now?

But, then, child care incorporated under a universal education system can be as good for people as that education system can be. Maybe, as some people here have suggested, it makes sense to press for the fundamental changes in our provincial school system that would create better schools *and* better child care centres under one organizational structure.

We might look at Russia, for instance, where the national education system includes day care. Its program curricula apply to people aged one month to those doing post-graduate studies. There, the



Jennifer Smith

system does provide a definite continuum for kids learning and growing — physically, intellectually, emotionally, socially, politically — in Soviet society. We might dismiss this possibility out-of-hand as yet another 1984 horror lurking in our times. Or we might consider the advantages of such a model and set up our own, fortunately much less vast, system in B.C.

One of the myths that arises here is that whereas the Russians formally indoctrinate their young, we don't do that to our kids. But the major difference between Soviet (or Israeli or Chinese) and Canadian methods of child-upbringing is that theirs are more organized, deliberate, and consistent than ours. The Soviets are apparently very aware of what social values they wish to instill in their young. We're not so aware, or at least not so openly deliberate. Nevertheless, our society does indoctrinate our children — in comparatively haphazard, unconscious, informal ways, perhaps — to fit into and accept the dominant cultural institutions and attitudes.

Once we admit that our society, too, indoctrinates its young, maybe we can assume more control over what we want them to learn and how we want them to learn — about themselves, each other and the world they live in. The call for an education system of schools and day care must deal with the questions of what we want to teach our children, deliberately. Do we want them to be bright, aggressively competitive individuals with flashy I.Q. scores? Do we want to mold their behavior according to the authoritarian social and political patterns that most of us adults grew up with and didn't love?

Right now, our educational values are in transition. Maybe it is possible that good day care and good schools could happen under the same structure. It's not only, however, one or a series of governmental reshuffles that could make that happen. It's our ideas, our new values, our voices and our local participation that, together with government, could make that happen.

"De-escalate education of our kids"*

—Dr. James Hymes, Jr.

Past President,

National Association for the Education
of Young Children (NAEYC)

Not all early childhood educators press for educating preschoolers in the narrow 'school' sense. Dr. Hymes, Jr., who conducted a seminar at the University of B.C. this year, talked about preschooling, schooling, and his dissatisfaction with "high-powered educational programs" for young children. . .

They place so much emphasis on the brittle achievements of learning to read and write and count. . . I don't see that the strength of early childhood education lies in bringing Grade 3 down to 3-year olds. Young children today need a lot of help in enjoying childhood, in being 3-year olds instead of 8 or 11. We are too impatient with our children, pushing them earlier and earlier onto the treadmill. . . Educators in setting the styles and patterns of today's schools must study the special needs of today's young kids. They must be careful not to do something more appropriate to 1870 than to 1970 and they must recognize that these children need a foundation which will carry them beyond the year 2000.

He stressed that preschoolers need more concrete play with twigs and mud, much less emphasis on hard-core knowledge and more on down-to-earth information.

*based on an article in the *Vancouver Sun*, January 17, 1972, by Leslie Peterson

Educationomania

Whatever nightmares we might conjure about the scary kind of public or private *school* system that day care in B.C. could also become, they have already been exceeded by current developments in the American day care scene. There, the emphasis on a twisted version of education has been introduced not by the public school system but by big business.

Since the I.Q. has become a magic index of worth for school and preschool children in North American society, it is not surprising that big business has jumped on the bandwagon, producing dazzling arrays of (expensive) toys guaranteed to boost your kid's I.Q. And having now defined a day care "market" that's going to do nothing but grow, large American corporations are setting up chains of day care centres and supplying them with fabulous equipment such as the Autotelec line of "toy-shaped electronic communicators."

Such wonderful "communicating" devices include the "listening nook" and the "Automated Talking Flash Card Console." According to Dr. Sandra Brown of the Multi-Media school in New York City.

"The listening nook is an enclosed cube in which the child can cuddle up with an audio-visual system and select any story he wants to hear. At the Automated Talking Flash Card Console, he pushes a button and up pops a talking card that might identify itself as the letter A. The Moving Picture Blackboard is actually a lucite screen with a projection in back. The images capture his attention, and the child responds to questions or suggestions by marking on the screen with a piece of chalk." (*Barron's*: July 19, 1971).

Many people in B.C. would not like see that trend take over here. In so far as our lives are controlled by technology now, it is less than human to stick our kids into "learning" boxes so that they can learn how to engineer and consume the increasingly destructive and ludicrous products of the world's (read: American) powerful corporations. And, aside from that, we know that students tend to take on the behavioral characteristics of their teachers — do we want our kids to become even more mechanical than we are?

Day Care for Us

Day care that is good for kids, families and communities can only be measured partly by its preventive and educational qualities. Mostly it should be measured in terms of how we want to change people's lives now into more human and fulfilling experiences.

And Day Care, in the broadest sense of that term, should be regarded, first, as a RIGHT FOR CHILDREN AND MOTHERS, as a positive alternative to the twenty-four-hours-a-day, seven-days-a-week care expected of women who have children in this society. Not as a way for women to forego child care responsibilities but as a way for women to have children and not "end" every other part of their lives, as a way for mothers to continue to grow themselves so that they have something of themselves left to give to society.

For kids, day care is a chance to be with people their own age as well as with adults other than their parents only. It could be a chance for them to learn things relevant to their daily lives and survival — skills such as sewing, carpentry and cooking that will give them a more real basis from which to get interested in abstract skills such as reading and arithmetic. So that learning doesn't have to become something they must "put up with" in school or homework something that they have to "put up with" at home. So that they can learn to cooperate with people by cooperating with people, big and little, in group projects in their own centre. So that they can establish their own personalities outside the confines of their own homes.



Jennifer Smith

We've used the term "day care" in this book as a catchall for child care services other than those of only the family in the child's home. But we don't like the term. We'd rather have used a word that better signifies what we're trying to talk about. One that suggests new ways for our young and our less young to relate to each other cooperatively in groups.

We're talking about extending the family function of child care into our larger society — so that our communities and our society can share the responsibilities, the joys and learning involved in bringing up our children; so that together we can integrate what are now the divided worlds of CHILDHOOD and ADULTHOOD; so that men and women upon becoming parents don't get separated into "heads of households" and "mothers"; so that our small girls and boys have one world to be growing in, not either a "woman's world" or a "man's world" to be led toward.

Care Is Not Enough

Nobody especially likes being "taken care of." And everybody needs self-respect based on some degree of self-reliance. And it's hard to be taken care of and to develop and sustain self-reliance at the same time. "Even" little kids know that.

All our words, it seems, that describe what we adults do with our children are like "care" in that they tell what we do to and for them — "raising," "rearing," "teaching," "disciplining," "forming," "molding," "instilling values," etc. And they all basically suggest a one-way custodial relationship. Related words do tell us what our children are doing, such as "growing," "developing," "forming," "learning." We must then recognize that kids aren't simply the passive receptors of our care.

But oddly enough, we have no words (at least common ones) about the relationship between adults and children which convey reciprocity of teaching each other, learning from each other, loving and growing and changing together. No word to convey the mutual adaptations involved in this very common human relationship. "Symbiosis" is, after all, very Greek still. And "dialectic" is, after all, Marxist.

So why don't we have a common word of our own about us and our kids living and growing together?

10-Introduction

We Couldn't Think of a Better Word Can you?

Is it because we don't have the concept? If we don't have the concept, how are our relations with children limited by our lack of it? How are our perceptions of the possible ways to enrich our people's lives limited by our lack of it?

It's too easy to talk about Canada or B.C. as a "child-centred" society. Our politicians, our child care bureaucrats, our choruses of social workers do it a lot. Does it only mean that when we dwell on our children, we dwell on them in a weird, mythical way? Just as women have been painted and carefully frozen on pedestals, and men have been locked into suits of armor, kids have been assigned their role — they're the innocent, "natural" expression of our mythically lost freedom as well as the grateful receptors of our care, right?

The concept-term **children's liberation** sums up some of the contradictions between what our society says it's doing for and with the children and what children see and feel society is doing to them. **Adult chauvinism** is what we do to make them see and feel that way.

We who are writing this wish we had invented just the right word here that tells of adults and kids integrated in the same growing, changing process of human relationships. But we couldn't think of one. Can you?



Jennifer Smith

In the meantime, we're talking about "child care" and "day care." But we mean more than simply "care." Good day care for young children must be more than clever, stimulating custody of groups of kids by small groups of adults, in facilities isolated from their immediate communities.

We can make ways for kids to go out of their houses and their day care centres and into the busy world of adults just so that they can see it. That would help adults become less busy. And we can make ways for adults (old and young) to come into the children's centres. That would help kids feel more like the people they are.



COMING TOGETHER

Our society, particularly in the city, is fragmented, even shattered — sociologists, journalists, poets, stories, and plays tell us again and again. And we tell each other.

People don't know their neighbours. Young people are separated from older people; kids from adults; and our oldest people from everyone else. Government decision-makers are out of hearing range from the majority of our voices, social workers far away from homes and heads they go into. What have our schools got to do with learning? And what the hell does "community" mean?

The more fabulous dreams of the "Counter-Culture," stomped by Hell's Angels and heroin, have been laminated to big-sell the very things and "life-styles" the Sixties' dreamers refused to buy. The Weatherpeople couldn't forecast themselves or others. Can opportunity be equal? Is "Liberation" just a 10-letter word — appearing in ads?

And women and their small children still live in isolated houses and apartments. While the world keeps happening somewhere else.

Is the "light at the end of the tunnel" the pre-blast flash that *we'll* see, through *our* windows — and eyeshades?

And a lot of the above is a media trip, too. Doomsday doesn't *have* to be just around pre-fab corners our assembly-lines construct to vary our approach. We keep making new babies who, we learn as they grow, want better lives for each other and their whole earth. That must be because we *believe* that we can create and sustain better life for our people and planet. We must know, too, that we need our neighbors to pull that off.

But the hope that exists is hard to find in the media. It's in much less spectacular places and spaces — like often next door, often inside us. If we look, without our eyeshades on.

While it seems as if there's much more splitting going on among us than there is coming together, who's to say for sure? We people in B.C. did something this year that a lot of us didn't think we'd do together — in changing our vote to a "vote for people" we dared to "take the risk" of working together as "the socialist hordes" for a better province.

At the same time, a lot of other things have been changing, growing — especially among the non-rich, the non-decision-makers, the non-experts, women and kids. It's all the sound of a different drum and maybe we should be listening harder to it than to the old sounds of our old leaders or even the new sounds of our new leaders and the jangling accompaniment of our papers, movies and tubes.

People, "just" people with no big titles or positions, have been coming together to talk, and do something, about their people needs. (They've had to, their leaders hadn't.) Women, "just" women with no big marketable skills have been coming together to talk and do something about their ideas. Listening, taking each other seriously, they've come to admit together that their own personal needs *are* important. More and more mothers, working and non-working, and fathers as well, have dared to "take the risk" of sharing their children's upbringing with their neighbors and communities. They've dared to deal with their own kids and the kids of other parents as something other than private property.

Many parents are feeling that their very young children, like themselves, need a wider world of experience than that offered by the environment of their family home only, a world peopled with more adults and many more children than just those in their immediate "family."

Whereas child care has largely been the responsibility of individual mothers, it is increasingly being seen as — and becoming — the shared responsibility of mothers, fathers, the community, and society. Women are saying what they want and need for themselves and society's children and together they're finding ways, with the help of their communities, of achieving it. Often against incredibly entrenched social and official obstacles.

TALKING AND DOING

There were ten of us in one of many workshops at a provincial women's conference. Most of us were meeting one another for the first time. We had sixty minutes to talk about day care and the status of women.

The members of the group included a male pediatrician, a businessman/local politician, a provincial official from the Community Care Facilities Licensing Division, a member of Ottawa's Privy Council (which advises the federal cabinet), a supervisor of a parents' cooperative day care centre. The rest of us were simply women/mothers from various towns in B.C. who had come to discuss ourselves and day care, the law, politics, education, etc.

To begin with, our group followed a sheet of questions provided. The males dominated the discussion. Some platitudes about the necessity of child care being child-centred were glibly articulated. Then some talk about day care essentially involving the rights of women and families. Then agreement: if child care was good for the children it was good for their families. — they were all connected, after all. People were nodding, warmly. The discussion ambled on, polite and very *deja-vu*. A yawn was suppressed here and there. Then one of the group, a housewife, began talking about her experience in working with a group of parents in her neighbourhood. They had come together to help each other provide better child care for their kids.


The woman spoke of the change occurring in her life. She was learning about herself, about resources she had within herself which she could share and develop in a group. She was learning that a group of families could work together to enrich their children's and their own lives, and that they didn't have to depend on experts for leadership. There's expertise in everyone, she said, if we help each other discover it.

The woman elaborated on how this experience of discovering herself and her kids in new ways had been radically exhilarating for her. Our workshop group could feel her positive energy and confidence. While she spoke, the official experts in the group became more quiet. The comfortable males became less comfortable and said nothing at all. The mothers continued talking and the paper agenda was forgotten.

In conferences and meetings and workshops on child care occurring in the province, we've heard people tell of what they're doing together with other people — big and little, of what they want to do, and of how they want government to assist them in creating new forms of child care in their communities. Most of them have been forced to develop needed projects with only the help of their neighbors and friends. Government had no real assistance to offer. In struggling through the processes of organized shared care of their children, the individuals involved have been learning a great deal about themselves, their kids, and each other — including a fresh kind of self-reliance.

They speak of the necessity for real opportunities for parent participation in all aspects of developing and operating children's centres. They talk about the need for men and more men in day care programming and programs. They say, too, that they expect government to provide effective financing, information, and new resource personnel for child care — in the cities, in the towns, the mountains, and the bush. And they expect to have some control over any needed services that the government provides for them.

While travelling through the province we came upon all sorts of fledgling child care projects organized by citizens who didn't have the services they needed in their areas. Some of these are financed by federal grants (temporary); some by nothing but sheer scrounging and begging. While it's really encouraging to see people coming together to solve common people-needs, it's also infuriating to see, again and again, that they *have* to do it all alone. In many cases, provincial licensing policies and officials have stifled local group attempts to create new child care services. In some, it has threatened prosecution.



EXAMPLES

PRESCHOOLERS ARE IN THE MOUNTAINS, TOO
OR, AT THE END OF MY PROJECT, MY FINE AMOUNTED TO \$220,000

Judy Halverson

ed's note:

Welfare mothers, middle class housewives, Native and Pakastani women, socially separated within four Fraser Canyon towns, have been working together for the first time — running four preschools in the area (the first of any kind of services for young children there).

They've been learning about each other — e.g. a wealthy white woman discovered that mothers on welfare were getting \$200 monthly, not weekly. She was astonished because she couldn't conceive of any family possibly living on that amount. The mothers found out that they liked working together. They've learned more about young kids, creating environments for them, with them. And the kids, previously separated in isolated houses, have really enjoyed playing together for those few hours a day. Every child in Yale, aged 3 to 5, goes to the Yale preschool.

This particular project, the most well-organized local community child care program we've seen in the province, was set up under rural conditions quite incredible to the urbanite. It has served 160 children in all (with many more on the waiting list). Some of them are driven 15 miles one way to their preschool so that they can play with a group of kids. **The local community has been supportive — the provincial authorities have not.**

The Hope Fraser Canyon Preschool project is a series of four schools started under a Local Initiatives grant. We covered an area that extends from Hope, through Yale, to Boston Bar, then forty miles north and across the Fraser Canyon by aerial ferry to the town of North Bend.

Hope itself is only 100 miles from Vancouver, yet the area is extremely rural. These communities seem to be at least fifty years removed from the urban lower mainland. They're very insular. There is poor and, at best, sporadic television reception. Newspaper and mail delivery is the exception rather than the rule. Electric service is uncertain, especially during winter months. The nearest lawyer is in Chilliwack. Libraries and access to them are limited. From Boston Bar, North Bend and Yale, you must travel to Hope for regular medical services, banking, and shopping other than at the "company store." High school students travel up to an eighty mile return trip daily or find board in Hope. The only link between the other three towns and Hope is the highway

14- Cooperatives

along the Fraser Canyon. Huge snow slides often cut these towns off completely from any communication with the outside world. Economically, the area is depressed — there, a lack of money is pretty much a universal problem.

When I moved to this area and enrolled my son in a local school, one of the school officials told me not to expect the same standards of education that could be found "on the coast". Children from poor homes, particularly the Indian children, he said, were bound to hold the entire class back. I asked if there was a program or any effort being made to help these children. There was nothing other than the regular kindergarten program and, as this did not provide any transportation, the children who needed it the most were unable to get to it.

It wasn't uncommon that a child's first day at school was his first day away from his mother. Nor was it uncommon for a child to arrive in grade one without being able to speak a word of English. Small wonder that some children were spending the first month of their school career hiding, physically and/or mentally, under a desk. Teachers, the public health nurses, or social workers didn't have the time to go to families and explain what the school system could offer.

It was from this problem—the problem of kids coming into the school system and being terrified, unable to cope with the overwhelming adjustments demanded of them, and then being branded as failures—that started the preschools. Once they started, they seemed to grow out on their own, changing to fit the needs of the communities they grew out of.

We had an enrollment of 160 kids. We had a waiting list which we stopped taking names for when it reached 40. About two-thirds of the children were referred to us by local social workers and the public health nurse. We were used by various government agencies for many purposes. We provided employment for eleven people, previously unemployed, referred to us by Canada Manpower. Of the eleven, seven had been on welfare for various lengths of time. The public health nurse used the schools to screen children for sight, hearing, or speech problems. Children who appeared to have learning disabilities, emotional or physical problems, were referred to her by the staff. The nurse could then help parents get whatever help was necessary and/or available. Parents whose children had been made wards of the province were referred to the schools by

their social workers. At the preschools they were welcome to explore alternate ways of dealing more effectively with their family problem.

We had been running our schools for about a month and a half when I received a letter from the Community Care Facilities Licensing Division saying that unless I had obtained a license from their office, I was running an illegal preschool and was subject to a fine of \$500 a day of offense - operation. The letter was signed by Mrs. Maycock, and a telephone number was given for contact and further information. I trudged through eight feet of snow over a quarter of a mile to the nearest phone and dialled the number. I got an answering service. The Consultant for Day Time Services for Children for the entire province of B.C. was busy at one of her many other jobs. I trudged back through the snow and read through the licensing requirements about thirty times. I developed a strong craving for something that would put me in a coma for the next four months, the length of the project. There was no possible way we could meet the licensing requirements as outlined on the papers sent by the Licensing Division.

One of the stipulations under the L.I.P. grant was that necessary licenses were to be obtained before the money could be made available. Before application had been made, I had checked with the municipality, local social workers, the public health nurse, and the school board. The people I spoke to were all aware that there were licensing regulations for day care apart from the school system's regulations, but none were aware that regulations existed for preschools apart from the public schools' kindergarten provisions.

A further complication was that no federal money had as yet arrived. Our grant had been approved, and we had proceeded to open the preschools on the project's scheduled time. The paperwork necessary to get the actual money to us was slow in coming. Manpower officials advised us to go to our friendly banker to cover the costs until the grant came. I had taken out a personal loan to the tune of \$3000 to finance the beginnings of the project. I was concerned that the grant might now never come, that we'd have to close down the preschools, that I'd have to pay back a \$3000 loan - without a job.

The next day I went into Hope and talked with Jim Harris, a social worker who had done much of the groundwork for the preschools. He was aware of the licensing requirements that existed for day care, indeed, as he had several times tried to start a much-needed day care centre in the area only to find out that the regulations were impossible to meet here. He didn't know that these same requirements applied to preschools. We had been hoping that eventually the preschools could be extended to include day care facilities. Now we are faced by closure under the same licensing act that we thought we'd have to deal with only in the future.

We tried again to get in touch with Mrs. Maycock — still not possible. As a matter of fact, neither myself nor Jim ever did get a hold of Mrs. Maycock. We did talk to people in the Health Dept. in Victoria, though, who told us that the public health dept. was in charge of inspecting the schools and that while they would give our application for license every consideration, the earliest we would know whether we got an interim permit or not was in months. No, they could not advise us as to whether or not I would be prosecuted if I continued to run the schools — they could only inform us as to what the law stated. We tried to get the proper application forms for the interim permit. It took a week before someone in Chilliwack unearthed them. We filled out the forms and sent them off.

And we talked to Ron Lyons, Superintendent of Schools in the Hope district. Mr. Lyons had been giving us every assistance he could. It was he who had lined up the school buildings which we were using for our preschools, had introduced teachers to us who shared their experience, lent us supplies and equipment, made school libraries available to us. He gave his enthusiasm and encouragement as freely, from the time that the preschools were only an idea. He had started a similar project in Princeton under an L.I.P. grant as well, administered by the School Board and run in a school.

When we explained our problem with the license, he advised us to keep the preschools running. If we had any more problems, he said, he would take over the project and run it under the protection of the School Board and the Public Schools Act. Well, the next day Mr. Lyons got a letter from the Community Care Facilities Licensing Division saying that he was running a hot preschool and was subject to a fine of \$500 a day. *At this point, my fines totalled \$6000.*

Mr. Lyons, having the luxury of his own phone, did manage to get a hold of Mrs. Maycock. He explained that between the two projects we had \$35,000 in federal grant money earmarked for preschools, but that we could not possibly meet licensing requirements. Perhaps, he suggested, the money should be used in some other way. Mrs. Maycock said she would not want that to happen. On this frail assurance, we continued to run our schools. The grant money came through.

Later in the month, I received the only reply to date that I have had concerning the application sent in for an interim permit for operating preschools. It was a letter signed by Mr. Gorby of the public health dept. advising that *any women working in my nursing homes for the aged be checked for T.B.*

By this time my fine for "illegally" operating preschools reached \$30,000. By the end of the project, it came to \$2,200,000. When the only things standing between you and such a fine are a few fuzzy words about "not wanting" us to redirect our grant from the preschool project, and a hope that the bureaucracy won't be able to organize things well enough to remember you're still around with a hot preschool, it can be and has been pretty unsettling.

Before the L.I.P. grant ran out in May, we again applied for a license/interim permit to cover the G.F.Y. grant application to cover the summer operation. When I moved from the area in June, there still had been no word. Now, we have again applied for an L.I.P. grant and again will apply for a license/interim permit. What will happen this time, I have no idea.

In a recent meeting that included Mr. Levi, Mrs. Maycock, Mr. Bingham, and Mr. Belknap, I was reassured that I would not be prosecuted by these officials. Why not? The law remains unchanged. I was reassured, too, that help from the provincial government would be forthcoming to the preschools in the Fraser Canyon. Perhaps so, but if so, only for me, not for the rest of the rural areas of B.C. I may get the help I needed last year this year because I'm an embarrassment to them, and because, luckily, I found the right ear to scream and rage in.

The function of the government in day care and preschool services is still that of police dog when what we need is help and access to the resources of the province. I had hoped that the change in government could also bring a change in attitude concerning rural areas, but at least in the area of preschools it seems we will remain dominated by the old lower mainland urban standards. When I asked Mr. Levi if the law would be changed so that rural areas might also be able to function under it, he said he could see no changes in the near future. When he was asked about the possibility of the present board being expanded to include some kind of resource group that rural areas could contact when they needed assistance, he said he could not see the need for this. When I explained that there were many times that we

could have used such a service, his rather exasperated advice was to call the Crisis Centre in Vancouver. How do you explain to the guy that you lived five miles from the nearest phone, and like a lot of rural people in B.C., have never heard of the Crisis Centre in Vancouver?

P.S.

Since then the situation of the Fraser Canyon children has gotten more complicated — due to the "aid" of government officials. The immediate assistance promised by the new Minister of Rehabilitation and Social Improvement has consisted of the following — 1) a phone call to Ms. Halverson from the province's Consultant on Day Time Services for Children: Ms. Maycock advised Ms. H. that she, the Consultant, together with the Superintendent of Child Welfare, would travel to the area and spend an afternoon visiting the four towns to "assess the child care needs of the communities" in order to determine exactly what those people out there really need; and that (without a visit), it was the Consultant's considered opinion that what the area really needs are a series of family day care homes instead of the existing preschools: 2) a phone call to Ms. Halverson from a Manpower funding representative regarding the preschools' application for a second grant: having been advised by Ms. Maycock that the most suitable program for the area was a series of family day care homes, the representative in turn advised Ms. Halverson that the project proposal would have a better chance of getting funded if the project was modified from preschools to a series of family day care homes. Which all means that the only currently available funding for the continuation of the preschools is in jeopardy.





A PARENT COOPERATIVE THAT WORKS

By Ann Harley with help from Trudy Moul

Knick, Kim and I are members of Campus Nursery Daycare, Unit No. 2 at U.B.C. The centre is a non-profit, parent cooperative for children from 18 months to 3 years of age. Usually eight children attend all day and eight attend half a day with twelve children in the centre at one time. During the school year 1970-71, I was one of four parents engaged in a year long struggle that laid the groundwork for the centre. In September 1971, Knick and I then became carpenters along with other parents to create the centre's physical environment. Since the centre opened in October, 1971, our family of three has been part of an exciting experience. For us the experience has been exhausting at times, but always personally very rewarding.

The four of us who conceived the idea of establishing the centre spent months reading about daycare, visiting centres, trying to understand B.C. licensing regulations and the subsidy system, and talking to each other to clarify our own goals and ideals. From the beginning, we wanted a parent cooperative and, although we weren't always sure what that meant, we were able to agree to a statement of the purpose of the centre we hoped to establish and a constitution for incorporation as a society.

Basically, we wanted a child care situation which would be an enriching experience, not only for our children, but for the whole family. It was important to us that parents, both fathers and mothers, be involved in the daily operation of the centre, creating an environment in which parents could learn from the children, other parents and from staff and advisors. An overriding concern was that parents maintain the responsibility for their children's activities and environment and that they would be able, by interacting with the children on a day-to-day basis in the centre, to shape that environment to the specific needs of their own children. This still remains a guiding principle in the operation of the centre.

We knew there were other parents who wanted similar care for their children and to document this, we conducted a campus survey. Having established our goals and the overwhelming need for a parent cooperative center to serve the U.B.C. community, we attacked the two biggest problems: raising money for capital costs and procuring a building. Both tasks seemed insurmountable for a while but the turning point came when the 1971 U.B.C. graduating class gave us some money. This money became a foundation upon which we were

able to convince other people to give us money, materials, toys, a building and, eventually, even a provincial operating license.

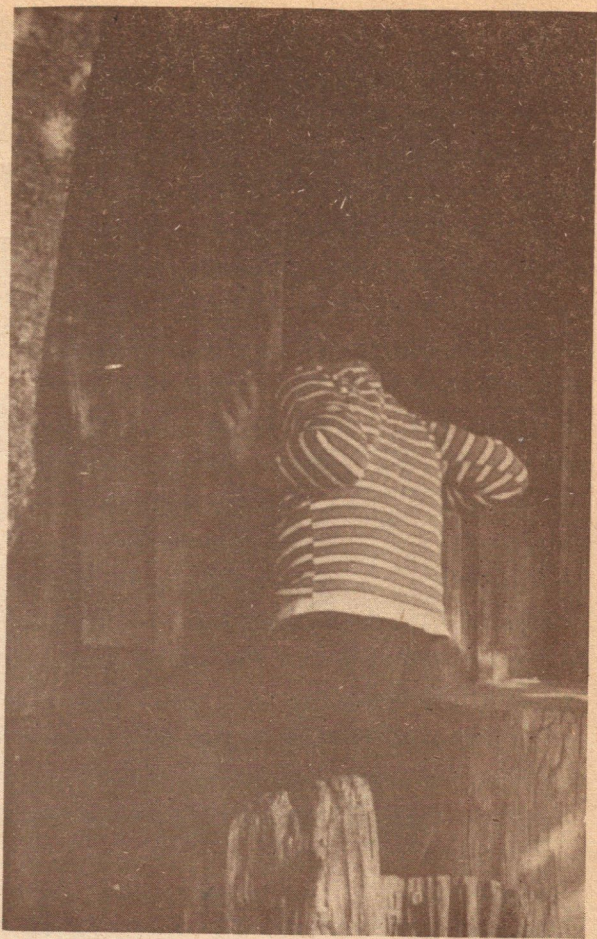
The hunt for a building stopped in August when the university offered us a hut in Acadia Camp. We were then able to select additional parents and the meaning of "parent cooperative", for the next two months, became synonymous with "hard work." We raised additional money (about \$5000) and other material donations. We hired two staff, both with B.C. qualifications but the supervisor also had British Nursery Nurse training. Hiring was a difficult task for us; it was very hard to evaluate the people we interviewed, especially to know how they would interact with children. We planned and bought equipment. We redesigned and renovated the building.

The hut didn't become available until September 15, well after school had started and everyone's need for child care was desperate. Day and night, for three weeks, we tore down walls and rebuilt an interior that was suitable for a day care centre. We opened on October 4, 1971, an exhausted but strong parent group.

Once we opened, parent involvement took on a different form. There is always at least one parent in the centre with the children and the staff, maintaining a ratio of four children to each adult. For example, Kim goes full time (six to eight hours a day) and my husband and I are responsible for four hours of supervision each week which we share equally. Knick works two hours a Friday morning and I work two hours Monday afternoon. In addition to this time in the centre, parents are collectively accountable for maintaining and managing the centre. This means we are responsible for cleaning the centre, buying, building and repairing equipment as well as for finances, hiring and firing staff, admissions, and the evolution of the program for the children in cooperation with the staff. A considerable amount of parent time and effort goes into operating the centre on a continuing basis, primarily



18-Cooperatives



through monthly meetings of all parents and staff and also on the committee level where specific aspects of the operation (such as hiring and admissions etc.) are handled.

Having been in the centre for more than a year, I now have a clear idea of what this parent cooperative means for me, both its values and its problems. Things have worked out much differently than I expected and the center has been valuable to our family in ways that I could never have anticipated in the initial planning stages.

For the children, a daycare centre with strong parent involvement offers a fantastically rich and warm environment. Kim is obviously happy in the centre and looks forward to going there each day. She is very close to the other children; they are much more like siblings than neighbourhood playmates. She has gotten to know the adults who work in the centre and has developed several very special friendships both with parents and staff. Her life is greatly enriched by sharing experiences with other adults who have very different personalities and talents from her own parents. She delights in her friendships with adults and has come to love and trust them.

For me the two most positive aspects of the cooperative are the friendships that have evolved and the opportunity for learning that is available. I value the close contact I have with the other adults, both

parents and staff, and I feel that a community spirit has developed, based on our willingness to work together to insure that the centre meets the changing needs of the children. The staff are an important part of the community. Because I work with them, I see them as whole people who fit into Kim's life and into our family's life as friends rather than as "teachers." A further aspect of the community spirit is my relationship with the children. Warm friendships have grown between me and the individual children, each very different but each filled with love.

The relationships that Kim, Knick and I have with the children and adults in the centre have extended into our activities outside the centre. The sharing of meals, weekend excursions and special holidays builds on and enriches both these friendships and our daycare experiences.

The opportunity is there for me to be involved in programs with the children, making toys, management, building, music or art. I have been able to develop my personal skills and explore new interests in a supportive environment.

The monthly parents' meetings provide a more structured learning forum where we talk about children and share our varied perceptions and understandings of what is happening to them during the day. Recently professionals (a child psychologist and a nutritionist) have worked as volunteers in the center, have come to the parents' meetings and shared their observations.

I do not want to give the impression that there are no problems in the operation of a parent cooperative daycare; of course problems do exist. For us these problems roughly can be divided into three areas: parent commitment, achieving a consensus, and maintaining continuity.

It is hard to ensure that all the parents share the commitment to make the centre a valuable learning environment. Inevitably some people do more work and others less. There is however room for flexibility and sharing. Each of us is able to be more involved at some times than at other times, so those of us who have more time accept more of the responsibility for the things that have to be done. In this way the cooperative has to be supportive to single parents or families under stress who have only a limited amount of time to give. However, if the same people are consistently doing all the work, then something is wrong and the purpose of the cooperative needs to be re-examined.

Achieving a consensus in a cooperative can sometimes be hard work. More time is spent in discussion and decision making than would be the case with centralized responsibility. But parent participation in decision making is a very basic principle in a cooperative. The discussion that surrounds decision making enables us to better understand each other, to better share our responsibilities and often results in the collective generation of valuable ideas.

A third problem created by the lack of centralized decision making is that of maintaining consistency and continuity within all aspects of the centre's

operation. Since the composition of the cooperative is always changing (i.e. as three year olds move on to other daycare centres, new families come in to take their place) the nature of any consensus will also be changing. Without some special attention to the problem of continuity the operation of the centre will suffer. In particular these problems are likely to lead to special strains being placed on the relationship between parents and supervisors. Because the staff have a longer commitment to the centre their relationship with a group of parents that is changing requires delicate and continual work.

In the past year and a half of operation there have been some problems but we have always been able to work them out, thereby strengthening the cooperative, the community spirit and the children's environment. For me, the parent cooperative continues to be important. I am actively involved in the care of my child as a participant, not as an observer. I can go to the centre anytime of the day and feel at home. I know that I can make a contribution to the centre that is both meaningful to the children and exciting and personally rewarding to me. I am involved in an enjoyable way in my own child's development and it is reassuring to know that if I am dissatisfied I can make suggestions for change either individually to the supervisors or at a general parents meeting. Experience in Campus Nursery Coop Unit 2 has reinforced my belief in the desirability of parent responsibility for the direction and operation of the day care.



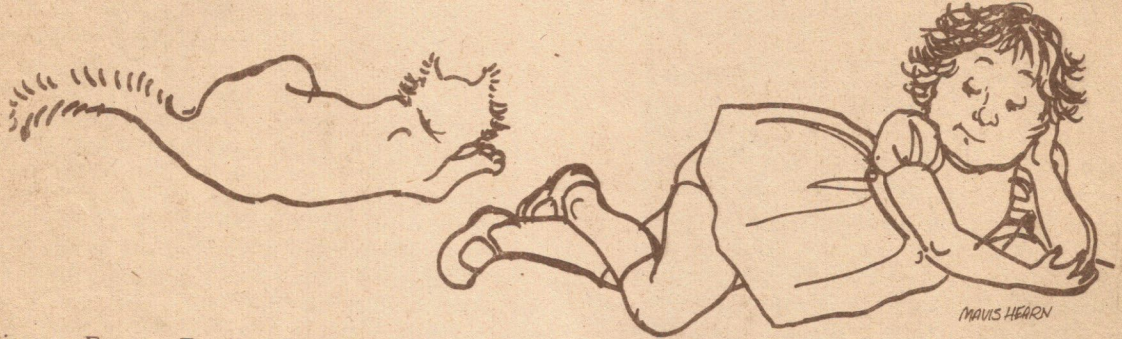
THE SIMON FRASER FAMILY GO-OP

The Simon Fraser Co-op of 1968 was a women's liberation dream. A group of women students trying to build an alternative to the father-mother-child family unit at a university day care centre.

It happened at a time when the women's movement in Canada was just beginning to grow. The idea of parents sharing their child care responsibilities with a community of people was new and exciting. Exciting because for the first time children would have the opportunity of growing with many different adults and kids. Exciting for women because no longer would they have to deal with their anger and

frustrations, their misgivings about this or that way of raising children alone. It was a way out, a way for women and their children to become independent, their own person first, and not just somebody's mother or so and so's little "darling".

These were the ideas going around the women's movement at that time. The mothers who started the Simon Fraser Family Co-op tried to make these ideas into a reality. The following discussion contains excerpts from a paper by Melody Killian, one of the women who was involved in the Family Co-op.



The Simon Fraser Family Co-operative was created as an alternative to the entrapment parents and kids feel. The Co-op started in the Spring of 1968 during the Board of Governor's meeting room sit-in. A group of us, mainly single parents, took over space in the student lounge for an on-campus nursery - the only one available at SFU. At our first meeting together, we realized that asking the Administration to help us get a nursery together would involve a l-o-n-g wait, while it waded through committee meetings and briefs and consultations, and our need for child care was *now*. So, we worked out a tentative schedule for watching each other's children over the coming week, and we agreed to bring some toys to school. And on the following morning, the Family began.

Since some parents had two children, others one, some needing full day care time, others needing only a few hours a week, we divided the five-day week into ten half days. Since we needed two parents in the Family room at all times, the co-op would be run with 20 parents. In return for their half-day of co-operation, each parent left their children in the Family as much or as little as he or she needed to.

No one realized at first how radically different our system, — our way of giving what we could and taking what we needed, — was from almost every other system by which people exchange labour and services in this country. We stopped acting according to the mentality of the consumer: "You only get what you pay for". The members in the Family really did take from each other according to their needs, and gave to each other according to their ability. It was a slow process of discovery. At first, we still had the old way of thinking, and felt that we 'owed' people in

the Family for taking care of our children. But with time, our sense of score-keeping diminished, and it was replaced by a sense of true sharing. People began to realize that people have different needs, but that everybody's needs could be met as long as we all did our part. Some people got sick, or had troubles that made them use more time than others or miss their co-operation time, but the principle of reciprocity began to be learned, and the concept of 'paying back' vanished. It was realized that some people would take from the system more than others, but that that would not cause the breakdown of the Family.

We began the Family without a real executive or steering committee or supervisor. After doing without a leadership hierarchy, we realized that not only did we not need one, but that the creation of one would destroy something about what we are trying to do. In our co-operative, there was no one authority person for the children to become dependent on. We began to see ourselves as a formation of a new type of extended Family wherein a number of parents (not necessarily biologically related to the child) take real responsibility for each others' children. If each parent paid a fee to hire someone, we would no longer be a Family, but only some individual women and men sharing the cost of a babysitter.

All of our children had been previously raised in nuclear family homes with one or two parents, or paid parent substitutes, or in day nurseries with the same teacher every day. This isolation had created dependencies detrimental to both the parents and children. Surprisingly, in the Family Co-op setting, the children adapted quickly to "multiple

mothering'. They very soon began to develop a sense of their own autonomy and security invested in themselves, and in very many parents around them. Each child in the Family regularly saw at least 50 other people each week - 20 parents and about 25 other children and various student friends. His or her universe had been tremendously expanded, exploded, in fact, compared to a nuclear family home. Yet all of the children who had been in the Family for at least one semester had developed a security in a way few pre-school children had.

Our experiences in trying to keep the Family non-hierarchical has taught us much. We did not have specialized roles through which we related to one another; the only person with any particular job was the mother who collected money for juice and supplies, and her task did not seem to make an important difference. There was no division of labour at all. People did the work for which they were best suited.

We have become aware, through our experiences as a Family, that we have gone against the grain of every tendency in this society - the tendency to set up leaders and followers, to own property exclusively, (including children), to be, first and foremost, individuals. It has been clear to us that any communal effort, such as ours, must struggle for its very survival.

In order for us to become licensed, we would be required to hire a licensed supervisor, and to set ourselves up as a legal society, (with officers to accept subsidy money, set rules, a constitution). Of course, it would be monetarily easier to hire a supervisor, and to relate to each other through money and rules. We had learned that way of living so well for all our lives: to be cut off from each other, to abstain from responsibility to each other and put it all on one person, to retreat again into an institution. We wanted to change all that, and remain a positive alternative as a Family.

TWO AND ONE HALF YEARS LATER

The SFU Family has changed. Along with the struggles of licensing regulations, differences arose amongst the members about their ways of behaving with kids, and about the structure of the Co-op.

The original group left the Co-op. New people coming in were more interested in finding day care for their kids, than in building an alternative community. People no longer came regularly for meetings, and for their half day shifts. Oftentimes, no one came to look after the kids; sometimes the person who did come did not know what to do with them, anyway.

When the Co-op started in 1968, the parents shared a common orientation toward politics. Many of them were friends; they were connected to each other as people and not just as so-and-so's mother. Now the centre is used by a diversity of students who do not depend on each other for any of their 'survival' needs; their connection is only through their kids. Their energies and priorities are more directed to studies and making it through the University system, than in sharing responsibility for their kids.

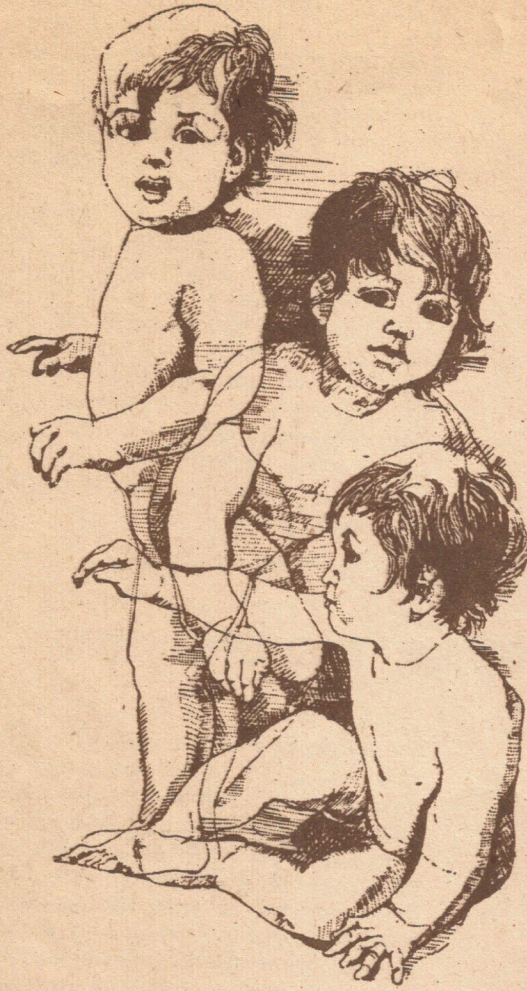
To get themselves out of this chaos, the parents got together and decided that since people were not really into helping each other, they would be better off if they worked to get the centre licensed. They then would be eligible for a subsidy, enabling them to afford a full-time supervisor. Since that time, they have added two more staff people, and by this winter they will probably have a fourth staff member. Parents will no longer have to put in a half day a week, except when they wish to.

There is a lot, I think, that we can learn from what happened at SFU. It seems really necessary for people to make clear to themselves what they want from being a co-operative. If parents want a service

for themselves and time away from kids, then the energy level will be necessarily low and the commitment minimal. This is not really a suitable environment in which to build a co-operative. And this is what happened at SFU: parents were forced to use the co-op because it was the only day care available. Since they had no other choice, they resented being required to put in 3-hours a week for their shift. Obviously, cooperation cannot be legislated by making it compulsory for parents to spend an allotted time working at the centre.

Also, parents didn't agree about how to look after kids, nor were they willing to work out these disagreements. If a parents' co-op is to work, the people involved have to agree either on a set of principles on child care (i.e. cooperation, non-interference) or they have to at least be committed to working out a common agreement to child-rearing over time. All this means a lot of meetings, time, and hassles.

But after all is said, everything at SFU is not lost and hopeless. It still is one of the most open centres around; parents probably know the staff better than at most places. They are involved in a hassle right now with the administration and government because they have 100 kids on the waiting list (50 people want care for under 3's), and hope in the future to establish a whole range of services at SFU: a centre for kids over three and under three, a drop-in service for people who need only occasional care and possibly a family care place in the married residences. If they succeed in any of these, they will be one of the first organizations in B.C. to provide a really adequate range of co-ordinated services for the people they are servicing. And that would be something.



"One thing we stand for is free daycare: free in the sense that we feel it's the kind of service governments should provide so that women, as well as men, can participate fully in our society in any way they choose. It should not be a service limited only to those people who need or want to "work", as that term has traditionally been defined. Reading, making clay pots, conversation, travelling or struggling against social injustice, to mention only a few, should also qualify as legitimate reasons for the responsibility of children to be shared by society as well as by individuals."

The Women's Liberation Cooperative Day Care Centre began operation on September 22, 1969. Ten or fifteen women, a subgroup of the Toronto Women's Liberation Movement, had been meeting over the summer to talk about the socialization of children and the problems of working mothers in regard to arranging care for their children. One group was influenced by the example set by the women at Simon Fraser University (The SFU Family Coop Centre, started in the Spring of 1969. See the preceding description). The following depiction of the Toronto centre is quoted from the centre's handbook:

Campus Community Co-op Day Care Centre: A Handbook on how It Began and How it Works. Write to Campus Community Co-op Day Care Centre, 12 Sussex Avenue, Toronto, Ontario. 15 cents a copy.

TORONTO: THE CAMPUS COMMUNITY CENTRE

OUR BEGINNINGS

During the summer of '69, we made preparatory surveys which revealed the particular lack of care for children under two years of age. Good day care facilities existed in Toronto only for the wealthy. We found there were only two day centres for children under two, both with long waiting lists, and both costing approximately \$100 a month. Particular need and interest was shown by students and employees at the University of Toronto. We asked the University to provide a space for a centre. The administration refused, thereby denying any responsibility or interest in helping us set up a centre. . . . so we occupied a vacant university-owned house at 12 Sussex Avenue, moved in with the kids, and informed the university that we were, in fact, there. After long negotiations, the rent was reduced from \$200 a month to \$60 a month.

Another struggle with the University occurred with a confrontation over renovation costs. When the Day Nurseries Branch of the provincial government found out about the centre's existence, they phoned to tell us that we needed a license to operate. In the course of time, having filled out all the forms, we were visited by fire and health inspectors. The fire inspectors demanded some costly alterations, which we agreed should be done for the safety of the kids.

22 - Cooperatives

The University, however, refused to pay for the costs. In the Spring of 1970, we - parents and our friends - occupied the Senate chambers at the University until the administration agreed to pay the full cost of alterations. The crisis drew together parents, volunteers, staff people and others sympathetic to our cause in extremely good ways. We hope that any future crisis, such as the refusal of the Day Nurseries Branch to license our centre after more than a year of negotiations, will also bring us together in good ways.

At the moment, there are 15 to 20 children in attendance, from 2 months to 2 years of age. Some are full-time (5 days a week, from 8 a.m. to 6 p.m.), others come only part-time. The parents pay as much as they can afford. We need about \$30 a month per child to cover expenses, some parents contribute more when they can. There are two full-time coordinators who have worked a year at the centre as volunteers before they were hired. Six staff members are on duty at all times, and there are also 30 to 40 volunteers, mostly university people with free-time, and they and the parents contribute a half-day each as their schedules permit. Since we are located close to the University, where more than half the parents work or study, many mothers and fathers come at lunch time to play with and feed the kids.

Our centre operates cooperatively. Parents and interested individuals direct the centre through bi-weekly meetings, in which we discuss our concerns about, and ideas for, the children, as well as the program and philosophy behind what we're doing. There is no "boss" of the centre; policy, ideology, including the mundane aspects of daily organization, are arrived at through discussion between members. Each member is equally responsible for formulating new ideas at meetings and for implementing them in the day-to-day work of the centre. We hope that we shall be able to expand our present operation, and, using the experience gained by the organization of the centre, that we shall be able to assist other community groups and interested people in the city to organize similarly.

COMMUNAL RESPONSIBILITY

We have been encouraging parents to see our day care centre as more than a drop-off babysitting service, and to become involved by thinking and talking about the problems we face in caring for our kids. In the city, where we are under many roofs, separated by awkward distances, involved in different personal concerns and domestic situations, it's not easy to build the kind of community we want. We feel that a parent-controlled, cooperative day care centre should be a community which, in a sense, becomes a family, with everyone in that community sharing responsibility for the children and the kids relating freely as individuals to each other and to adults.

We are trying to make this philosophy a daily reality. It means that all of us who are part of the centre, as well as the natural parents, care for a child. So, if a parent's child is playing happily while another is crying for her bottle, the parent's responsibility lies with the crying child.

We feel kids can relate to each other as individuals. Two common situations which are hard to deal with are one child hitting another, and a child taking a toy from another. We try to let the kids handle their own conflicts, and complete any interaction they begin without interfering, as long as the children involved are approximately the same age and size. Kids, even at a very early age, can usually help themselves by moving away from the situation, ignoring it, or defending themselves. Through handling their own conflicts, the kids have learned to communicate with each other on their own ground, without the intruding help of an adult.

One way we try to avoid becoming a drop-off - pick-up service is we ask parents who come for their kids to lie down for about fifteen minutes and relax with the children and the other parents here. After a usually hectic day of work or study, those fifteen minutes help both parents and kids to recontact each other, and pay attention to the other's feelings after a long day's separation.

In one of our rooms we have covered one wall with chalkboard paint. This space is used for adults to make notes about the children's schedules, behavior, and special things that happened during the day, and the kids use the lower half of the wall to draw on. When a parent comes in, she or he can look at the board and find out and share what's been happening in the centre. Also, there is not any strict scheduling at 12 Sussex, but most babies have a daily schedule. Since no one worker is responsible for a single child, these schedule charts make sure that every child's physical needs are cared for.

We feel our centre has accomplished much in a very short time. It is providing men with an opportunity to learn about, and be responsible for, infants. The children are learning they can be sensitively cared for by adults other than their mothers and fathers. Parents are learning the same thing. Through our centre, a few women have been able to fulfill themselves as individuals outside the home and family. Most important, the kids have created a community of their own.

LICENSING STRUGGLES

While we have fulfilled all other regulations regarding licensing procedures, the Day Nurseries Branch is withholding our license because of our refusal to hire a professionally qualified supervisor. In the beginning, we did hire several "qualified" staff people. We were looking for three things: that the people have a relaxed manner, an ability to deal with a flexible programme, and, most important, that in looking after the children, they consider themselves the equals of the parents and volunteers. There have been several changes in staff throughout the centre's operation, but what is apparent to us all who have been active at the centre is that the question of the staff person's previous training in a professional course has been irrelevant so far as fitting her or him to implement the policy decisions decided on by the parents, and to relate to the kids as a "trained" supervisor, for in courses, he or she must read books that have a strong emphasis on a child's learning through the authority of one adult. Learning is treated as an essentially verbal, non-social process of one adult identifying and naming for the child the objects around her. In the supervisor training courses, young children are viewed as fundamentally anti-social beings who relate primarily to one central, mother substitute figure, not to other children or adults.

Our experience has led us to quite different conclusions. We find that even children under a year are very social beings who touch and laugh and talk with each other, who are naturally curious and loving towards each other. Instead of having one adult interpret and identify the world for the child, we try to make possible for him or her to learn by exploring it for herself and by experiencing it with other people in an informal, social way. We think that learning the smell and sound and feel of an object is more important than learning its name. Learning how to laugh with other people—both those one's own size and bigger ones—is more important than learning about things.

We now have two full-time staff members, each of whom has been involved with the centre from its inception, who enjoy the full confidence of all those participating in the cooperative. Despite this, the Day Nurseries Branch insists that neither of these people can be certified as "qualified". It seems obvious to us that it ought to be members of the cooperative and not the Day Nurseries Branch, who have the right to decide this matter. We believe, as parents, that the centres we ourselves create and control can do a better job of looking after our children than those centres designed as commercial institutions, or those centres set up by government agencies. We know ourselves that many women experience feelings of guilt in handing over their children to the care of others, a feeling that comes, at least in part, from knowing that they have no real say about what happens to their child during the 9 or 10 hours each day they are away from their child.

Moreover, when parents place their child in a commercial or government centre, they are putting that child in the hands of people whose interest in the child is professional and/or commercial, someone who is not a member of their community. Often parents are intimidated by the "expert", feel awkward and afraid that they will pick their child up "the wrong way", or be labelled "bad parents" for something the child has done or failed to do.

Parents, and parents alone, have the right to decide who will care for their children. In a parent-controlled centre, we need not feel that we are handing our children over to someone else to care for but, instead, we are a part of a community which is caring for all its children, ours included.

ON KIDS, FAMILIES, COMMUNITY COOPS, ETC.

"If you got eight parents involved in a child care program, you got nine different theories of child-rearing." — Norm Levi

You've heard that before, right? You might even have experienced it before — with some group that was attempting to organize a cooperative free school or children's centre.

It's not surprising that many parents' and community groups fail to set up the child care cooperatives they set out to form. There are, after all, so many reasons for them to fail. (What is surprising is that many succeed.)

Some of the reasons for "failure" are blatant enough — such as, people can get **BUSTED FOR OPERATING UNLICENSED CHILD CARE "facilities"** and most cooperative arrangements are unlicenseable according to the terms of B.C.'s "community care facilities" licenses. Sooner or later a group operating a cooperative centre will find out that they've been doing so "illegally."* This brings confusion and external pressure upon the group which already has its struggles. The options for the people involved are to continue to operate "illegally"; to stop operating altogether; to attempt to get a license — with or without an attempt to change licensing policy. If they go the third route, it means a long harrowing experience which can either break the group — or make the group, into a quite different group. If outside professionals are introduced to supervise the centre (and the parents), often, depending upon the professionals, parent cooperation and involvement are totally deemphasized.

Other reasons for "failure" of such cooperative efforts, the reasons reflected in hassles among the parents, are more obscure. Such as our social conditioning to *perform* as competitive individuals in individual or group efforts. Such as the private property games we've learned to play most intensely when it comes to our own private money and our own private children. Such as the hierarchies of power, authority, and specialization which individuals in our society get plugged into or out of — those structures which define one's personal "worth" according to a ranking of functions.

All the reasons for "failure" are connected — they're workings of that (capitalist) social-political-economic environment which happens to structure *our lives, our work* (and non-work), and *our human relationships. And we don't have to be structured in the ways we are.*

The very things in our society that militate against people cooperating on a shared egalitarian basis are the very reasons we need to try — together — to reshape our social environment for ourselves, our children and their future. And they're the same reasons we need more parent and local community involvement in the design and operation of our child care and school programs. The kind of involvement which our provincial government and many of our established child care professionals have not been willing to confer upon us (it's theirs to give?).

*SEE p. 53, Day Care and the Law

CONDITIONED TO COMPETE

In school we were ranked with gold stars (more or less or none), I.Q. scores, and grades (A,B,C,D, or Failure). These clearly established our position in relation to our peers as judged by one "impartial" authority at a time. In work, our salaries, promotions, and demotions clearly rank our position in relation to our fellow workers, while our particular type of labor or non-labor has its own status. Numbers, letters, and dollar figures identify where we fit on the superior-inferior scales by which society judges its individual members' social "worth".

Sometimes some of us can climb up the scales — getting on top of most people. Or we can fall down or be down under many people. That is, we can "succeed," "make it," and *win* or we can "fail" and *lose*. As individuals we constantly compete with our peers, our fellow workers, our sisters and brothers. We've been trained to compete against our fellows — who wants to be left behind or under to eat their dust? But are those of us who have tasted society's rewarding pellets for our "superior" performances certain that we haven't been eating dust, too? The rules of competition rule all of us.

Before school has the chance to lay these rules formally on 5 and 6 year old children, many parents do so less directly on their 2, 3, and 4 year olds. The "My kid's the brightest kid on the block" trip starts early, pushing that kid to perform "brightly". Then there's the "My kid's gonna have everything I didn't have" trip which is also a "My kid's gonna be better than me" trip which is also an "I (in my kid) need to be better than me" trip.

Social games of competition are perpetuated among our children in order that they survive socially and emotionally as individuals in our harsh, competitive society — or so we rationalize. And so we perpetuate that society, the harshness and competitiveness of which ultimately serves only a few "top dogs." (As long as all us individuals out here in the "masses" are competing against each other, we aren't gonna become a people together enough to threaten or change the same old power/authority structures that divide and conquer us).

While cooperatives in general are often deliberate attempts to break circles of competition (in production, consumption, or in people services), elements of individual competitiveness for leadership or strong influences within the group can often break down cooperatives. Individual views and their differences may well be stressed at the expense of the cooperative principles agreed upon by the group. And such views may polarize simply as a part of the politics of jockeying positions within the group. For an individual conditioned to compete with individuals, it's easy to enter a collective effort expecting the group to do it *his* or *her* way. Degrees of "ideological purity" "ego-tripping", and political pride might well get involved. "Compromise" is often a dirty word. There may be splits into factions, splits within factions, then splits within individuals, leaving the original group fractured and drained. And aside from all that, the (at least initial) time-consuming sessions required to work things out in the group by the group may end up dissipating the original energies of the co-operative, while leaving some individuals alienated from the process.

Parent co-operatives are no exception. And how could they be? We haven't been encouraged to co-operate with our peers. We've only been encouraged to "cooperate" with those to whom we are somehow subordinate, when it seems that for the sake of our jobs, our grades, our prestige, even our survival, it's in our interest to do so. Some parent co-operatives eventually opt for the more comfortable structure of a more traditional day care centre. Bored hassling each other, they hire a professional authority to enter the scene to tell them what to do. Or better, they hire him/her to direct and make more effective their discussions and practice. A sensitive supervisor or coordinator might well make the scheme blossom. Such changes don't have to mean the "failure" of the co-op.

MASS INDIVIDUALISM

Along with competition, our "free enterprise" society protects "individualism." What kind of "individualism" is it that pits individuals against one another? Basically, the same kind that we demonstrate when we purchase Brand X instead of Brand Y, or Brand Y instead of Brand X (which are the same, after all - lousy). Individualism as we are trained to live it is an empty myth all wrapped up in expensive packaging. And we're paying a lot for the peddling and the packaging.

It's not as if we're secure as "self-reliant" individuals in our public or our private lives. Our private zones of money and kids are unshared psychological burdens. We relate to these so privately that we can't know if we're "right" and others are "wrong" about kids. To resolve the doubt we need to keep proving that we're on top of the situation. So we're uptight and defensive/offensive about our money, our kids, our feelings — all very private property.

It's hard to admit and confront such problems with peers who, too, are defensive about their similar problems. It's easier to assert an "individual" view on child-rearing, stressing how it differs from those of other parents. And it's easier to give authority to an external 'objective' expert. One of the ironies in the Russian system of social child care is that while kids are being conditioned to co-operate equally in groups, parents are only allowed to "cooperate" with the child care authorities from subordinate positions.

Families in our society are burdened, psychologically, privately. And the weight falls most squarely on all the isolated mothers in their isolated houses and apartments where child-rearing primarily happens. Moms have to prove not only to society, but to their husbands and/or themselves as well that they're on top of parenthood — that they're *good mothers*. ("Good Mothers" still has a way of meaning women who devote their entire minds, souls, and bodies to the raising of *their* children.) If they're not "good" moms like that, and no woman can be or should have to be, they can get guilty and even more defensive of their doubts and their private parenthood. Which isn't good for kids or moms.

"We now expect a family to achieve alone what no other society has ever expected an individual family to accomplish unaided."

In effect, we call upon the individual family to do what a whole clan used to do."
- Margaret Mead

The cycle of guilt-obsession-resentment can be relentless for mothers out of contact with other parents feeling the same ways. The phenomenon of the "battered child" is not a rarity springing from poor, "drunken", "ignorant" mothers/fathers. It's happening a lot, and in rich homes, more and less educated families, "good" homes and "bad" homes.

The patterns of very private family lives tend to get tighter and tighter — often because the parents are riddled with doubt and burdened with enormous problems which they're made to feel are of their own making. It is really important to remember that these patterns are not created by the persons acting them out, but by social circumstances that often make them inevitable. Today's family, particularly the single-parent family, needs imaginative and flexible child care programs that assist them and involve them.

And parents need to talk to parents, not just to social workers and assorted experts. Parent participation in organized child care is possible to some degree for all parents, given that our child care programs make room for them and their ideas. Full parent cooperatives are not possible or desirable for all families. But where people want to make them work, they should be given every social and official encouragement.

Most working girls happily assume that they will work only until their first baby arrives. Often I see pregnant girls at work whose expectations are so high and so happy. The other girls give the young mother a baby shower, the beginning of her new consumer role. When she finally leaves they send cards. She might visit her old work place once or twice to show off her baby. At first it feels good to be away from a job that was probably poorly paid and dreary. But then, somehow, everybody forgets about her. Very soon she finds herself cut off from the outside world. Lonely and bored in her apartment with her baby, she senses that the rest of the world is going on without her. She begins to wonder why it is that she is not happy. Something is wrong, but she is not sure what it is. Isn't it true that having a baby is the most fulfilling event in a woman's life? Didn't everything her mother and the magazines told her all life lead up to this? The clothes and dates and proms in high school, the wedding, the love between herself and her husband - didn't all of these culminate in the birth of her baby?

Why then does she feel those vague doubts about her own child? Why is she so irritable and resentful of her husband? She never wanted to be a nag and a bitch. She wants to be like the pretty and loving young mothers pictured in the women's magazines. Her confusion is increased by the fact that at times it is like the magazines. In spite of her fears it really

was exciting to feel her baby move inside her. She is beginning to forget the fear and pain of the birth and the treatment she got in the hospital. She really did feel proud and happy when she saw her little baby for the first time.

Sometimes she stands beside the crib and watches her sleeping baby and is overcome by love for him or her. She would not give up her baby for anything. But why then is the love clouded by doubt and guilt? Why does she also spend so much time standing at the window? What is wrong with her that she sometimes secretly wishes she had never had the baby? Perhaps she is not maternal enough. Maybe she is sick because she doesn't love her baby. She knows she has been acting crazy enough lately, crying so much for no reason and screaming at her husband. The doctor might prescribe some tranquilizers. Her husband is beginning to stay at the beer parlour to keep away from her and the baby.

They never thought it would be like this. They used to dream about having a family together, and neither of them thought it would be this way. Their love hasn't lasted. Perhaps she isn't pretty enough anymore, or their apartment isn't nice enough. If only her husband made more money so that they could buy the things that would make both her and the apartment more like the pictures in the magazines, they would be in love again.

Melody Killian

COMMUNITY HOUSES

What we want is day care that will help people BE with their kids and not just away from them; that will fill the gap between the kind of institutional (i.e., professional and standardized) centres we have now and the traditional nuclear family unit of mother-father-child; that is part of building a new definition of community, an extension of the family, a social sharing of child care responsibilities.

Kids shouldn't be shunted away in church basements for ten hours a day with some professional care giver anymore than they should be made to sit quietly for six hours a day, ten months of the year, in school rooms. If we are to change day care as it is, if we are to create a society where kids' needs are really considered, we will have to start now by building day care that is integrated with other activities of the community. This doesn't have to mean that parents will have to put in so many hours a week at the centre. But it does mean that centres would be open to parents and friends at all times and that the kind of environments there would depend more on people's ability to cooperate than on the professional competence of the supervisors.

For example, a child care centre could well be part of a *community house* where there was something for all members of the family, as well as for the young and old people in the area. There could be a carpentry shop or a darkroom in the basement, maybe an information centre and a food co-op station on the second floor. In the evenings there could be a drop-in centre for teenagers, a games night for older people, yoga classes, etc. The kids could learn from and work with the other people using the house; they would be part of a whole world and not segregated off all day in a special classroom. They could help with the food co-op, learn yoga with their parents (there would have to be enough staff so that the kids weren't just in the way, either). The house could help arrange babysitting for kids when they were sick or their parents wanted a night out. There could even be a clinic connected with the house so that the kids' health needs could be handled collectively. The options are endless.

Along with a number of community houses it would be important to have a child care resources centre with an equipment and library pool as well as a pool of resource people, all to be available to the community houses for help in setting up special programs and projects. Family day care homes as well could benefit from such resource centres and might be organized around them. New energy could thereby constantly be coming into the community houses and family day care homes, while people with different skills and ideas — e.g. in puppetry, toy-making, kids' theatre, dance, etc. — would be able to meet and help each other.

We suggested such a scheme to Norm Levi but he didn't go for it. Anything beyond paper work sounded too "exotic" to him. As far as he was concerned, all we needed was one information centre for the Vancouver area that gave out paper type information. Organizing community houses and setting up their resource pools is a job the people will have to do themselves.

Community-controlled day care, where adult members of the community work in a cooperative, non-hierarchical structure, is part of the general goal of a new community-controlled society. It is a challenge, too, to the way most centres operate now where parents are largely excluded, where staff relate to one another through hierarchical roles. Cooperation among people services, including day care as integrated with other services, is necessary to both creating and sustaining new communities together enough and representative enough to build responsible collective control over people's lives.



Vancouver Public Library

There lives now a generation in search of a future. Always before, it seems, there was a future in search of a generation to handle its problems and questions. I often wonder what kind of world would a child I helped create, have to live in? Is that a question that can be answered at all? And if not, what is the point of giving birth?

I feel a sense of urgency. "Survival" is no longer a word used in conversations about "the fittest" and dodo birds. We're in the making or breaking of our own lives, and of lives to be. We can't, for very much longer, hold on to our ways of living, destroying our earth and pretending the destruction is happening elsewhere; relating to each other as if we were strangers without a need for contact with one another.

There are times when I have faith that a world will still exist. A world that won't be "ours" as we know it now; a world that will change at a rate that we can only "see" in retrospect. That world will be different for our kids. It's beyond my imagination to think of them as remaining the same - the same tension stretched taut, not breaking up openly, not ever lessening.

The concept of familiarity for me as a child was my family of seven - 2 parents, 5 kids. Everyone else - neighbors, friends, relatives - were "other," not part of my family. The boundary between family and "other" was a subtle, but strict one. There was no choice or intention in this closed family system. It existed because that's how we lived.

There was a lot of support and cooperation among us - kids, that is. We looked out and cared for one another, and we were equal. But there was always the personality to present to our parents - hassles happening a moment ago among us were hushed when one of them came upon us. It was clear to us kids that we were not on equal ground with them.

My parents were the only adults I closely related to at all until I reached school age at five. That seems sad now because my field of relationships with other people was so limited.

Now I am living far from that family (though I have my own 'inner' family to deal with). I have tried to recreate a family on a different basis, founded not on blood ties, but on a desire for sharing our lives. That's harder than living in a family already created at birth, it takes more work, and oftentimes changes; people leave for a while, new people come. My family is no longer a stable, secure entity. I change with it - leave it and come back to it. But somehow it works because the desire to share is present and expressed.

I want the child I give birth to, to have the choice to explore living with people to whom he/she may not be related - to be with many different people, both adults and other kids - and have a rich world of varied relationships. She/he might have more than two "parents" possibly a house full of them - people who care about that child and explore for themselves what being a parent is about. Living within a cooperative where the kids have equal power would mean less security for the child, perhaps, but her/his life might be more intentional and free than if the child had lived in a more traditional nuclear family.

Cooperative endeavors are often criticized by government people as "they just don't work". So, why try? is the implication. - Why not try? What in the name of humanity do we stand to lose?

- Nikki

Philippe Aries, *Centuries of Childhood. A Social History of Family Life* (New York: Vintage Books, Random House, 1962) \$3.50.

"For a long time it was believed that the family constituted the ancient basis of our society, and that, starting in the eighteenth century, the progress of liberal individualism had shaken and weakened it. The history of the family in the nineteenth and twentieth centuries was supposed to be that of a decadence; the frequency of divorces and the weakening of marital and paternal authority were seen as so many signs of its decline. The study of modern demographic phenomena led me to a completely contrary conclusion. It seemed to me (and qualified observers have come to share my conclusions) that on the contrary it had perhaps never before exercised so much influence over the human condition. I then went on to wonder, not whether it was on the decline, but whether it has ever been as strong before, and even whether it had been in existence for a long time."

"Generally speaking [in the middle ages] transmission from one generation to the next was insured by the everyday participation of children in adult life. This explains the mingling of children and adults ... even in classes of the colleges where one would have expected to find a more homogeneous distribution of the ages. Everyday life constantly brought together children and adults in trade and craft ... In short, wherever people worked, and also where they amused themselves, even in taverns of ill repute, children were mingled with adults. In this way they learnt the art of living from everyday contact ... In these circumstances, the child soon escaped from his own family, even if he later returned to it when he had grown up. Thus the family at that time were unable to nourish a profound existential attitude between parents and children. This does not mean that the parents did not love their children, but they cared about them less for themselves, for the affection they felt for them, than for the contribution those children could make to the common task. The family was a moral and social, rather than a sentimental, reality."

"In medieval society the idea of childhood did not exist; this is not to suggest that children were neglected, forsaken and despised. The idea of childhood is not to be confused with affection for children: it corresponds to an awareness of the particular nature of childhood, that particular nature which distinguishes the child from the adult, even the young adult. In medieval society this awareness was lacking. That is why, as soon as the child could live without the constant solicitude of his mother, his nanny or his cradle rocker, he belonged to adult society."



STUFF TO READ

The greatest significance of *Centuries of Childhood* is that it helps to put schools in their proper perspective. What it tells about is that kids haven't always been kids. Up until the end of the Middle Ages they were treated as small adults. It is only in the last 500 years that gradual changes in family life have brought about the separation of adults from children splitting open what is now called "the generation gap". This gradual separation coincided with the growth of the nuclear family, of technology, industrialism, and urbanization; in short, with the growth of capitalism. And the growth of capitalism coincided with the rise of the middle class.

The kind of compulsory schooling we put kids through today did not come about overnight; nor did it come about because of some specialized social need. Like most historical events it gradually grew out of a variety of needs, but, interestingly enough, a variety of needs experienced solely by the middle class which, from the fifteenth century onwards, found itself at the centre of a whirlwind of social change that swept it into power, replacing kings and princes by democratic governments, challenging the Catholic Church with a Protestant Reformation, creating cities by destroying farms, destroying home industry by creating factories.

To maintain its position of dominance and to facilitate its rise to power, the middle class had to cope with three important problems; the poor, the breakup of the kinship family, and the education of the new middle-class child.

From the fifteenth century onwards agricultural reform and industrialism, incorporating the new capitalist ways of creating wealth, uprooted and urbanized large numbers of people, causing massive unemployment among an ever-increasing number of "honest" poor no longer able to make a living off the land. This condition of constant mobility from farm to town along with the strain for social mobility among the middle class—to break out and make it on one's own—led ultimately to the collapse of the kinship family. The middle class, as a result was forced not only to cope with poverty and social disorder among the poor, but to cope with the general breakdown of family life.

The solution to this kind of anarchy was more discipline, more repression in the hope of raising up generation after generation of young people committed to the values of the new society — to thrift, austerity, and hard work; to a new society committed to the upliftment of mankind through the production and acquisition of material goods. *Centuries of Childhood* is the story of how the middle class, by creating a new conception of childhood, undertook to solve these social problems with the help of a new repressive form of schooling.

—George Smith

"In the eighteenth century, the family began to hold society at a distance, to push it back beyond a steadily extending zone of private life. The organization of the house altered in conformity with this new desire to keep the world at bay. It became the modern type of house, with rooms which were independent because they opened on to a corridor. While they still communicated with each other, people were no longer obliged to go through them all to pass from one to another. It has been said that comfort dates from this period; it was born at the same time as domesticity, privacy and isolation, and it was one of the manifestations of these phenomena. There were no longer beds all over the house. The beds were confined to the bedrooms ... This specialization of the rooms, in the middle class and nobility to begin with, was certainly one of the greatest changes in everyday life."

- Adams, Paul, Leila Berg, Nan Berger, et al., *Children's Rights - Toward the Liberation of the Child*, New York: Praeger, 1971.
A good collection of essays, including a short history of free schools and a chapter on children and the law.
 - Bartholemew, Carol, *Most of Us are Mainly Mothers*, New York: Macmillan Co., 1966. In the public library.
Aside from the irritating sexism that dots her pages, Ms. Bartholemew's book is fun to read. She's talking about there being so much absurdity involved in raising kids. The book is refreshing because it cuts under a lot of the motherhood mystique, and it's funny because it makes you laugh.
 - Eda La Shan's book, *How to Survive Parenthood* (New York: Random House, 1965) is similar. She stresses that parents need to think of themselves as people first, and not just as somebody's parent. Both books are attempts to rebalance the overemphasis of theories on "correct" and self-conscious methods of child rearing.
 - Bettelheim, Bruno, *Children of the Dream*, New York: Macmillan, 1969.
Accounts of Israeli communal child rearing on the kibbutz.
 - Cooper, David, *The Death of the Family*, New York: Pantheon Books, 1970, 145 pp., \$5.95. Available in the library.
Cooper writes passionately and thoughtfully on his ideas on families and how they, as presently structured, must come to an end. He describes institutions in the larger society as macrocosms of the nuclear family with its limiting authoritarian structures, and presents his ideas of more lasting and worthwhile communal living arrangements. He sees madness as related to love and to revolution, and thereby attacks most traditional psychiatric work as now practiced.
 - Goodman, Mary Ellen, *The Culture of Childhood: A Child's Eye View of Society and Culture*, New York: Teacher's College Press, Columbia University, 1970.
 - Hunt, David, *Parents and Children in History: the Psychology of Family Life in Modern France*, New York: Basic Books, 1970. 196 pp., \$6.95.
Using the works of Philippe Aries and Erik Erikson as a base. Hunt attempts to combine psychology with history in his study of marriage, childhood, and family relationships in seventeenth century France.
 - Laing, R.D., *Politics of the Family*, CBC Learning Systems, Hunter Rose Co., 1968. Published as the eighth annual series of Massey Lectures by CBC.
"Conventions are necessary. We can't go around saying that people are dead when everyone can see they are alive, or alive when they have been buried, or that the world is crumbling when there it is, as everyone can see, there as usual. At least, we can't make such statements without qualifying what we say. But if all (experience) that does not fit (public event) is already disqualified, then we have to make enormous efforts to tailor to shape and size if we are to avoid serious trouble. . . This is a matter of the politics of the family."
 - Lee, Dorothy, *Freedom and Culture*, Prentice-Hall, 1959.
Anthropological essays on child rearing.
 - Makarenko, A.S., *The Collective Family: A Handbook for Russian Parents*, Doubleday Anchor, 1968.
Makarenko combines fictitious but believable short stories of Russian kids in their families with his advice to parents, without sounding like just another social worker. Very good reading. Chapters include "The Large Family" (the advantages of such a family through collective sharing and responsibility), "Maternal Self-Denial versus Self-respect", "Sex Education", and more. An excerpt from his introduction: "No problems of authority, freedom, and discipline in the family collective can be solved by any artificially devised tricks or methods. The process of up-
- bringing is a constant process, and its separate details find their solution in the general tone of the family. . ."
- Mead, Margaret and M. Wolfenstein, *Childhood in Contemporary Cultures*, University of Chicago Press, 1955.
 - Minturn, Leigh, and William W. Lambert, *Mothers of Six Cultures: Antecedents of Child Rearing*, New York: John Wiley and Sons, Inc., 1964.
This book (the sequel to Beatrice Whitings, ed., *Six Cultures in Child Rearing*) is a factor analysis of the child rearing practices in six countries: Africa, the U.S., Philippines, India, Japan, and Mexico. Cross cultural comparisons of the answers given by mothers during interview and behavioral studies on individual children provided the research data. Examples of their findings: "The New England (U.S.) mothers spend more time caring for both babies and older children than do any other mothers in our study" . . . "The U.S. sample ranks first on the proportion of fathers who sometimes care for the children."
 - Ritter, Jean and Paul, *The Free Family: Creative Experience in Self-Regulation for Children*. London: Gollancz, 1959.
This book is unfortunately out of print, but we got it through the UBC library. Highly recommend this book - very practical account of the Ritter family (five daughters) and what self-regulation means to their lives.
 - Skolnick, Arlene and Jerome, *Family in Transition*, Little-Brown, 1971.
An anthology on family styles and child rearing, including Norman Demzin's "The Work of Little Children" and R.D. Laing's, "Mystification and the Family".
 - Talbot, Toby, *The World of Childhood: Birth to Adolescence from the Child's Viewpoint*, Anchor, 1968.
This book offers a wide selection of writings, including an excerpt from Suttie's *The Origin of Love and Hate*, articles by Phillippe Aries - "The Two Concepts of Childhood", Carl Jung, "Psychic Conflicts in a Child", Susan Isaacs, "Property and Possessiveness", Martin Buber "On Education", Otto Rank, "The Trauma of Birth".
- ON CHILDBIRTH**
- Boston Women's Health Course Collective, *Our Bodies - Our Selves: A Course By and For Women*, Boston: New England Free Press, 1971, 136 pp., \$.30. Copies are available at a Woman's Place, 1766 W. Broadway, or write to: New England Free Press, 791 Tremont St., Boston, Massachusetts, 02118, \$.15 Extra for postage.
A very readable, clear and human "course" on ourselves - anatomy, physiology, birth control, VD, pregnancy, women, medicine and capitalism, and more.
 - Hazzell, Lester D., *Commonsense Childbirth*, New York: Tower Publications, 1969, \$1.25.
"Ms. Hazzell writes from the personal experience of having one child under anaesthesia, another using the La Maze Method, and a third child at home. The book covers pregnancy, birth, and care of the newborn. It is gently positive about husband coaching and breast feeding." (Whole Earth catalogue)
 - Karmel, Marjorie, *Thankyou, Dr. Lamaze - A Mother's Experiences in Painless Childbirth*, Philadelphia: Lippincott, 1959.
 - A Vancouver Women's Health Booklet, written by the collective effort of many women at: A Woman's Place, Vancouver, B.C. Donation of \$.25 per copy, obtained through the Woman's Place, 1766 W. Broadway.
Included: A detailed "Guide to Having a Baby in Vancouver" - a survey done during last summer (1972) of maternity care policies in Vancouver hospitals, a list of places where you can get inexpensive food, clothing, free home help, a nutrition section, abortion information, sections on menopause, birth control, and lots more.

30-Reading

DAY CARE IN B.C., OFFICIALLY SPEAKING ... WHAT'S AVAILABLE SOMETIMES, SOME PLACES

"Day Care" refers to a variety of full day and part-time day services for young children.

Subsidies for parents who qualify can be arranged for any of the programs listed below with the possible exceptions of child-minding and tot-lot programs. For further information, see SUBSIDY, pp. 69-70.

FULL DAY CARE: Available, usually and approximately, from 7 a.m. to 6 p.m.

Family Day Care

- * Most day care in B.C. is given privately by women in their own homes.
- * Technically, anybody who cares for more than 2 children unrelated by blood or marriage is required to license his/her home as a "Community Care Facility" (or a "Welfare Institution").
- * The license requires that no more than 5 preschool children may be cared for full days in a family day care home (with no more than 2 children under 3).
- * The great majority of "family day care" homes are unlicensed.
- * Lunch and snacks are usually provided.

Group Day Care

- * Group day care homes and day care centres provide care for groups of 6 or more young children. Homes are licensed for up to 12 kids, day care centres for up to 75.
- * Group Full Day Care has been limited, by license, to children 3 - 5 years old (see *Under 3's* next page).
- * There are 125 licensed day care centres in B.C. as of December, 1972, 82 of which are in the lower mainland. (See provincial list, p. 126).
- * There are relatively few "group day care homes" in the province although this is an expanding form of neighborhood-based group care.
- * The number of staff (required) and present in group day care facilities is one to every eight children aged 3-5, one to every four children under 3.
- * Lunch and snacks are usually provided.

Less than five-day a week attendance in Full Day Care Programs:
It is now possible to send your child one to five days per week to a Family Day Care Home or Group Day Care Centre and still get subsidized, if you qualify, for that period.

PART TIME DAY CARE: Up to 4 hours per day

Preschools or Nursery Schools

- * For children 3-6 years old.
- * Child may attend (usually) either morning or afternoon sessions of 2-3 hours, 2-3 days per week.
- * There are approximately 100 licensed preschools in the province, of which more than 75 are in the lower mainland (see provincial list, p. 127).
- 10 to 40 children per preschool
- * No meals are served at preschools.



- Adams, Paul, Leila Berg, Nan Berger, et al., *Children's Rights - Toward the Liberation of the Child*, New York: Praeger, 1971.
A good collection of essays, including a short history of free schools and a chapter on children and the law.
 - Bartholemew, Carol, *Most of Us are Mainly Mothers*, New York: Macmillan Co., 1966. In the public library.
Aside from the irritating sexism that dots her pages, Ms. Bartholemew's book is fun to read. She's talking about there being so much absurdity involved in raising kids. The book is refreshing because it cuts under a lot of the motherhood mystique, and it's funny because it makes you laugh.
 - Eda La Shan's book, *How to Survive Parenthood* (New York: Random House, 1965) is similar. She stresses that parents need to think of themselves as people first, and not just as somebody's parent. Both books are attempts to rebalance the overemphasis of theories on "correct" and self-conscious methods of child rearing.
 - Bettelheim, Bruno, *Children of the Dream*, New York: Macmillan, 1969.
Accounts of Israeli communal child rearing on the kibbutz.
 - Cooper, David, *The Death of the Family*, New York: Pantheon Books, 1970, 145 pp., \$5.95. Available in the library.
Cooper writes passionately and thoughtfully on his ideas on families and how they, as presently structured, must come to an end. He describes institutions in the larger society as macrocosms of the nuclear family with its limiting authoritarian structures, and presents his ideas of more lasting and worthwhile communal living arrangements. He sees madness as related to love and to revolution, and thereby attacks most traditional psychiatric work as now practiced.
 - Goodman, Mary Ellen, *The Culture of Childhood: A Child's Eye View of Society and Culture*, New York: Teacher's College Press, Columbia University, 1970.
 - Hunt, David, *Parents and Children in History: the Psychology of Family Life in Modern France*, New York: Basic Books, 1970, 196 pp., \$6.95.
Using the works of Philippe Aries and Erik Erikson as a base, Hunt attempts to combine psychology with history in his study of marriage, childhood, and family relationships in seventeenth century France.
 - Laing, R.D., *Politics of the Family*, CBC Learning Systems, Hunter Rose Co., 1968. Published as the eighth annual series of Massey Lectures by CBC.
"Conventions are necessary. We can't go around saying that people are dead when everyone can see they are alive, or alive when they have been buried, or that the world is crumbling when there it is, as everyone can see, there as usual. At least, we can't make such statements without qualifying what we say. But if all (experience) that does not fit (public event) is already disqualified, then we have to make enormous efforts to tailor to shape and size if we are to avoid serious trouble. . . This is a matter of the politics of the family."
 - Lee, Dorothy, *Freedom and Culture*, Prentice-Hall, 1959.
Anthropological essays on child rearing.
 - Makarenko, A.S., *The Collective Family: A Handbook for Russian Parents*, Doubleday Anchor, 1968.
Makarenko combines fictitious but believable short stories of Russian kids in their families with his advice to parents, without sounding like just another social worker. Very good reading. Chapters include "The Large Family" (the advantages of such a family through collective sharing and responsibility), "Maternal Self-Denial versus Self-respect", "Sex Education", and more. An excerpt from his introduction: "No problems of authority, freedom, and discipline in the family collective can be solved by any artificially devised tricks or methods. The process of up-
bringing is a constant process, and its separate details find their solution in the general tone of the family. . ."
 - Mead, Margaret and M. Wolfenstein, *Childhood in Contemporary Cultures*, University of Chicago Press, 1955.
 - Minturn, Leigh, and William W. Lambert, *Mothers of Six Cultures: Antecedents of Child Rearing*, New York: John Wiley and Sons, Inc., 1964.
This book (the sequel to Beatrice Whiting's, ed., *Six Cultures in Child Rearing*) is a factor analysis of the child rearing practices in six countries: Africa, the U.S., the Philippines, India, Japan, and Mexico. Cross cultural comparisons of the answers given by mothers during interviews, and behavioral studies on individual children provided the research data. Examples of their findings: "The New England (U.S.) mothers spend more time caring for both babies and older children than do any other mothers in our study". . . "The U.S. sample ranks first on the proportion of fathers who sometimes care for the children."
 - Ritter, Jean and Paul, *The Free Family: Creative Experience in Self-Regulation for Children*. London: Gollancz, 1959.
This book is unfortunately out of print, but we got it through the UBC library. Highly recommend this book - a very practical account of the Ritter family (five daughters) and what self-regulation means to their lives.
 - Skolnick, Arlene and Jerome, *Family in Transition*, Little-Brown, 1971.
An anthology on family styles and child rearing, including Norman Demzin's "The Work of Little Children", and R.D. Laing's, "Mystification and the Family".
 - Talbot, Toby, *The World of Childhood: Birth to Adolescence from the Child's Viewpoint*, Anchor, 1968.
This book offers a wide selection of writings, including an excerpt from Suttie's *The Origin of Love and Hate*, articles by Phillippe Aries - "The Two Concepts of Childhood", Carl Jung, "Psychic Conflicts in a Child", Susan Isaacs, "Property and Possesiveness", Martin Buber, "On Education", Otto Rank, "The Trauma of Birth".
- ON CHILDBIRTH**
- Boston Women's Health Course Collective, *Our Bodies - Our Selves: A Course By and For Women*, Boston: New England Free Press, 1971, 136 pp., \$30. Copies are available at a Woman's Place, 1766 W. Broadway, or write to: New England Free Press, 791 Tremont St., Boston, Massachusetts, 02118, \$15 Extra for postage.
A very readable, clear and human "course" on ourselves - anatomy, physiology, birth control, VD, pregnancy, women, medicine and capitalism, and more.
 - Hazzell, Lester D., *Commonsense Childbirth*, New York: Tower Publications, 1969, \$1.25.
"Ms. Hazzell writes from the personal experience of having one child under anaesthesia, another using the La Maze Method, and a third child at home. The book covers pregnancy, birth, and care of the newborn. It is gently positive about husband coaching and breast feeding." (Whole Earth catalogue)
 - Karmel, Marjorie, *Thankyou, Dr. Lamaze - A Mother's Experiences in Painless Childbirth*, Philadelphia: Lippincott, 1959.
 - *A Vancouver Women's Health Booklet*, written by the collective effort of many women at: A Woman's Place, Vancouver, B.C. Donation of \$.25 per copy, obtained through the Woman's Place, 1766 W. Broadway.
Included: A detailed "Guide to Having a Baby in Vancouver" - a survey done during last summer (1972) of maternity care policies in Vancouver hospitals, a list of places where you can get inexpensive food, clothing, free home help, a nutrition section, abortion information, sections on menopause, birth control, and lots more.

(Private) Kindergartens

- * Private kindergartens are sometimes available where local public schools do not provide them.
- * For children 5-6 years old.
- * Child may attend (usually) either morning or afternoon sessions of 3-4 hours, 3-5 days per week.
- * There are approximately 210 licensed private kindergartens in the province, 125 of which are in the lower mainland.

Out-of-School Day Care

- * Sometimes referred to as "After School" or "Latch-Key" programs. (Set up for the care of school children whose parents are working).
- * For children 6-12 years old
- * Usually provided in family day care homes or group day care facilities.
- * Service of up to 4 hours a day during the school term and up to 10 hours a day during school holidays.
- * Lunches usually served.

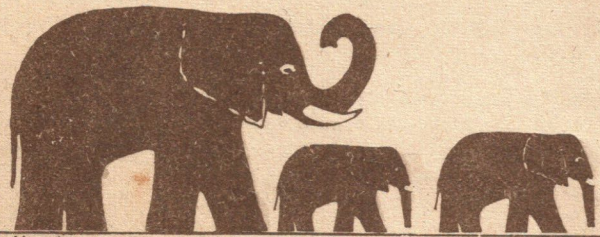
Child-Minding

- * For children 2-6 years old.
- * Child attends up to 3 hours a day, no more than 2 days per week.
- * No meals are served.
- * Facilities vary.
- * We have no figures on the number of "child-minding" programs in the province. It is a little known category of licensed child care.

Tot-Lot Program

- * *Outdoor* playground programs for children of any preschool age.
- * Supervision arranged by mutual agreement of parents who are completely responsible for the care of their children.
- * If program moves indoors, it becomes subject to licensing regulations.
- * We have no figures on the number of such programs.

The above categories and definitions have basically been devised and regulated by the province's Community Care Facilities Licensing Division. Imaginative variations (licensed and unlicensed) on these forms of child care are springing up in local communities. Check around your area for what we don't know about.



32-What's Available

IN-HOME CARE

"In-Home-Care" is a term used by the government to define subsidized regular babysitting in your own home. Up until last summer, there was no provision for subsidized care of children in their home. Now it is available, but only to working mothers in "special circumstances" — e.g., the child cannot be removed from his/her home; no other day care is available, etc. A mother who works shifts *should have no problem* getting the in-home subsidy, given she qualifies financially.

Under the new scheme parents, then, can be subsidized at the Family Day Care rate to hire a babysitter to work in their home. The maximum subsidy will be \$75 a month per child, and the same sliding scale formula will apply as for other forms of child care.

The government did not initiate this program which only came about after a group of single (working) mothers got together, wrote a brief and made their complaints known to the City of Vancouver and to the provincial government. Two of the mothers in the group would have been forced to quit their jobs if the government hadn't acted upon the situation. Two other mothers in the group had already given their children to foster parents in order to keep their jobs.

The government agreed to their proposals as a pilot project — one which has been very successful in helping working women, particularly those women who work evenings or split shifts.

The methods of payment for In-Home care are only now being established. Direct inquiries to your local Dept. of Rehabilitation and Social Improvement or to your provincial Day Care Information Centre.

BABYSITTING

OUTSIDE THE HOME

Regular "babysitting" in a home other than your own may be specially approved for day care subsidization at the Family Day Care rate if the babysitter takes in no more than two children. If, however, she has two or more small children of her own, she may be required to get a Family Day Care license. That's a much more complicated process than getting the special approval (see p.66).

A home is approved for a babysitting subsidy by a social worker from some recognized agency who (usually) makes only one visit.

WHAT'S NOT AVAILABLE NOW

GROUP CARE FOR CHILDREN UNDER THREE

● B.C.'s day care licensing legislation regulates group facilities for children aged 3-5 only. Group day care centres for children younger than 3 are (almost always) considered "unlicensable" and not "legal" Still (*After all our work and all their promises, she said*). The only relatively established, subsidized, group day care centres which serve the very young are located at Vancouver's two universities and its City College and in association with Selkirk College in Castlegar (see p. 126). For innovations, it apparently takes professors and professors husbands/wives to get real hearings from the Proper Authorities.

Family day care is "legitimate" for infants and toddlers; in fact, it is lauded by the Authorities as the best possible day care for them. Behind their praise and their theoretical rationale is the simple economic fact that, for government, family day care *as is in B.C.* is cheap (see pp. 87-88).

But many people see more value in good group care for the very young than in the *exploited* "woman down the street" who "takes in kids." New centres for 'under 3's' and 'under 2's' are springing up off-campus — not, of course, without struggle (see pp. 2-3).

COORDINATED, QUALITY FAMILY DAY CARE PROGRAMS

● Family day care "mothers," whether licensed or not, work isolated from one another — without any form of organization to protect them as workers, without any Child Development resource services people to assist and support them in their work. Their hours are long, their "wages" low. Some family day care situations are warm, stimulating environments for the growing preschooler. Many are not. Some are downright dangerous.

Attempts are being made to improve family day care (not by government). In the Nelson district, a local day care committee has organized some family day care homes into a coordinated program supportive to the community and to the workers themselves (Cathleen Smith's TOGETHER, see reference p. 80, describes it).

In North Vancouver, a few women working temporarily with the Family Services agency have brought together a pool of licensed and unlicensed family day care workers. They now meet with each other and parents to share ideas, equipment, and professional resources, while the organizers arrange placements for the children individually. (Yvonne Schmidt, Family Services, North Vancouver is the contact person).

24 HOUR DAY CARE

● With two exceptions, all day care centres in B.C. are closed in the evenings, nights and weekends. All working parents who need day care, however, do not work during day care's 'office' hours. Almost half of Canada's working mothers work 'odd' hours.

The term "24-Hour Day Care" is confusing, though. Many people understand it to refer to facilities where children are left indefinitely longer than regular 9-10 hour periods. What it does refer to are services which can, in 3 shifts, accommodate children whose parents work nights, evenings or weekends.

At present Babysitting and In-Home Care are the only forms of day care available to shift and night workers. The new subsidy program provides for these.

USER-CONTROLLED CHILD CARE SERVICES

● With the exceptions of a few parent cooperatives, licensed day care programs in the province do not normally allow for parent participation in the operation of centres, say nothing about parent or community control of centres. Relationships between parents and day care workers tend to be like those between parents and teachers in the school system — that is, the teachers decide, then tell the parents what is happening in the school/centre rather than the parents, teachers and kids creating what happens there.

PARKING LOTS AND ZONING BY-LAWS

It's cars before little people, or at least so it seems from looking at our local zoning by-laws. In Vancouver, for example, all high-rise apartment developers are required to provide a certain amount of parking space for a given square footage when they build a new apartment block. There are, however, no similar by-laws requiring that apartment owners provide adequate indoor and outdoor recreation space for the children and adults who live in the building.

It's hard to imagine anything more stifling and prison-like than a single woman with three kids living in a tiny apartment. In Europe, where more thought is given to the human problems created by big cities, research has been done which proves that apartment living adversely affects the physical and emotional well-being of mothers and children. For this reason, in many European cities, children from apartments are given priority for placement in day care centres.

What should be done here? What about all the women, particularly single parents living in the West End? The solution is obvious. WE NEED A MUNICIPAL BY-LAW REQUIRING ALL REAL ESTATE DEVELOPERS TO PROVIDE ADEQUATE INDOOR AND OUTDOOR RECREATION SPACE (and not just a concrete square, but real grassed treed space) FREE OF COST FOR PEOPLE LIVING IN THEIR BUILDING.



Vancouver Public Library

Why you can't get day care when you want it ~ An Economic History

Day care has always been conceived of and supported as a service to working mothers. (Who can imagine, after all, any reason why a healthy mother wouldn't take full care of her children herself unless she was working? Excepting of course, healthy, wealthy women who have always used day care in the form of live-in nursemaids, governesses, etc.). But when you look at the history of day care, it begins to look suspiciously like it isn't really for working mothers at all. The overall pattern of growth and cutting-back in various periods suggests that in reality day care is created and repressed to meet the needs of someone other than mothers — the employers of women. There are minor variations in the pattern, but in general it is fairly clear: day care has rarely been a social service, or an educational amenity; it has almost always been an economic tool to secure required workers.

When the economy needs women workers — day care is developed. When national emergency, or profitability, or convenience no longer requires cheap female labor, day care disappears. It has been used as just one more tool for keeping women workers the most vulnerable part of the labor force.

To not talk about the economic history of day care, then, would be to ignore one of the most important of its characteristics, one which teaches us most how to understand the day care scene now. And maybe it will help us change it.

34-Economic History

We can begin by looking at the origins of day care centres in industrial nations around the world. Before industry was organized in mills and factories, most manufacturing production work was done by families in their own homes. Even when women worked, they, or older children, could look after the little kids at the same time. It was only after women and older children had to go out to factories to work that the care of the little children became a public concern. The first day care centres (or "creches") were developed in France to encourage women workers to work in the developing textile mills. In England the story was slightly different. Women were drawn into working in the factories in the 19th century, and normally left their children with old women who had no means of feeding the children and often drugged them to keep them quiet when they cried in hunger. Infant mortality soared, and charity type women (often wives of mill owners) began to operate a few nurseries for the small children of women mill workers, either for free or for a small charge.

The idea of making it possible for women to care for their own children cooperatively, or paying them enough to hire a competent person without charity assistance was out of the question. Then and now.

We see precisely the same patterns at work today. Much day care in BC is operated under the auspice of social agencies in response to what they often call

the "needs of working mothers" and for "the protection of the children." But always the real need they are meeting is that of the capitalist system itself. Otherwise social agencies would not simply engage in *providing* a stop-gap charity service, but would be helping mothers and other working women to organize to secure better wages and time off to create and run cooperative child care themselves. The fact that social agency day care is not run directly by the employers of women doesn't make it any less controlled by their economic demands.



Industrial Employer's Day Care

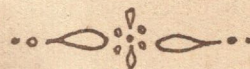
Sometimes in the 19th century early child care centres were set up directly by the factory owners themselves. Richard Stanway of Newcastle under Lyme, for instance, used surplus steam energy from his factory to mechanically rock the infants' cradles. He also rented baby carriages "at a moderate rate" to his poor employees who would otherwise have had to carry their infants in their arms four or five miles back and forth to work.

In the U.S. another day care centre run by a company was started at about the same time. In Mayfield Kentucky all the men employees of what is now the Curlee Clothing Co. went off to fight in a war (no, not World War II, but the American Civil War). Wives and sisters were the possible alternative labor force, and in order to draw these women into work, the company began the first known industrial day care centre in North America. This centre is still in operation.

Despite this early and long-lived beginning, the idea of industry sponsored day care has never been too successful in North America, for reasons we will discuss below. However, the idea of day care as response to wartime emergency has always won support from both capitalists and governments. This was particularly true during World War II when women were needed for war production industries and to replace men workers in all types of employment. In the U.S. via the Community Facilities Act (usually called the Lanham Act) the federal government subsidized thousands of day care centres for children of war workers. Most of these were set up by social agencies, rather than directly by employers, although the Kaiser Shipyards in Portland, Oregon, for instance, operated a centre 24 hours a day, seven days a week for 1000 children.

In Canada, the federal government initiated a plan usually called the Dominion Provincial Agreements, sharing 50-50 with the provinces the costs of *setting up* and operating centres for the children of women of whom at least 75% were required to be actually working in war work. This was the only time that the federal government has supplied capital funds for day care — and only from 1943 to 1945. When the war was over, the women workers were no longer

wanted, and the Dominion Provincial Agreement scheme was *promptly* dropped. BC, however, never participated in this plan — not because there weren't women workers with children, but because most of those working were in jobs not directly related to war effort, and because Vancouver, where most industry was located, already had a working day care system which took care of the most pressing demands.

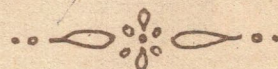


Vancouver's day care history, however, shows how completely and blatantly day care development is subject to economic factors. The story begins in 1910. That year women who needed domestic servants or daily workers — the most important employers of women at that time — got together to start a day care centre so that the women servants they needed could work. A history written about this centre, the City Creche, makes this clear.

"Domestic help was somewhat of a problem at that time. The Oriental was loosening his hold on household work, partly on account of racial prejudice; good white help was scarce, while that which really was not help demanded at least \$25 a month, and having succeeded in obtaining this sum once, imagined they were worth it ever after. Well-trained women were generally snapped up as wives, but were often glad to return as day workers if only their little ones could be well cared for in their absence."

The economic orientation of the Creche is clear from its operation as an employment agency as well. Women who needed domestic workers were encouraged to notify the Creche, and women who brought their children could then be told about the jobs. In days before many people had telephones, this often involved a long trip and wait at the Creche for women seeking work. It should be noted that the Creche cared for infants and children of all ages.

The operation of the Creche was taken over by the City Welfare Department sometime before 1920, showing how government often joins in the response to employers' needs, but defines its help, as still today, as a welfare service to poor families. In this way the stigma attached to using day care makes a mother a guilty, grateful and more willing worker, and since the care is identified as a service for the worker, rather than the employer, the employer is absolved from any responsibility to support it.



The city Creche continued to operate until 1932. Then again, its economic basis was revealed. When wealthy women and other employers (shops, restaurants, bakeries, etc. who were also employing a few of the Creche's clients) began to feel the pinch of the Great Depression, their employment requirements dropped. Saying that the city budget

couldn't support it, the city government responded by closing the creche, just at the time when more children of poor families needed care outside the home, even though (or because) parents weren't working. However, this wasn't part of the economic plan for day care, and the Creche building was put to other uses. There were, however, still a few working mothers needing care, and to facilitate their working — which would incidentally keep them off Vancouver's growing Welfare Rolls — a cheaper substitute for the City Creche was developed. Someone realized that women could be organized to care for the Creche children in their own homes, thus eliminating building overhead, and payment of salaries when children weren't actually in care. And so Vancouver pioneered the family day care idea in Canada — because it was a cheaper alternative.

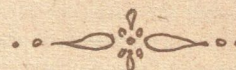
The Vancouver Day Nursery Association was set up to solicit family day care homes (much like the version we know today) and to continue to serve as an employment agency. The family day care mother, it was assumed, didn't need to be paid regularly, so they were only used when a woman was called for day work. Family day care mothers received 30 cents per day per child, and the working mother paid 10 cents a day if their wages permitted. A grant from the city underwrote the low wages received by these working women, thus subsidizing their employment.

As the economic picture changed with the end of the 1930's and the coming of World War II, so did the day care picture. First, more and more women began to find their own employment, and came to the Vancouver Day Nursery Assn. only for day care; the proportion of clients who were domestic workers entirely dependent upon the Association dropped slowly. Women who found their own work, though not well paid, were not the charity cases the domestic servants had seemed to be to the Association staff. The Association changed its policy and charged mothers on a sliding scale, with those women who were in regular employment contributing closer to the full wages paid to the day care mother, who was in turn greatly underpaid.

The war emergency, in which women were mobilized in large numbers via propaganda campaigns, etc., had a revealing effect on the day care scene, particularly in Vancouver. Large numbers of women were needed to work in war industries in the city (virtually the only industrial centre in BC at that time), but mothers of small children were lowest in eligibility on the National Service list for the war industry jobs. As a result these highpaying jobs were taken by childless women who were already in the labor force, leaving openings in lower paying positions for women with children. (This discrimination against mothers of small children, plus the bias toward war workers in the Dominion Provincial day care agreements shows how successfully the government evaded its day care responsibilities as an employer.) Thus most mothers in BC went to work in the war not as Rosie the Riveter or Wanda the Welder, but in traditionally women's type jobs, as Sally the Salesclerk and Wanda the Waitress.

As the number of working women increased in the war, whether or not in war-related industries, the need for day care was felt. Agitation among women's groups began for day care expansion; the Vancouver Housewives League was particularly vocal. The first response came not from employers or the government but from the Vancouver Council of Social Agencies (now United Community Services). A check with National Service revealed that few mothers of small children were actually working in war industry in Vancouver. This affected the federal government's willingness to respond to day care demands since the Dominion Provincial Agreement had the 75% quota. Once again the day care scene was plainly subject to the economics of women's employment.

Nevertheless, women workers were needed by other employers. The Vancouver Day Nursery Assn. was insufficient. So, as on other occasions, a charitable agency stepped in to supply the employers' needs for women workers. First a survey of need was conducted, and then a day care centre was set up under the guidance of a committee of the Community Chest. It was set up as a model for funding by federal and provincial governments under some sort of a different Dominion Provincial Agreement (which never happened). The staff was paid by the Vancouver Welfare Federation and equipment supplied by the Housewives League — and so the Strathcona Nursery School began. Some Neighbourhood Houses also supplied some help for working mothers in the Vancouver area.



After the war, the economic forces again altered the child care situation. Employers (including the government) said they wouldn't be needing women workers any more. The Dominion Provincial Agreements was dropped: in BC private charity support for day care centres was cut way back, and centres either closed or were changed into part-time (half-day) programs. The Strathcona day care centre became a nursery school for neighbourhood children. Gordon Neighbourhood House cut back to a half-day playschool, etc.

The Vancouver Day Nursery Assn. continued its program with 32 homes. Mothers were continuing to work at about the same numbers as before the war. But by the 1950's the post-war industrial expansion which was occurring all over Canada reached BC, and once again employers' demands shaped day care development.

Nursery schools began to take children of working mothers who had found jobs in industry, lengthening school hours — or simply hiring a babysitter for the day care children. This day care was often subsidized by public agencies, since employers were paying their women workers too little to permit them to purchase care at full cost. The old pattern of subsidizing employers by private charity established in the 19th century was starting again.

Our present situation has grown out of this rebirth of day care in the 1950's. The numbers of centres taking full-day children gradually increased, funded by private charity (with a few private commercial operators going into day care — usually by changing their private kindergarten programs as those were displaced by Vancouver's public school kindergartens; around most of the province it still is usual for day care to be part on mixed kindergarten and nursery school facilities). By 1965 private charity, in Vancouver at least, in the form of the Community Chest (UCS) could no longer continue to underwrite employment of mothers for low wages. A report from UCS at that time demonstrated the need for care, showing the numbers of families with working mothers, and initiated a new demand that the government take a part in meeting this new situation. It was similar to the war-time situation, but the purpose now seen by the government was not to meet war industry demand, but to underwrite women's wages, so they could continue to supply the cheap labor private employers claimed to need. The government's answer was of course not pressure for higher wages for women, but a direct subsidization of low income working families under the welfare Canada Assistance Plan.

By 1967 BC was participating in the system, and the present way of funding day care which we have discussed in this book, was established. With this kind of support, and a continuing demand for women to take low paying jobs, the number of day care centres has increased — but slowly in comparison to population growth. Meanwhile employers themselves made almost no direct efforts to set up day care for their own women workers — it was cheaper to let the government or charity do it. Unions, too, did virtually nothing about forcing employers to meet their responsibility. Unions throughout their history have done little to bring up day care as part of contract negotiations just possibly because unions have always been male-dominated.

Today we recognize day care is not simply a service to poor mothers who happen to work outside their homes. Like nursery schools at their best, day care is a learning and growing place for children (in which parents should play an increasing part). It is a social and educational experience, not an economic tool.

However, with wealthy working (or non-working) mothers recognizing day care as an important experience for children (as nursery schools have long been recognized by middle class parents) and with governments undertaking more and more to subsidize the employment of women as cheap labor; day care is developing another economic face. No longer is it likely to be a simple economic tool for permitting employers to use women workers, but it looks as if more and more it is to be an economic tool to make profits for large-scale corporations which run day care centres.

This latest development may or may not be an important future aspect of day care. If it does come to rule the scene (60% of all day care centres in the States are run for profit), the economic basis of day care will become even clearer. In the meantime, in the overall view, it is clear that while day care has apparently been a charitable (or sometimes private) response to individual mothers' needs, it is very much shaped by employer's demands. So long as day care retains its economic characteristics some pressure must be brought against employers of parents to have them pay their share — either through taxes, union contracts, municipal day care trust funds, or higher salaries. Day care, in its true educational and social aspect, perhaps remains the responsibility of the entire community, as public schools, and should be the right of all children, publicly funded and controlled by the families in the community who use it.



FOR LOVE OR MONEY

For years some day care centres have been run for profit by small business people. They make a living at it, like most small businessmen. A few of the centres are very good, most are pretty mediocre—probably in about the same proportion as social agency or government welfare centres.

Recently, however, day care for profit has stopped being just a local woman running a centre to support herself. Suddenly day care has changed from a small local business proposition to a "growth field" for big business operators and giant corporations. Employers in large industrial plants are beginning to consider day care as a source of increased profits, by setting up centres for their employees. Some Real

Estate Developers are putting day care centres into their complexes to attract and hold tenants. And a growing number of **Day Care Corporations**, are going directly into setting up and running chains of day care centres across the U.S. and Canada.

Even in the old days, the idea of care of children for profit was in itself somehow vaguely unsavory. Now, the thought of huge corporations (like Singer, or Gerber) or companies with "outlets from Halifax to Vancouver," deciding about the lives of thousands of pre-school children is profoundly disturbing. It is thus important to understand how business is attacking the "day care market."

EMPLOYER'S DAY CARE PROJECTS

Centres and other child care programs set up by companies that employ large numbers of women workers; entirely controlled by management, usually on company premises. Sometimes restricted to employees, sometimes open to residents of the plant's neighborhood.

Despite the fact that some of the earliest day care centres were set up by employers of women workers (see Daycare. . . An Economic History), the idea of business directly meeting its own day care demands has never proved very popular with company owners. We know of about 9 businesses in the U.S. which run day care centres, and a few others that are involved in a variety of other day care schemes. We have not heard of any companies in Canada which run day care programs for their workers, certainly none in B.C.

The proponents of these employer's projects argue that they increase profits by creating a more willing and efficient work force. Often they are amazingly blatant about their real lack of concern for the children or families involved:

"We want to be sure. . . that we're at least not harming the children. A positive effect on the children is a nice fringe benefit. But let me restate the whole purpose of these programs is to determine whether industrial childcare saves us money in the areas of hiring, training, absenteeism, tardiness, and attitude."

(Donald U. Honicky, Ohio Bell Telephone)

38-Business Day Care

So the idea is that with child care provided, turnover rates will be fewer and companies will save on retraining, as well as absenteeism and tardiness. Obviously, this theory of profitability hasn't convinced great numbers of employers. Why should they risk such marginal profits on staff costs after considerable investment, when governments, private charity, and their own employees are willing to subsidize them entirely by "solving" their day care problems for them? The record on employer owned and run day care is thus not one of growth, and in fact several such projects have recently closed.

However Employer's Day Care does look slightly more attractive if it appears it could also produce a profit, or at least break even. So employer's day care is not free to workers (we know of only one exception—the Curlee Clothing Co., Mayfield, Kentucky). Most employers charge as much, or more, than rates in other centres in the community; and even so, the programs must be heavily subsidized by the employers, because the centre is often only 1/3 or 1/2 full. After all, workers aren't all that anxious to put their children under company control—while at the same time, employers are scared to death of allowing parents' boards to run the centres. This could just be the opening wedge for greater employee "interference" with the company for which they work.

The advantages have to be very great before workers will consider tying themselves to their job by tying their children's daily routine to their work place, and before they are willing to subject their children to the same company control they know themselves. Either the centre must be free, or very cheap (the free Curlee Clothing Co. centre is the longest-running employer centre in the U.S.), or the convenience very great, or there must be absolutely no other alternative care.

In general, workers' preference for their children's independence (and their own) has been demonstrated by empty places in the employer's centres—and some, very under-enrolled, have closed their doors.

Employer's involvement can also take other forms than actually opening a day care centre. Illinois Bell Telephone has gotten hold of the family day care idea as the most "Economic" (read Cheapest) solution. It used company personnel to find women to do day care at home, and then coordinates use of those homes by its employees. The only cost to the company is for the personnel it assigns to the coordinating job (although it offers to subsidize a short training course for home day care mothers).

In other instances, company involvement and often control of day care development comes not from investment, but from "generously" assigning some of its executive talent to work on municipal boards establishing government or charity-funded day care (sort of the same way as the big employers in Vancouver control United Community Services by assigning personnel to run the fund-raising campaigns). Here indeed is control at little (or no) cost. This type of scheme makes very obvious the connection between employer's interests and the creation of public day care (which we discussed in part I of this section).

All these different types of employer's day care in the States are really very limited in effect. Two other types of business interest in day care for profit seem, however, to be expanding. These kinds of centres are usually located away from the place of employment. They are not usually low cost, but are still often heavily underwritten by tax supported funds. Both are making appearances on the Canadian scene, and seem to loom larger in our children's future than Employer's Day Care Centres.

REAL ESTATE DEVELOPER'S DAY CARE

Centres, or space for centres, built into apartment or town-house complexes by big corporate developers, and advertised as "provided," or "available" as part of the services of that development.

One alternative to having day care available at the work place, whether publicly or employer supplied, is to have it available at people's place of residence. This may well be a better and more popular alternative.

Business men are now beginning to rapidly pick up on this idea as being a possible source of profit. More and more developers of real estate complexes are including provision for day care along with the other "amenities" they use to sell the complex to the

public. "We see day care and other recreation services as part of the total apartment package, as essential as a fridge or parking garage," says an official of Cadillac Development Corporation. But underlying this approach is the assumption that this is some sort of a frill (like a tennis court) that can be dispensed with at will if not profitable, not a day-to-day necessity on which families are utterly dependent.

In Vancouver, Developer's Day Care has appeared in suburban and outlying area where "recreation services" don't take up too much expensive land. Developers in the expensive, crowded West End somehow don't see day care as quite so "essential," and predictably, no high-rise apartment there has provision for child care facilities.

Real estate developers don't usually seem to get involved in day care to make a profit on actually running the centre. Their aim is first of all to increase the attractiveness of their development. The more attractive the "apartment package", the faster and more profitable the rental, and the longer clients will stay. As with Employer's Day Care, developers don't hesitate to count on tying parents by controlling the children.

Advertising for Developer's Day Care is often misleading, however, since being offered as a "total apartment package" along with laundry facilities, parking, etc., it is usually implied that it will be "free" (that is, included as a hidden fee within rent). Of course this is not true. Free, or even subsidized low cost day care supplied by the landlord-developer, would cut into profits (Heaven forbid!), and besides improved rentals, developers count on making money from the centre, not losing it. So even if a developer decides to run the centre operation himself, it is as a profitmaking venture.

But running centres is a pretty specialized and complicated job (consider the rigamarole of getting a license—most businessmen take one look and simply refuse to become involved with such an insane system). So most developers get someone else (more foolish than they) to run the centre. This way they can rent the space (and sell heat, light, janitorial services, too) and make some money that way without the risks and problems of actually running the centre.

Meanwhile, tax money is underwriting at least one developer in a way denied to any other group that tried to start a day care centre. Central Mortgage and Housing Corporation gave a special grant to one low rental housing project to build "recreational amenities" into development complexes, while there are no funds available from CMHC for building a centre — if it isn't part of a low rental housing project. (see section on funding).

Some Case Histories

Here are some examples of the different ways developer's day care can work.

- 1 The developer has retained ownership and control of two centres he built into two different developments. A supervisor was hired to run and oversee

both centres. When enrollment did not immediately meet expectations, the developer considered dropping the whole idea (cancelling the facility for those people already using it), but under pressure, is now negotiating to get a special higher subsidy rate arranged—so he won't lose money, even temporarily, while he still continues to threaten to quit altogether.

2 In another development the real estate company began a nursery school, assuming responsibility for hiring staff, etc. Discovering that this was not a profitable proposition the company wanted OUT, and decided to "offer" the parents the alternative of closing the school (which was badly needed in this particular development and community) or taking over the operation themselves. The company made what they called a "generous offer." They would let the parents run the school if they paid \$300 per month rent, and agreed to leave the premises free of equipment on weekends, so that the developer could re-rent the room for parties for additional income! This, plus charges for utilities, janitorial services, etc., was the "generous" offer made to these families who had been attracted to the development by the promise of the nursery school.



DAY CARE CORPORATIONS

Profit making companies which hope to make money by running day care "efficiently" on a large scale. Often subsidiaries of giant corporations such as Singer, or Gerber, Inc. aim at setting up large numbers of standardized centres in cross-country chains, in which policy and profits will be controlled by a single corporate head office.

The pattern of day care centres owned and run by big Day Care Corporations is pretty much the same whether the centre is set up for an Employer, or a Developer, or if the Corporation runs it entirely in its own profit-making interest. Because Day Care Corporations are expanding rapidly in the States (60 per cent of all day care centres there are run by corporations for profit), and because Mini-Skool, the only Canadian Day Care Corp., is interested in getting into B.C. (and is also getting a lot of play in the press—see Chatelaine, Sept. 1972), it is important to know how they work.

Not a "Franchise" System

Big corporation day care is often referred to in general as "franchise day care," but this is not entirely accurate. There are some corporations that have looked at the idea of franchising operators in

large day care centre chains (like MacDonalD hamburgers, or Kentucky Fried Chicken) where the idea, equipment, and exclusive license are bought by a franchiser with his own capital, to run his own business using the name and methods of the parent corporation.

One of the few successful franchise day care chains is the Mary Moppet Day Care School in the States, with 100 centres open or underway in 1971. There are also semi-franchise operations, where 50% local capital is used and control is shared between the parent corporations and the local part-owner (this system is used by the L'Academie Montessori chain, which provides all staff, and actually runs the operation for local investors—over the objections of most traditional Montessorians).

However, the franchise day care idea has not caught on very extensively in terms of numbers of corporations using the system, mainly because the corporate owners feel that "quality control" is important in successful "day care marketing." The franchise system gives them too little control over the "product."

"In this business, making money and quality go hand in hand."

Quality control is increasingly important, because most of the corporations have decided to aim for the upper-class markets, and offer high-priced, "high quality" care. Richard Grassgreen of Kinder-Care (U.S. corporation) notes, "Making money and providing quality go hand in hand, no less so in this business. Quality is a happy child and a happy parent." Whatever the truth of that statement, the majority of day care corporations, including the Canadian Mini-Skool, do not follow the "Kentucky Fried Children" franchise model, but set up and run centres directly through hired managers responsible to the corporate head offices. Thus there is no investment from local people interested in their community, and the manager and staff may or may not be local people.

Presumably as Day Care Corporations develop, successful managers and supervisors will be moved around as freely as any other corporate personnel. It is one of the selling points of Mini-Skool that the set-up is identical in every outlet, and a child may be moved from one centre to another without a great sense of dislocation (demonstrating how little emphasis is placed on human values, such as friendship, in these operations). There is obviously little recognition of the cultural diversity and geographical variety of Canada in such an idea; to say nothing of responsiveness to specific community needs in each location, or the desirability of community control of policy, program and environment in each location. With staff and equipment interchangeable and more or less standardized over dozens of outlets, there is little room for control of the situation and environment by a child or parents in one single centre.

"Quality" or Control?

The concern about "quality" is of course also just a politer way of expressing the desire to retain complete central control of operations and profits.

The question of control has also been crucial in determining what market Day Care Corporations are going after in the States. Of the four "markets" that the day care businessmen recognize (upper-income parents seeking "early childhood development"; working mothers; institutional/industrial day care; and government programs like Headstart) the latter two have access to a great deal of government subsidization money. But they also involve a great deal of governmental control. Some U.S. government subsidy programs are only available if there is community and parent participation (sometimes majority control) on the board of the centre, a type of "interference" that Day Care Corporations will not accept. The owner of the Mary Moppet chain says, "If Uncle Sam wants to subsidize welfare that's fine with me. I don't need him in my business."

If, then, the U.S. companies at least, aren't after the government support which involves conformity to rules regarding parent control and/or standards, and hence don't want to sell either government or institutional industrial markets, they are generally forced to look mainly to the better paid (non-industrial) working mothers, and the upper-class early childhood education markets. This seems to be a very dominant pattern and is also the tendency demonstrated by Mini-Skool.

How do you make profit day care work in this sort of market situation? Apparently the formula is quality for the parents who are able and willing to pay for it (and only for those parents). A research study for Day Care Corporations (available at the price of \$250.00 per copy) put it this way: "The Company which provides a quality nursery school with a formal educational component, chooses locations carefully, and can charge a worthwhile fee, will probably do well."

What Kind of Quality Earns a "Worthwhile Fee"?

In almost every case, the "quality" factors chosen as selling points by Day Care Corporation are gimmicks—automated electronic education toys, swimming pools, etc., in flashy, well-designed, modern, attractive layouts, buildings and playgrounds. The kind of quality they do not offer is a high adult-child ratio, or a small-scale personal relationship with the child. Such a small scale atmosphere would go entirely against the first economic reality of big profit day care—the principle that the larger the operation the cheaper per "unit." That is, the more children you have, the less it will cost to care for each child. This is the principle of "economy of scale."

Economies of Scale in Day Care.

Profits in day care seem very much dependent on running large-scale operations. This means first—many "outlets" in a number of different areas.

Second, it means that a large number of children must be cared for in each location. Very few of the U.S. Day Care Corporations consider setting up centres for less than 100 children. Those that have tried to use locations for as few as 25 kids (the average size of centres in B.C.) have rapidly gone bankrupt. While Kinder Care net \$25,000 to \$35,000 a year with centres for 70 children, they plan to open only larger (100 plus) centres in the future (suggesting just what is meant by "big profits" in the day care industry.)

Large-scale centres allow the greatest possible profit from investment in land and "plant"—i.e. building a centre for 300 children is cheaper than building 6 buildings for 50 kids each. Supposedly, "extra" facilities like a swimming pool can only be built in a unit designed for a large number of children. With a chain of these large centres, bulk purchasing of supplies through a central office brings savings, because of huge discounts available to wholesale purchasers. Standardized equipment and supplies are a mandatory requirement for big profits. With uniformity, too, the per unit cost of research and development goes down, and it is spread over an increasing number of centres.

However, while savings on large scale building and purchasing are considerable, the main factor in whether Day Care Corporations make profits or not has proved to be staff costs and payroll. This is the crucial difference between profit and non-profit care. Non-profit (government, social agency) centres in the U.S. spend 65% or more of their budgets on staff salaries. The Day Care Corporations believe that payroll has to be less than 50% of the budget. The result? Many of the centres in the States operate with adult-child ratios of 1 to 14, or 1 to 15. Staff are often paid lower salaries than in non-profit centres.

Shiny New Toys

"Ah," the Day Care Corporation owner replies, "but we use the latest equipment and teaching aids, which eliminate much of the need for a large staff." On the surface it is this shiny 'modern' equipment which make the corporation centres attractive to many parents. But closer consideration of these toys reveals how unsavory profit day care should be for people who really love children.

Some of the gimmicks corporation centres go in for are elaborate electronic learning devices, "toy-shaped electronic communicators," they are called. The Multi-Media School in New York City is one example. Its head describes how some of these things work: "The 'Listening Nook' is an enclosed cube in which the child can cuddle up with an audio-visual system and select any story he wants to hear. At the 'Automated Talking Flash Card Console, he pushes a button and up pops a talking card that might identify itself as the letter A. The 'Moving Picture Blackboard' is actually a lucite screen with a projection in back. The images capture his attention, and the child responds to questions or suggestions by marking on the screen with a piece of chalk."

Autotelec, producer of such products, has set up a Canadian operation and such equipment will be part of corporation centres in this country soon.

Such electronic learning devices, and devices like electric automatic swings (not unlike the steam operated cradles of a 19th century factory nursery), or "tinklepots" for toilet training, are obviously a necessary replacement for a high staff-child ratio, and a far cheaper one. No matter that the kids might prefer a warm and loving human being.

How Much is a "Worthwhile Fee"?

As for the price for this kind of slick quality, fees for Day Care Corporations centres are far higher than people in B.C. are used to paying. Except for Mary Moppets (which charges \$16 to \$24 a week for completely custodial care with 4 staff to 55 kids in the highly competitive Southwest U.S. market, where there are 171 centres in the Phoenix, Arizona, area alone) the rates are consistently over \$25 a week, or \$100 per month. In the New York City suburban areas, some centres charge as much as \$200 a month.

Day Care Corporations also depend on supplementary income. To fees paid by parents, add charges for other services (frequently for care of old people, teenagers, employment placement services for mothers, etc.) together with sales of related products—learning materials, equipment, toys. Toys used in the centre can be duplicated at home if the parent can be convinced to make the additional investment. (Hasbro, the toy manufacturer, owns the Romper-Room chain, as well as rights to the U.S. television program.) Some companies, such as the Alphabetland chain, are going on television with children's programs to be shown in the markets which they plan to enter. "It can mean a couple of million dollars a year to us."

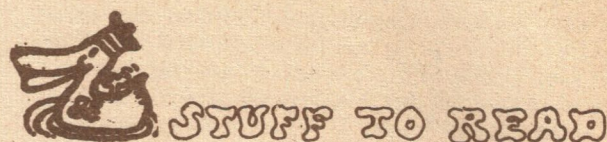
Day Care Corporations and B.C.

The NDP government may look with favor on the possibility of having private capital take over some of the costs of day care programs (Manitoba's NDP government has not been an obstacle to Mini-Skool expansion). However, even if corporate care is of a desirable quality sufficient to allow its entry to this province, the high fees that profits require will have to be met either by well-to-do parents, or underwritten by the B.C. government.

Obviously the trend in Day Care Corporations is to ignore "ineligible" (i.e. rural or poor) markets. Money paid to corporations will take support away from poor families of this province. Any dependency on such private capital ventures to meet day care requirements will unquestionably work against the rural families, where children need community experiences and care as much or more than urban children. Also neglected will be families on welfare, and children of low-income working families.

To argue that allowing such big corporations into our province will not diminish the choices families may make is to ignore the history of food distribution, for instance. Monster corporations in

only a few short years—by the same methods favored by Day Care Corporations—have attacked small producers and food outlets and almost completely eliminated choice and control over what food we eat. The most enlightening comparison to corporate day care may well not be "Kentucky Fried Children," but the artificially coloured, parafin sprayed, plastic wrapped tomato at your local Safeway store.



Breitbard, Vicki, "Day Care, Who Cares?", *Leviathan*, Vol. 2, No. 1, May, 1970, p. 26. (*Leviathan* is a women's liberation newspaper from the U.S.)

An analysis of the politics and economics of day care, with a focus on the U.S. situation.

Elliott, J. Richard Jr., "The Children's Hour" July 5, 1971, p.3; "Learning their ABC's", July 19, 1971, p.5; "Minding Their P's and Q's", Aug. 9, 1971, p. 5; and "One and one Make Two", Aug. 16, 1971, p. 11 *Barron's*, (U.S.)

Four articles discussing the economics of big business day care, stressing particularly the organization of big corporations and chains. The best information to read on how profit-makers run day care.

Featherstone, Joseph, "Kentucky Fried Children", *New Republic*, (U.S.), Sept. 5, 1970, p. 12-16.

On the basis of visiting several 'for-profit' centres in Washington, D.C., Featherstone figures an operable budget for good day care programs: \$2,000 to \$3,000 per year, more than twice what the going rate is for the for-profit D.C. centres. He is suspicious of the increasing interest of day care franchisers, "whose aim it is to care for kids properly and make a profit at the same time. At best, they will provide pleasant, expensive baby-sitting services for children, not an educational program. . . It seems plausible that if companies cannot make money on good programs, they will have plenty of incentives to operate bad ones."

Life, "Big Business Tangles With Day Care Problems", July 31, 1970. (U.S.)

KLH, a company that makes high fidelity sound equipment, started a Child Development Centre in Cambridge, Massachusetts in 1968 as an experiment in industrial sponsorship.

Nankivell, Joan, "Day Care: If Government Won't, Private Chains Will", *Chatelaine*, Sept., 1972, Vol. 45, No. 9, P. 52. (CAN)

Describes the Mini-Skool chain in Canada.

Newsweek, July 5, 1971, Vol. 78, p. 61-2. (U.S.)

An article in this issue describes the history of business day care in the U.S.

U.S. Department of Labor. *Day Care Services: Industry's Involvement*, Bulletin 296, Women's Bureau, Workplace Standards Administration, 1971.

A description of about nine employer run day care programs in the U.S.



DAY CARE CORPORATIONS: CANADIAN EDITION

How does Mini-Skool of Winnipeg, the most likely candidate to be B.C.'s first Day Care Corporation, look in comparison with these U.S. models?

Description: Head office, Winnipeg. Capitalized privately by small group of Winnipeg business men. President and founder, John Christianson, former Minister of Welfare in Manitoba; young, attractive, with a degree in pre-school education, a "nouveau capitalist" with charm and expertise. Operates centres under direct control, i.e. not franchised. Has one centre for 365 children in Winnipeg, and is opening another. Has about half a dozen centres in Toronto, mostly in real-estate developments. Is negotiating to open a centre in Vancouver. A previous attempt was disallowed because of zoning restrictions of picking-up and dropping-off traffic for 300 or more kids.

Numbers of children: Very large. 365 in Winnipeg centre, somewhat fewer in some locations in Toronto. Trying to expand facilities there and get rid of smaller operations. At least 300 children seems to maximize profits from fairly high capital investments. This means large number of classes or groups of children must be scheduled into shared facilities—one group of 25 meets and passes another

group in the halls (sort of like old-fashioned schools, you say? Right!) One might question whether either a relaxed or informal atmosphere is possible under scheduling pressures.

Fees: Higher than present rates in B.C., and going up. \$120 a month for children under 2, \$94.50 per month for 3 to 5's.

Quality: Most observers, from *Chatelaine* writers to critics from the left, admit that the children seem to be happy, that care and programs seem good. There is an emphasis on swimming pools, electric automatic swings, etc. One critic noticed the lack of personal supervision (particularly of children in swimming pools), and tendency to let children learn by experience, including accidents. Staff ratio are higher than in many U.S. Corporation centres. Recently, the president has shifted from his previous opinion that a week or two of on-the-job training was sufficient, to the position that staff members should have some previous training. Trying to achieve a relaxed informal atmosphere.

Future in B.C.: Presently negotiating for location in Vancouver, ideally at the edge of the Shaughnessy-Kerrisdale, upper-class suburban market. Nothing in licensing laws is an obstacle, unless an absolute maximum size limit is placed on centres (say a total of 75 kids). Mini-Skool is offering a "compromise" of trying it with 165 kids (and if this "experiment" doesn't work — isn't profitable — what happens to the kids and families using the centre?)

UNION DAY CARE: ANOTHER ALTERNATIVE

Day care centres set up by trade unions for families of their members seems an obvious answer to the need of working families for child care, to the demand that employers pay their fair share of the day care bill, and to the resentment of families against having to use day care that's presented as a welfare service.

So, if it's so great—why is there only one union day care centre in Canada, and only a few in the States? The answer is apparent when you realize that only 15 per cent of B.C.'s working women are organized into unions. And then add to that the fact that almost all unions (even those with a large proportion of women members) are entirely controlled by men (and some pretty reactionary men at that.) Unions have really dragged their feet on demanding or creating day care programs.

However, if you are a member of a union, or are interested in organizing your work place, projects initiated by labour unions will be of interest to you.

Two Examples:

There are only a few union day care centres in North America. We've learned most about two of them, and a description and comparison will show some of the possible answers to the important union day care questions.

1 British Columbia Government Employee's Union, Day Care Centre, 106-Superior St., Victoria, B.C.

(Based on information from June 1971 and a visit in March 1972.)

- Opened in 1971
- Funded by a \$4000 grant from funds of the Victoria branch of the union, i.e. funded by union dues paid by members, not by employers.
- Parents pay fees on a sliding scale according to their income.
- Government subsidies pay for children of low income parents, as in other non-profit centres in B.C.
- Operates in a church building, renovated by volunteer labour from union members.
- Children of parents who are not union members may use the centre.
- Run by a supervisor, hired by the day care committee of the Victoria Branch of the BCGEU (no parent's board as far as we know).
- 20 children, staff of 3.
- Program similar to standard B.C. day care format, although the other users of the building require everything to be stored away each night, making much of the equipment rather make-shift.

2

Amalgamated Day Care Center, of Amalgamated Clothing Workers of America, 333 Ashland Ave., Chicago, Ill. (Based on information from "A Rolls-Royce of Day Care," Nov. 1970).

- Opened March 1970
- "Funded through the Amalgamated Social Benefits Association. This is an independent trust, established through a collective bargaining agreement between the ACWA and the employers of the garment industry. The employers supply a certain amount of money equal to a percentage of the monthly payroll, the amount therefore varying from factory to factory. The union is free to use this money to provide services for members. Union trustees decided in 1969 to use a portion of this money to establish day care centres."
- Parents pay no fees.
- Government funds come in the form of a U.S. office of Economic Opportunities grant to assist in publicizing the program and making it a model for other similar projects.
- Operates in a building designed and built for day care (design reported to be not entirely successful) next door to union headquarters and offices of Amalgamated Social Benefits Association (Union health clinics, etc. run by the Association are in this building).
- At least one parent must be a union member.
- Run by a hired supervisor; the liaison person with Social Benefits Assn. is an important decision maker; ultimate authority rests with Social Benefits Assn. trustees and the Chicago Joint Board of the ACWA. Program planning is responsibility of Joint Board manager and the supervisor of the centre. A Parent Advisory committee was planned but not in operation at time of this report, so that although day care is accountable to the union leadership, the parents have little role in decision making.
- 60 full day children; 54 part-time. Staff of 17, 11 full time.
- Program oriented quite heavily toward socialization and preparation for school in the Headstart model.

Some Other Models

The Baltimore Joint Board of the ACWA in 1969 negotiated a collective bargaining agreement with the garment industry in that area, which included establishing a special trust fund to provide day care centres for members' children. Members enrolling their children were asked to pay \$5 per week. By Nov. 1970 there were 4 centres. The union is primarily responsible for day-to-day operations of the centres, with both management and labour represented on the Policy Board.

- Several unions in Canada have worked jointly with other community organizations to establish day care for members and other families in the community. This usually involves contributing funds, members paying fees like all other centre users.

44-Union Day Care

ORGANIZING UNION DAY CARE



We hope this next section will be of some help to workers inside and outside the union movement who want to organize day care for themselves and their fellow workers.

Who Will Pay for It? Supporting the centre through a trust fund established through contract negotiations, into which employers must pay a percentage of payroll seems the most effective way of securing employer support for day care. The trust fund, of course, should best be completely removed from employer control, and administered by people responsible to the union, or perhaps ideally to people who use the facilities. Such a fund could be used for social benefits other than just day care, such as dental clinics for instance.

Requiring employers to make monetary contributions rather than supplying a building for a centre, etc., makes sense too, because it permits flexibility of planning. It may be that eventually a variety of different child care programs are needed—after-school, or in-home care, care for babies, etc. — all of which would require different sorts of equipment. Union members and day care users, rather than employers, should be able to decide what facilities need to be used, and where.

Finally, the trust fund idea is probably more adaptable than any other scheme for securing employer support where work places and bargaining units are on a small scale. A number of locals of one union, or a number of small unions should be able to work together on some sort of joint fund into which employers of members of all groups must pay. Such a program should be of interest to groups working on organizing women workers, since most women work in small scale businesses where only 5 or 6 would comprise the bargaining unit.

Establishing a trust fund administered by an independent non-profit association for union members required amendment to the federal U.S. labor law. Conceivably a similar problem could exist in Canada. Establishing such a fund would require research into labor relations law to determine what kind of non-profit association could legally establish such a trust fund with union control in Canada.)

The model followed by the BCGEU in Victoria is another possible method—although possible only for quite large locals. Here union funds—fees from all members—are tapped for a service needed by many. An initial grant plus donated workmanship started a centre, which is operationally funded by fees of users. This plan makes no attempt to make employers pay a share of the cost. It also depends on government subsidization to make ends meet (it is impossible to run good day care on fees that working parents can pay). So long as subsidization is based solely on the Canada Assistance Plan model, requiring a means test, many unions will reject subjecting their members to this demeaning device

However, where locals have large sums in their treasuries, members should make an effort to see that it is used for needed day care projects (not necessarily centres — in-home babysitting programs, group home care, etc. might be a better choice in some situations). At the same time, pressure should be brought to make union leadership take positive steps to secure ongoing employer contribution. The Amalgamated centre shows the kind of well-housed and equipped programs strong union organization can secure, although of course, good buildings and equipment don't necessarily mean good day care.

Who Will Control It? The advantage of union day care over employer's day care is that control rests with workers rather than management. For this reason, even allowing employers to contribute free space for a union centre inside the actual work premises would be unwise, as would any system of joint union-management administration.

However, union leadership has often proved itself to be unresponsive to membership demands, and in many cases union control would seem hardly more responsive to parents' needs than would employers. Seemingly, parents of the children in the centre should have a great deal of control over the program, more than would be possible via indirect power at union elections. A day care committee of parents and union executives is one possible model that would allow for great parent participation.

Who Uses It? Our two main examples show two obvious alternatives—only union members, or union members and others. This decision will probably be determined by the method of funding and by the location of the centre. Eligibility for public assistance from tax money would likely require that the centre be open to other than union members. Funding by a mutual trust fund would open it to members of a variety of locals or unions, and such a program could probably be extended to other community organizations. (Some unions have already participated in joint day care projects in Canada. However these are generally welfare type programmes, controlled by social agencies, and participation is with union dues funds rather than employer contributions.)

More important than funding would be the location of the centre. In general the preference seems to be quite clear for neighborhood rather than workplace locations. Convenience and the opportunity for children to stay with their home friends in their own community seem to be the reasons for this preference. It would seem that unions organized by workplace are not very well adapted to providing these desirable aspects of day care. It is probably possible that the mutual trust fund idea could be used to establish multiple centres in a number of neighborhoods, accessible to many union members, or for unions to reserve a certain number of spaces for their members in existing centres.

This question of location is an important one that should be considered carefully. If a location near a given plant is the only recognized choice, it will limit union day care to only very large factories, etc..

where the number of families with eligible children will be sufficient for the programs. It will also prevent the expansion of union "day care" to include other needed programs, especially after-school care.

SOME SPECIAL CONSIDERATIONS

Preference for In-home Care There seems to be a general tendency for union members in the Vancouver area to prefer some sort of in-home care program when considering union organization of day care services. Suggested programs have included babysitting exchanges, etc.

The apparent advantages of convenience of such programs are obvious. However, disadvantages to in-home care are also considerable. First, good group day care is an important advantage for most kids; and parents owe it to their children to let them experience the relationships with other kids and adults that day care makes possible. Secondly, it may be assumed that union members would be concerned about wages and earnings of other workers. To make babysitting a non-exploitative job requires paying at the least the minimum wage for this demanding work. Economically this is hardly feasible on a one-to-one basis.

The main situation where an in-home care program would appear to be necessary is situations where there is alternating shift work with irregularly scheduled night work required. Unions or employers would have to subsidize babysitting care in such cases.

Parents Demand. The story of the Amalgamated Day Care centre suggests another problem. In that case there was no clear demand for day care among the membership, who relied on relatives and friends to care, and shared the general prejudice against day care as a welfare institution. However bold union leadership (which could well be copied by government and union leaders in this province) believed "that if the centers are there, the children will come." And of course they did, attracted by a program that supplied what parents recognized as good for their children. That sort of strong leadership is necessary.

Day care, is, of course, not the only advantage that membership in a union can provide. Job security, higher wages, seniority rights, better working conditions, can all be obtained through organizing together into a union. About 85 per cent of working women in B.C. are outside of union protection at the present time, and the major unions show little interest in changing this situation. Women will have to organize themselves—it's really up to you. But you can get help. The Working Women's Association (45 Kingsway, Vancouver 10); the Service, Office, and Retail Workers' Union of Canada, and the B.C. Federation of Labor Women's Rights Committee will all be able to give help and information on organizing or joining a union (the last is mainly oriented to women who are already union members).

FROM VICTORIA WITHOUT LOVE B.C. GOVERNMENT AND CHILD CARE

This introduction to our section on the bureaucratic rules and regulations of child care was written in reference to the Socred regime. We have included it here because it outlines the situation that needs to be changed. Since the NDP have arrived, some changes have occurred. These are noted at the end of this article. At the time of our printing, however, there have been no really fundamental changes in the structure of the bureaucracy or in its rules and regulations, and no certain promise of them.

Child care in B.C. has its "Proper Authorities" and they're not the people of B.C. Tucked away in the Victorian depths of Health and Welfare, a hierarchy of civil servants officially shuffles official papers which define for us what our children can "legally" experience outside their homes.

Because parents are absent from the province's decision-making processes on child care, it's not really mysterious why they're not well represented in the bureaucratic scheme of B.C.'s child care regulations and services. And because many child care professionals, inside and outside the government bureaucracy, continue to groom their condescending attitude towards the "little mothers" of the province, it's not really surprising that parents are absent from official policy-making re child care. In official estimations, parents are "just" parents. (It might be appropriate to hang a framed needle-point inscription in the glorious capitol halls, bearing the words, "So What Do Parents Know about Kids Anyway?" Ideally it would be placed somewhere in the vicinity of the "Justice" and "Enterprise" murals of the main Parliament Building.¹)

POLICY-MAKING: ONE WAY CHANNELS

On rare, brief, erratic occasions, a Parliament official will sally forth from his or her paper cave into the "private sector" — ostensibly to hear the people's recommendations for changes in governmental child care policy. Usually "the people" are small groups of invited child care professionals (including social workers, of course). Usually the official delivers a speech at them which tells of policy changes the government is adopting. Usually the audience listens politely. Usually the "changes" aren't changes.

46 - Government

During the whistle-stop's question-answer period members of the audience are apt to call for "legislation with more teeth in it," a favoured expression among the professionals. Sometimes the official promises to see to it that a new tooth or two will be added to the regulations, noting that on his/her official notepad.

AS FOR KIDS IN THIS "CHILD-CENTRED" SYSTEM...

It's hard to imagine kids getting on with any bureaucracy. Their interests are so dissimilar, after all. Children haven't been trained thoroughly enough yet to believe that centralized official structures are efficient, competent, and for the benefit of all. They're more likely to see the absurdities and contradictions perpetrated by bureaucratic ways and means for what they are. Kids might even think that the best thing to do with the kind of rules and regulations issuing from Victoria's towers is to make them into paper airplanes. In the final analysis, that's not the most unreasonable thing to do with them. (We are not advocating the use of these government papers for paper airplanes. That would result in even less cooperation from the two main offices which dispense licensing information. Currently, the information packet which Community Care Facilities Licensing Division offices are supposed to make available to the public is very hard to get. Officials grill you on why you want it, and if your reason doesn't suit them you're refused this public information. . . e.g. Vancouver's Welfare Rights group was refused; Vancouver's People's Law School received it only after several time-consuming hassles, etc.)

¹If you haven't seen these murals it's worth an explanation to orient you to the same government's child care bureaucracy. "Justice" depicts comfortably seated, formally dressed white men accepting their paper contract just signed by the Native men standing before them — most probably a "contract" turning over vast areas of Native land to the whites in exchange for a few "privileges" such as those featured in "Enterprise" . . . Native workers haul on their backs an abundance of logs and fish, under the direction of the same richly dressed white men.

LONG ON REQUIREMENTS, SHORT ON MONEY

Trying to create group child care in B.C. can be very discouraging — and not only because government controls derive from policy-makers other than the families for whom child care exists.² We've allowed our provincial government to set up a situation in which it sets escalating requirements for starting child care while it gives almost no financial or advisory support to people who want to tackle the job. While government policy determines the possible environments of our pre-schoolers outside the home almost as completely as it does for our kids in school, we parents and other interested citizens don't have the power a district school board might give us. And while our schools get too little money, child care programs get a miniscule amount in relation to that.

The only government contribution to the financing of child care is a small daily subsidy paid to centres for each child attending whose parents qualify on the basis of a needs test — like a welfare test. (Non-profit centres which enroll a given proportion of subsidized children and charge other clients on a sliding scale get an additional subsidy for the "non-subsidized" children.) The government provides no funding to help start centres. The regular subsidy payments for mortgage or depreciation costs. There aren't even low-interest government loans for getting a centre going. As the man responsible for overseeing the administration of the day care subsidy has told us, the government is not in the business of supporting day care per se, but rather in helping low-income families to use existing services.

²We're not suggesting that parents, exclusively, formulate B.C.'s government role in child care services. What we want is an ongoing built-in vehicle by which people needing, creating, using child care can fully participate in official policy-making about it. People interested in developing better programs — ie. parents, non-parents, professionals, non-professionals, old people, young people — should be encouraged by government to form local organizations and committees which can continuously work with government to shape and improve its role in child care.



REGISTRATION

Obviously, if more and better programs were to be given the support they need in order to develop and survive, the government would have to foot a much greater child care bill. Even under the present funding policy, if new and improved child care programs spring up and all the parents who need child care and who also qualify for the subsidy were able to use them, the government would have to pay a much greater bill. It's apparently not in the government's interest to encourage more and better programs for young children. So it doesn't.

INSPECTIONS, INSPECTIONS

Rather than facing up to the contradiction it creates by high standards and low funding, rather than listening to families and responding to community child care needs, the official child care bureaucracy carries out the two narrow functions it has assigned itself. — licensing, which happens through the Department of Health, and subsidizing, the responsibility of the Department of Rehabilitation and Social Improvement.

Within both the licensing and subsidy systems the weight of proof required for bureaucratic rules and regulations is on the applicant. From the point of view of persons applying for either a license or a subsidy, the process is often a demeaning struggle. The government doesn't have to prove anything — not even that it can operate a cohesive bureaucracy. Inspection, of one form or the other, is the sole vehicle by which government relates to people using and creating child care.

Every bureaucrat inside B.C.'s child care system, with the exceptions of some public health nurses, performs a kind of policing role. There are inspectors who inspect facilities and staff for licensing, inspectors who inspect parents' incomes for subsidy payments, inspectors who inspect the operating budgets of child care centres. Not all these workers are called "inspectors," of course, because that's a nasty title. The "Chief Inspector" of all has had his title changed to "Executive Officer" (of the Community Care Facilities Licensing Division). Other inspectors have titles like "Consultant." For instance, the Consultant for Day Time Services for Children (there is *one* for the whole province) is supposedly not a licensing agent any more although she is still

responsible to the Licensing Division. Having recently ordered at least one service to close down on the grounds that it violated the Community Care Facilities Licensing Act, she has been circulating official letters of late to established child care operators, requesting that they keep their eyes out for "illegal" child care programs and report them to her office.

This kind of bureaucratic intrigue has its amusing moments, for it is clear that nobody is clear as to just what constitutes illegal child care. Dr. Larssen, the Chairman of the Community Care Facilities Board, announced at a Vancouver meeting this summer that child care "law" in B.C. has been and still is mainly a matter of "bluff" on the part of the government. His announcement occurred only a few days after the Consultant's letter went out. Members of his audience (some of whom had received the letter and were probably out looking for violators of the bluff) were thrown into new confusion. How many of us (including officials busily enforcing regulations) have been bluffed by, intimidated and restricted by, certain inane child care "laws" that aren't ultimately legally enforceable?

PROTECTION AND PREVENTION

If inspection is the primary tool of our child care bureaucracy, we can be pretty sure that government policy is based on a negative approach. And so it is. "Protection" is the pass word of the licensing controls — protect children from abusive and dangerous situations. The financial provisions for child care rests on the concept of "prevention" — prevent poverty and child neglect by subsidizing care for poor families who might otherwise go on welfare. It's also preventative, so the argument goes, because it will keep the children of these poor families "off the streets" and thus "out of jail" later.

The idea of a government protecting children from abuse seems commendable and necessary enough. But what is good in theory has broken down in practice. Some serious types of emotional abuses occur in the "safest" of child care settings, and these cannot be detected by inspection. More importantly, because child care licensing policy ignores the ideas of parents and kids, and ignores the fact that there is a tremendous variety in people's child-rearing values throughout the province, it has effectively restricted many good things that could be developing among families in B.C. Depending upon one's values, there are blatant abuses of children in some licensed centres while certain new quality programs are being refused licences on the implicit grounds that they will abuse children. Questions such as the following arise, go unanswered by the authorities, and then fade away like the rejected projects they've arisen from.

Are we really abusing our children if they are in a group that includes a wider range of ages than just 3 years to 5 years old?

Are we really abusing our children if they don't have every item of "required" equipment including enough tables and chairs to crowd their space, and



MAVIS HEARN

the \$400 worth of regulation blocks?

Are we abusing them if their staff people are good people for the job, who are chosen by the parents but who don't have the specific B.C. Pre-school teacher training credentials? (In many parents' estimations the courses required are far from good courses, while they tend to turn out day care workers who can't easily work with parents).

Licensing agents and certain influential child care professionals behind the present Standards apparently think that child care programs which do not meet all the Standards are necessarily abusive. Officials either refuse licensing outright or carry on a bureaucratic cat-mouse game for months or even years with the applicants. No matter that the children to be served, in many cases, have several brothers and sisters with a wide age range, few toys, and perhaps no adult guardian at home.

This self-righteous stance of government and its many supportive professionals is most ironic in the official relations with parents' shared care arrangements. Rather than establish an explicit policy which accommodates the rise of parents' cooperatives, the government often chooses to consider these arrangements as "illegal" underground ventures which according to its logic, are abusing the children involved. Probably the most common reasons behind this judgment have to do with staff training—parent staff, possibly including supervisors/coordinators who haven't had all those courses. So we have a strange situation in which the state, supported by much of the day care establishment, is protecting children from their parents categorically.

While the licensing concept of *protection* is thus tied up in contradictions, the principle of funding solely for *prevention* is just plain insulting to the parents and children of B.C. It is only to prevent our children from becoming expensive "social problems" and to prevent us from going on welfare by making it possible for us to work that our government is willing to contribute financial aid for day care, that it is willing to pay toward the care of our young children.

Generally, the provincial government supports child care on the basis of prevention for the same reason that it takes a passive attitude toward the development of new child care service. It's cheaper that way.

In the mid-60's when public pressure for tax support of day care began to grow too strong to be ignored (even by our government) the Victorians began shopping around for the cheapest solution. The federal government cost-sharing welfare support plan, the Canada Assistance Plan, offered it. Under the plan, the federal government will pay approximately half of money spent by the province on day care provided that such expenditures have as their object "the lessening, removal, or prevention of the causes and effects of poverty, child neglect, or dependence on public assistance." By arranging that payments for day care are disbursed to low-income working families, to families with "special needs," and to centres that serve such families, the B.C. system qualifies.

Of the total \$1,184,813 spent on the day care subsidy in 1971, the province contributed only \$666,620 while the federal government cashed in with \$518,193. (These amounts spent on children in the first five years of their lives might be compared with the still inadequate \$448,700,000 the province will spend on education in 1972 — mainly for persons aged 5 to 21.)



The fact that the only provincial funding for day care is under welfare legislation helps perpetuate the notion that day care exists for parents who have in some way failed in their family responsibility. The Department of Rehabilitation and Social Improvement conveys this kind of sentiment in its very name. People receiving assistance are somehow maladjusted or abnormal and in need of "rehabilitation" and "social improvement".

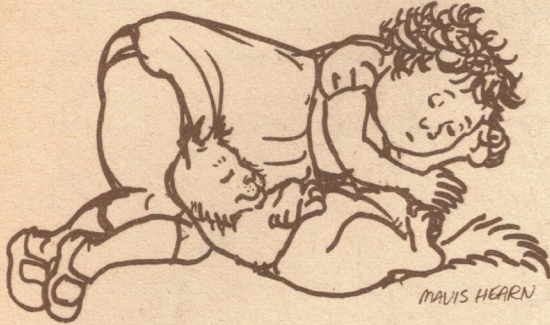
Individual parents apply for the subsidy payments. In doing so, they must be interviewed by a social worker who fills out a "needs test." The parent must prove his or her need for assistance by itemizing his/her exact monthly income and expenditures. The whole process is similar to that involved in getting other forms of welfare payment. The complicated screening of potential subsidy users necessitates a large staff of administrators and social workers, expensive to the taxpayer, which is intimidating to the applicants.

While doling out its aid to day care in this demeaning way, the government is still afraid that too many families will take advantage of their right to government supported day care. There is really no public information about the subsidy, no campaign to inform people of its existence, no place of easy access where parents might even inquire about it. In avoiding serving many families who are eligible and may well need child care, the government has failed

Government-49

in its own narrow aim of using day care as an effective preventative service.

Because the government has failed to generate new needed forms of child care services, it cannot even claim to be seriously pursuing the prevention of "dependence on public assistance" with regard to child care. If there's day care, the single mother can work; if not, she has to go on welfare. Approximately 48 per cent of working mothers in Canada work shifts, yet there is little group care available in this country on weekends or evenings. In B.C. there is only one centre open after 6 p.m. None operate on weekends.



THE CHOICE OF FOSTER CARE

When mothers who work "odd" hours seek advice about day care arrangements from government offices or social agencies associated with child care, they are often told that mothers shouldn't take jobs like that. Then it is suggested to them that they consider foster care for their children. The officials and social workers who give this advice know that foster care is not particularly good for children. (The percentage of foster children who end up as adult inmates of jails, mental hospitals, and other institutions is much higher, for instance, than that of kids who never experience foster care.)

Most foster children come from large poor families in which the parents can't afford to support all members. Under these conditions, they are forced to give up one or more of their kids to foster care — the traditional solution offered by government to families with young children who need support. This is also what the government has to offer the single parent who works weekends or evenings. To continue work and commit her child to foster care means, in some cases, giving the state legal custody of that child. To keep her child, the mother has no real choice, often, but to go on welfare.

The same office which grants the day care subsidy to parents administers all welfare services falling under the Protection of Children Act, which includes foster care. A great deal more money is spent on foster care than on day care.

THE WELFARE TRIP AND LICENSING

The connection in the Victorian mind between day care and welfare is also clear from the government's approach to licensing child care. Under B.C. legislation, day care centres, nursery schools, preschools, kindergartens and other services which provide "any similar training" for children under 6

years of age are lumped together with nursing homes for the aged and homes for unwed mothers. They are all called "community care facilities" and they are all subject to the Community Care Facilities Licensing Act, which is the only child day care law.

Formerly the "Welfare Institutions Licensing Act" this piece of legislation had its name changed in 1964. While the present title is perhaps less offensive, the old one more accurately reflects official attitudes toward community services which exist for the very young and the very old. Day care and other forms of child care supplemental to that of mother in the home are still considered to be less than desirable — a concern for the wary eyes of welfare workers. Such care is usually surrounded by a chorus of social workers whose orientation and training relate to "problem" families and "multi-problem" families.

The Protection of Children Act makes it clear why government assistance to families is associated with family failure and crisis. The state can only take responsibility for children when their families do not care "properly" for them. This Act, by the way, is an incredible piece of legislation. It provides that the state can take custody of a child whose parents are "immoral" for example. Since there is no legal definition for "immoral" this one clause gives a great deal of undefined power to the "proper authority" crazy enough to want to use it.

THE FAMILY, THE EXTENDED FAMILY AND COMMUNITY CONTROL OF CHILD CARE

Up until now, progress toward changing government attitudes on child care has been hindered by an old theory of state "interference" in family life. The state could only take responsibility for the care of young children when the family no longer could, supposedly. This idea is clearly reflected in the Protection of Children Act, but even the licensing of child care facilities is limited by a clause in the Community Care Facilities Licensing Act which precludes its application to facilities operated by a person related to the child/children served by blood or marriage. Child care, according to the argument, must be carried out *either* by the family *or* the state.

However, the definition of "family" is changing in our changing times. It is getting more and more difficult to say what a "family" necessarily always is. And, except for municipal zoning regulations, our governments have never attempted to define "family" in law. Legal references to the family concern family *functions* — i.e. responsibilities — only.

The point has arisen anew with the rise of extended families in B.C. and across North America. Collectives, communes, house co-ops, and land co-ops are all groups of people — big and little — sharing the traditional family functions of child-rearing, financial support, the provision of food, shelter, love — in short, a home for many adults and their children. (Such a "home" may be housed in several buildings.)

Once a group of parents begins to share their family functions, they've created a larger family among themselves with more than just one or two parents and more than only blood-related children. Shared

family functions, moreover, don't have to mean a collective or communal living arrangement for the people involved.

Right now the child care bureaucrats are not exactly sure how a licensing structure should respond to the idea of families sharing the care of a group of their children. It doesn't fit easily with the old family/state division. So far the tendency among officials seems to be to consider such arrangements "illegal" — they don't meet the Standards. The Victorians are reluctant to accept such programs as legitimate unless they are remodeled to fit *their* model. We want government to do more than just accept family shared care as legitimate. We want them to listen to parents, to help them create such programs where they are feasible and desirable with financial and moral help, professional advice, and information on child development. (We feel, too, that it should be the reserved right of parents in parent-controlled centres to hire whom *they* wish and *they* consider appropriate for their supervisor/coordinator and any other staff, and that their choice be honored by licensing authorities whether or not the workers selected have been trained by

B.C.'s preschool teacher training course.)

Even where such extended family arrangements are not feasible, a new positive response to the wishes of families needs to grow in Victoria. Groups of parents using existing day care facilities should be encouraged to participate in the operation of their children's centres. And with the financial and active advisory support they need, as well as with the help of interested non-parents in their communities, parents should be encouraged to determine what forms of child care service they will have.

This could be the main basis upon which local community control of child care services could develop. In other countries systems in which spending, licensing and standards are controlled by local committees, work well. Here, such a system might even be cheaper than the present set-up, and would undoubtedly be more efficient and competent for *people* using such services. Certainly it would be more "child-centred" than Victoria's present child care bureaucracy could imagine. Through local committees, and a variety of resource people, we might get, for a change, real assistance in child care from Victoria, with love.

BEFORE NDP

1. In general, the social-political issue of day care was not recognized as an issue by Social Credit.
2. Public information on day care programs, subsidy, licensing, etc. was non-existent unless one considered the province's Community Care Facilities Licensing Divisions in Victoria and Vancouver as offices which made information available. (See p.52)
3. The day care subsidy was LOW, hard to know about, hard to get no matter how eligible a parent might have been; **NON-WORKING MOTHERS AND MOTHERS ON WELFARE WERE NOT ELIGIBLE.** Maximum rates (\$3.60 per day per child in group day care, \$2.75 per day per child in family day care) fell far short of real costs for good care. Subsidization applied only to full day care and out-of-school day care.
The subsidy system was bureaucratically convoluted per Sacred usual. Parents had to prove their low income/need in complicated "needs tests". "A", "B" and "C" rates within various classifications were all figured on a per diem basis - with built-in penalties for a child's 'extended' absence (more than 5 days per month). Daycare operators in centres and even more so in homes were crunched between low irregular income from subsidized clients and constant high costs.
4. No provincial grants or loans were available for setting up new children's centres.
5. One civil servant was the hub of effective power and decision-making re children's day care services in B.C.

SOME
CHANGES,
For The
Better
For Sure

BUT...

- The problems re licensing were superprickly.
- The whole provincial government structure re children's services needed fundamental evaluation and restructuring.

AFTER NDP

1. Day Care is recognized as a social - political issue by government.
2. Government attempts are being made to get some of this public information to the public - a media campaign informing people of the subsidy is currently underway; new day care information centres are slated to appear through B.C.; two are now operating (See p.56).
3. Learning about and getting the day care subsidy has been made easier, more direct; subsidization is broader in its application as of April, 1973.
The subsidy has been RAISED. MORE PARENTS ARE ELIGIBLE, INCLUDING NON-WORKING MOTHERS AND MOTHERS ON WELFARE. It applies now to less-than-five-day-a-week attendance in full day care centres and homes, to pre-school and nursery school programs as well as to full day care and out-of-school day care. (See pp. 31-32)
Rates are figured on a MONTHLY basis and set according to parent's income on a sliding scale. The maximum rates for a child in full group care is \$100 per month, in full family day care, \$75 a month (with no cutbacks for temporary absence). The welfare "needs test" doesn't (shouldn't anyway) happen any more. (See pp. 69-70).
4. It appears that some provincial funds may be loosened up (See p. 73).
5. She has helpers - some new offices, some new personnel, including the Director of Day Care Services, Information Centre directors.

- They still are. (See pp. 60-66, 14-16)
- It still does.

• I went to the Community Care Facilities Licensing Division in Vancouver to pick up the government's information packet on the licensing of child care facilities. Stationed in the middle of the office was a big desk with a dozing civil servant attached. He looked up, though, and gave me a quick, official grin. I asked for the public information expecting that he would give it to me simply because I was a member of the public. I was mistaken.

With some ceremony, the official cleared his glasses and his throat, took out a notepad and pointed a pen at it.

"Your name is Mrs. what?" he asked. Wondering what was so "Mrs." about me, I told him my name. He had a bit of difficulty spelling it out.

"Telephone? . . . Address?" More difficulty.

"What organization do you represent?" I wondered if somebody who didn't represent an organization or have a spare acronym in her head failed the quiz. I told him the long name of a group I work with. His version of it made more sense.

"Why do you want this information?" he continued. I told him that the organization I represented was producing a handbook of child care information and that we needed the most current licensing packet to check our description of its contents. Then I asked if members of the public requesting this public information were always questioned as such before they were given the material they wanted. His look tried to penetrate.

"They are indeed," he said, "because it's necessary to know *every detail* about. . ." something he mumbled under the dialling of his telephone.

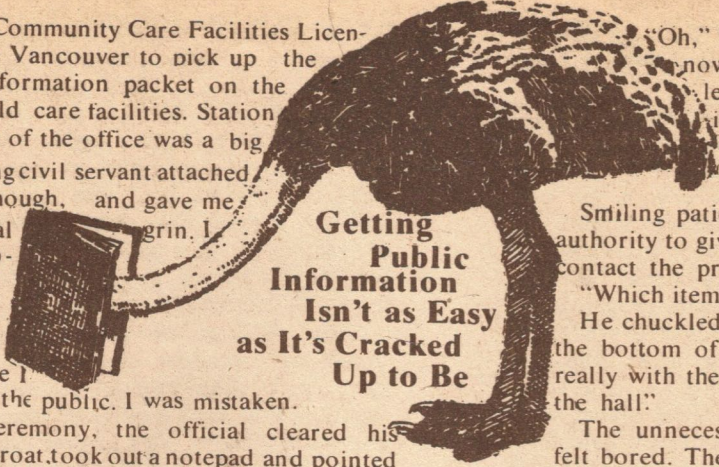
"Hello, Mrs. V., I have a Mrs. S. here who represents an organization called . . . who wants the material on licensing day care centres. . . uh huh . . . left side . . . thank you." He turned to two piles of envelopes shelved behind him, took one from the left pile and carefully handed it to me.

"I'd also like the provincial lists of day care centres, preschools and kindergartens; and an extra copy of "Procedures and Standards" for child care facilities," I said, fully expecting problems.

"Now, what else do you want?" he asked. So repeated the items. He entered them neatly, if slowly, on his notepad.

"Hello, Mrs. V.," he said into the telephone, "I have a Mrs. S. here who represents an organization called. . ." I looked around the room, wondering if I liked the 'gay' new orange and bone walls better than the government-issue ash-buff they used to be.

"Well," the official addressed me with decision, "Mrs. V. said that you should write very clearly exactly what you want in a letter to this office. Address it to Mrs. M." I thought the ash-buff was much better actually, and that maybe "public information" didn't mean what I thought it meant.



Getting Public Information Isn't as Easy as It's Cracked Up to Be

"Oh," I said, "well, considering that I'm here now, and that what I would write for in a letter is written on your notepad which is here now, and that the material this writing refers to is here now, — why can't I have it now?"

Smiling patiently, he answered, "I don't have the authority to give out this information. You'll have to contact the proper authority."

"Which items are not public information?" I asked.

He chuckled patiently, "I'm new at this and am at the bottom of these ranks, so to speak. My job is really with the Department of Child Welfare across the hall."

The unnecessary plot was unnecessarily thick. I felt bored. There was nothing left to do but lay on him my special status need for at least "Procedures and Standards" which he would have to recognize. So I told him that I was also a member of what is a prominent and respectable committee on day care in Vancouver, and that this committee had been asked, by the Chairman of the Community Care Facilities Board, a Deputy Minister of Health, to present recommendations to the government for new child care standards and regulations. In order to revamp the current Standards we had to have copies of them.

Even though the proper authority reigning over his office was a member of this committee, the official, had apparently never heard of it. And he was not moved by the requests of his superior's superior.

It occurred to me that a man of his age, which was honorable, could very well have hearing problems. So I spoke louder. The meeting, I continued, was in a few days (we had, typically, been given less than an office week's notice to produce briefs) and if I wrote a letter to Mrs. M., who was now in Victoria discussing the revision of standards and regulations, it wouldn't come to her attention until the day of our committee's meeting with her boss. If she immediately sent me "Procedures and Standards" I would receive it approximately three days after the meeting at which we were to deliver our briefs on procedures and standards.

The man at the desk almost looked sympathetic. "Well, yes, you *are* caught in a bind," he offered. I thought he was about to concede. I was wrong. He meant that as a sympathetic answer.

There followed, on my initiation, five minutes or so of stunningly absurd dialogue at the end of which we reached a point of agreement. He would give me a copy of that public document called "Procedures and Standards" because I was a member of the public. He went to a high cabinet and opened its top doors. Then he looked sternly up and down its four labeled boxes of mimeographed papers.

"There it is," I ventured, having spotted it some time before I felt it necessary to say so.

"Uh huh!" he said and gave me a copy, carefully. He then commented on what a good idea it was to put out a booklet on day care information, and would his office receive one, he wondered.

"For sure" I said. ●

DAY CARE AND THE LAW

Group day care and other child care programs are regulated by the provincial government through the device of licensing. In order to run a program for three or more children such as day care, nursery school, kindergarten, child-minding, or family day care legally, you are required to have a license (or an "Interim Permit"). The government's authority to license child care facilities has been legislated by the Community Care Facilities Licensing Act (CCFLA), an act which applies as well to a hodge-podge of other facilities—homes for the aged, homes for unwed mothers, summer camps, etc.

The CCFLA requires licenses for all facilities where "Care, supervision, or any form of education or social training not provided under the Public Schools Act is provided to three or more persons under six years of age, not related to the operator of the facility by blood or marriage, for any portion of the day."

By this act the provincial government appoints a Board to administer it (i.e. issue and revoke licenses) called the Community Care Facilities Board (CCFB) or the CCF Licensing Board. Eight civil servants whose primary positions are in the offices of various departments of government meet monthly as the CCFB.

The Minister of Health is in general responsible for the administration of the CCFLA while public health officials are usually in charge of local inspection for licensing. A clause in the Act requires that all community care facilities conform to local building codes. (Unless there is an arbitrated compromise between the provincial licensing agents and the local inspectors over a local regulation which

seems out of line to the CCFB, building inspectors carry out their work according to local codes.) Up until 1971, the administration of the Act — formerly called the "Welfare Institutions Licensing Act" — was the business of the Department of Rehabilitation and Social Improvement (DRSI). Under the new NDP government, administration of day care seems to be in a state of flux, with departments of Health, Education and Welfare vying for control of the development of children.

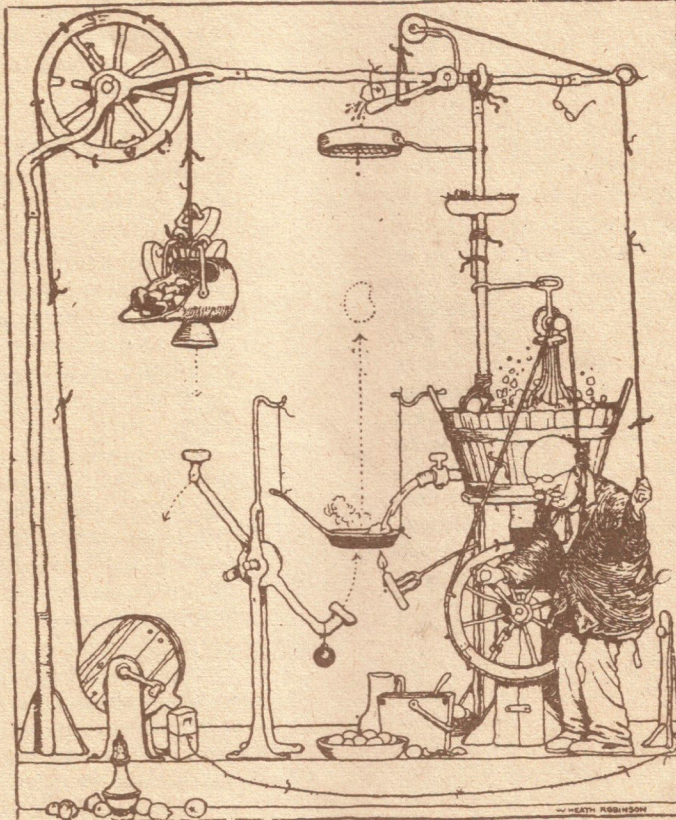
The CCFLA is the *only* provincial Act which covers day care and related programs for young

children. It is the only real law regarding such programs, and there are only about ten lines of the Act which refer to them. You can see a copy of the Act in the B.C. Statutes at most libraries (1969, Chapter 4, with Amendments in 1971 and 1972). You should also get a copy in the packet of information on child care licensing from the CCFB in Victoria.

The CCFLA is simply an enabling act. What you really need to read are those documents which guide the CCFB in granting licenses, and applicants in applying for licenses. The policy of the Board is expressed in two sets of such documents — the "Regulations" and the "Standards." Confusingly similar in name, these things are created differently and have different legal power. Regulations are the

more formal, the more difficult to change, and the more clearly binding. Under the Act, the Board is authorized to draw up Regulations governing licensing procedures and requirements. They must be enacted by the Cabinet as an Order in Council. To change them requires another Order in Council. **Regulations** must be drawn up in consultation with the province's Attorney General, and theoretically, they have the force of law.

At present the only **Regulations** in force under the CCFLA are a set done in 1962. These are obviously out of date and they say little specifically about day care or preschool facilities. They merely outline a broad definition of suitable "supervisors"; a limit on the age of children to be served in group settings (3 years to school age); a prescribed staff ratio (lower than that currently "required" in practice); a prescribed minimum of 25 square feet of



floor space per child; a requirement for an "adequate supply of suitable equipment"; a requirement for constant supervision; and a prohibition of overnight care without permission in writing from the Chief Inspector.

However, when you go through the stuff on licensing from the CCFB, you'll find that it's full of detailed requirements for different kinds of care situations — long lists of specific items of "required" equipment, pages of requirements for staff, etc. all presented in a very confusing way. These many requirements and rules are, roughly, what are called **Standards**. The Standards aren't really publicly available as a single document. Rather they're more or less contained on various sheets in the licensing packet. Unlike Regulations, Standards can be changed simply by a decision of the Board. Standards are not authorized, or even mentioned in the Act, and are purely a creation of the Board and licensing bureaucrats in the process of administering the law, policy guidelines for making decisions.

The policy decisions of regulatory boards (like the CRTC or CCFB) are recognized as a new form of "illegal" law that is developing in modern societies. People are deprived of rights and privileges by the decisions of civil service bureaucrats in private conferences not by judges in open courts or by laws passed in public session by elected legislators. Lawyers are disturbed by this development. Anyone who has dealt with the **Standards**, and the arbitrary procedures of the CCFB and its administrators, knows that the development of regulatory law is a serious threat to the rights of persons who must deal with such agencies. Precisely because the **Standards** of the CCFB have no real basis in law, it is impossible to guarantee equitable enforcement and treatment. Arbitrary administrative procedures develop very easily, and inequitable treatment of licensing applications is bound to occur (See Kinaird; A Case Lost for Kids). →

Nevertheless, child care bureaucrats like to give the impression that these piles of pages on licensing are "the law." Some officials, local and provincial, believe that they are law. While some of these rules are based on CCFB Regulations (which we've seen are very minimal), most are simply rules without a legal base. It is mainly for this reason that the CCFB has never won a case of enforcement against an operator of a "community care facility" who, with a lawyer, appealed in the higher courts. By conning child care workers into thinking that Standards are somehow the law, the CCFB staff has succeeded in putting off people who want to start child care projects but realize they can't, or don't want to, meet the letter of those Standards — particularly groups of families who want to organize some form of shared care at a centre. This staff hasn't been as successful with big business operators of community care facilities who have been able to pay competent lawyers to find the loopholes which benefit profit operations of such facilities.

54-Law

• • • •

The most essential thing to remember about these Standards is that **they are not legally enforceable in themselves. If you are denied a license on the grounds of failing to comply with any of the Standards, you would have a good chance of winning if you appealed, with good legal counsel, and took it to court.**

Not to comply with the Standards as they now exist, then, is not illegal. However, to operate a "community care facility" such as a day care centre without a license is illegal. Technically, you can be subject to a fine of up to \$500 per day of operation without a license or interim permit, according to the Act — **but that clause applies only after the CCFB has obtained a court order of closure, and you will be notified in advance if such a proceeding is underway.**

• • • •

The whole Regulations and Standards situation is changing. Admitting that they've been bluffing in regard to child care laws, the CCFB staff has begun to draft (as of summer, 1972) new Regulations for child care facilities. The Board is attempting to create a new set which will incorporate many of the existing Standards into a legally binding form. The idea is to discover a certain number of irreducible minimum requirements that any and all individual or group operators must meet — and enforce them fully.

This sounds like it might be an improvement. At least that which is presented as law will be legally enforceable. But when you try to think up such minimum standards which are to be enforced in the same way all over the province, you realize what a preposterous thing it is for people in Victoria to set absolute requirements for all kinds of child care programs, run by all kinds of people in the great variety of local situations that B.C. offers, north and south, urban and rural, mountain and maritime.

Whatever the basic requirements might be, any short list could be met by an operator regardless of whether the program was good for kids or not. And a demanding list of hard and fast requirements would prove prohibitive to most small groups trying to get something going, while leaving the field open to big profit-making concerns in the cities. In small towns and rural areas where there are no profits to be made, child care programs would not develop.

As bad as the inequitably administered, confusing sets of Regulations and Standards are now, we don't think that making them less confusing and more consistent will in itself do anything to solve the basic problems of child care licensing in B.C. We would like to see instead that Standards, Regulations and everything else official about child care, support the development of new child care programs — which are shaped by community and family needs rather than formed according to bureaucratic blueprints or big business masterplans.

This is not to say that we think just any type of care arrangement is to be encouraged, nor is it to say that child care arrangements should have to meet no standards or regulation. Some kind and extent of child care regulation is appropriate for all areas of the province. But must it be wholly provincially con-

trolled as it has been? We would like to see organizations of people other than exclusively government officials formulate new child care regulations, while local community groups exercise the controlling power over what new programs should and shouldn't be adopted in their communities.

KINNAIRD, A CASE LOST FOR KIDS



There's often a glaring discrepancy between the "legal" due process of licensing and what actually happens to applications for child care licenses. Applicants are by no means treated equally in different localities even though the CCFB is supposed to make the final licensing decisions according to consistent criteria. A case in point is that of a recent child care project in Kinnaird.

There, a group of people working under a federal Manpower grant set up a centre for young children. Their facility, a large private house with a huge and beautiful yard met higher standards than probably 90 per cent of the province's day care centres.

When the group made application for a license, the local health inspector in charge agreed that the facility was good and then promptly recommended to the CCFB in Victoria that the applicants be denied a license. His sole expressed grounds for this recommendation were that the group was operating on temporary funds. Because the group had no promise of alternate funding beyond the grant's termination date, the inspector took it upon himself to assume that the centre was not a viable service and therefore should not be considered for licensing. Whatever else may have influenced his thinking (there was a great deal of local politicking, involving the Mayor and the media, over the matter of the new centre) the official did not officially enter any other reason for his negative recommendation.

Now, there is nothing in the licensing guidelines which requires that applicants must have ongoing funding at their fingertips in order to get licensed. If there was, B.C. would probably be able to boast that it was the only province without a single licensed day care centre.

It's near impossible for any individual or group operator of a child care centre to interest foundations, community service organizations, social agencies or other potential sources of funding in aiding their child care projects if local inspectors refuse to recommend even a temporary permit for operation. If the centre can't operate, funding agents can't see what they're being asked to give money to. More often than not, they won't give money.

The government funding available to centres,—i.e. the subsidy, is an assured source of aid to the centre through eligible parents *once* (you guessed it) the centre is operating on a license or an interim permit. The license itself then can serve as an indirect source of government funding. To withhold the license is to withhold the subsidy. Denying the license is denying funding, in effect, from public as well as private sources. And to deny the license *because* of no alternate financial base is to tie a big knot around the applicant(s) throat.

Aside from that, there is the provision of the Interim Permit. This is a 3-month operating permit designed precisely for such fledgling projects. It allows the centre's eligible families to draw subsidy payments. The Kinnaird health inspector might well have recommended this permit for the project, according to bureaucratically honored routine. Apparently the official didn't know about the existence of the Interim Permit or worse yet, simply ignored its existence and purpose.

But the baffling thing about this case and others like it is that the CCFB rubber-stamped the local recommendation into a provincial decision, while it was at the same time okaying licensing applications from a child care project in Nelson operating under the same Manpower temporary grant program.

Needless to say, the Kinnaird child care project was ground to a halt. Had the group continued to operate at the time of the CCFB decision, the inspector could have recommended a court order of closure which the CCFB would probably have rubber-stamped, and their child care would then have cost the group up to \$500 in fines per day. Which they couldn't afford to pay—materially or psychologically.

The group, however, has since picked up some of the pieces. Having reorganized themselves under a local child care committee (with the status of a legal Society), they have proceeded to reapply for licensing in a different facility. This time their licensing hassle rests on a different non-requirement being required — the CCFB wants their staff to include a Registered Nurse because the centre is enrolling kids under 3. But that's another story in the suspended story of these applicants.

PEOPLE, PLACES, & A QUICK REFERENCE GUIDE TO

CANADA ASSISTANCE PLAN — Cost-sharing plan for welfare programs under which the federal government pays 50% and the provincial government 50% of costs. Programs designed for the "lessening, removal or prevention of the causes and effects of poverty, child neglect or dependence on public assistance" are eligible. Day care in B.C. is funded through the subsidy device under this plan.

CHIEF INSPECTOR — Title often used for the Executive Officer of the Community Care Facilities Board Licensing Division. C.W. Gorby holds this civil service position. Is responsible for executing policy on the processing of licenses for all kinds of community care facilities. Address: Community Care Facilities Licensing Division, Parliament Buildings, Victoria.

COMMUNITY CARE FACILITIES BOARD — (CCFB) — Set up under the Community Care Facilities Licensing Act to license day care and other child care facilities, summer camps, old people's homes, homes for unwed mothers, and other such institutions. Has 8 members — 3 from the Dept. of Health, 3 from the Dept. of Rehabilitation and Social Improvement, and 2 from the Dept. of Education. Is empowered, under the CCFLA, to draft licensing regulations. Usually meets monthly, to pass on applications for licenses, appeals, suspensions, revocations, etc. and other cases prepared by the Licensing Division. Chairman is Dr. Anthony Larsen, Deputy Minister of Health. Address: Parliament Buildings, Victoria.

COMMUNITY CARE FACILITIES LICENSING ACT — (CCFLA) — The enabling Act which permits the licensing of day care and other facilities through the Community Care Facilities Board. (See "Day Care and the Law" p. 53).

CONSULTANTS TO THE CCFB — (civil servants) — There are four consultants to the Board who advise its members regarding community care facilities. Except for Ms. Maycock, the Consultant to Day Time Services for Children, their work involves all the types of facilities outlined in the CCFLA. They are Ms. Dahl, public health nurse and social worker; Mr. Horton, senior public health inspector; and Ms. Stenton, social worker. (The Board is also to get a professional dietician/nutritionist.) Except for Ms. Maycock, they work out of the CCFB offices in Victoria.

CONSULTANT TO DAY TIME SERVICES FOR CHILDREN — (civil servant) — Ms. Gladys Maycock. (One of four consultants to the CCFB.) Advises Board on licensing matters regarding day care type programs (granting and revocation of licenses) and on qualifications of staff. Her office approves and maintains lists of qualified preschool teachers in B.C. She is the only consultant responsible for advising all groups and private operators in the province on day care and preschool program matters. Also, handles billings for day care subsidy and advises on policy regarding: granting of the subsidy and rate changes. She is responsible directly to the Director of Programs, Dept. of Rehabilitation and Social Improvement, and her

main connection seems to be with that department despite the fact the CCFLA is now administered under the Dept. of Health. Address: 45 West 8th Avenue, Vancouver.

DAY CARE INFORMATION CENTRE -- Recently established in Vancouver to provide information on availability of day care and to help with licensing procedures for new centres. Main function seems to be the administration of the day care subsidy; you can write or call the Information centre for application forms and apply by mail. Day Care Information Centres are supposed to be started in several parts of the province, but at present the only one is located at 45 West 8th Ave., Vancouver (Phone 873-3767). In Victoria **Family and Children's Services** (1627 Fort Street, 362-5121) serves the same function

DEPARTMENT OF HEALTH AND HOSPITAL INSURANCE — Responsible for administering licensing processes for the CCFB under the CCFLA. The Minister must answer in the Legislative Assembly for policy and practice on day care licensing.

DEPARTMENT OF REHABILITATION AND SOCIAL IMPROVEMENT — DRSI — Responsible for administering day care subsidy under the Canada Assistance Plan. Employees of this department determine policy regarding allowable costs, eligibility, etc. of the subsidy. They used to conduct community care facility licensing as well (now the responsibility of the Dept. of Health). The Minister must answer in the Legislative Assembly for expenditure of welfare money on child care programs. Name will soon be changed to Dept. of Human Resources. (See also Social Service Departments)

DIRECTOR OF DAY CARE SERVICES—A new position established by the NDP government to coordinate day care programs (subsidy) in DRSI. Centres seeking higher monthly subsidy rates should apply to this office. Mr. Orlo Petersen holds the position at present. Address: Dept. of Rehabilitation and Social Improvement, Parliament Buildings, Victoria, B.C.



THINGS OFFICIAL

B.C.'S CHILD CARE BUREAUCRACY

DIRECTOR OF PROGRAMS — (civil servant, DRSI) — Mr. Don Bingham. His office is to coordinate the development and expansion of programs related to the interests of DRSI. Bingham says he is interested in developing more effective and responsive child care programs and is "anxious" to hear from parents and groups desiring day care improvement/changes. He should be sent copies of any proposals and recommendations you make regarding the establishing, and particularly the funding, of new day care projects. Bingham is also a member of the CCFB. Address: (Name, Title), Department of Rehabilitation and Social Improvement, Parliament Buildings, Victoria.

FAMILY SERVICES AGENCY OF GREATER VANCOUVER Family Services administers many family day care homes in Vancouver — finding clients for their family day care workers, collecting the subsidy, giving some help and support to them.

HEALTH UNIT — The typical term used throughout the province to refer to local offices of public health workers (nurses, inspectors). Your public health branch should be listed under "Health Unit" in your local telephone directory. In most areas, health units have the responsibility for coordinating and inspecting community care facilities in conformity with the CCF Regulations and Standards. They are supposed to be able to supply information on local child care services, on CCF licensing, and licensing application forms. However, since these information services are only recent responsibilities for health units, many local health workers are not aware of all policy on child care. Where health units do not yet handle this information, it may be found at the local social service offices or welfare departments or the new Day Care Information Centre(s).

INSPECTORS, LOCAL — (Fire, Health, Building, Zoning.) Under the CCFLA, all "community care facilities" must comply with local building codes as well as with the special requirements ordered under the Regulations of the Act. Local officers carry out inspections for compliance

with both local codes and provincial regulations. Local health inspectors often do the entire licensing inspection. When such inspections are completed, their reports on the given facilities are sent to C.W. Gorby ("Chief Inspector" or Executive Officer, CCF Licensing Division, Victoria). Local inspectors can only make recommendations for granting or rejecting licenses; the CCF Licensing Board makes the final decisions (often rubber-stamps).

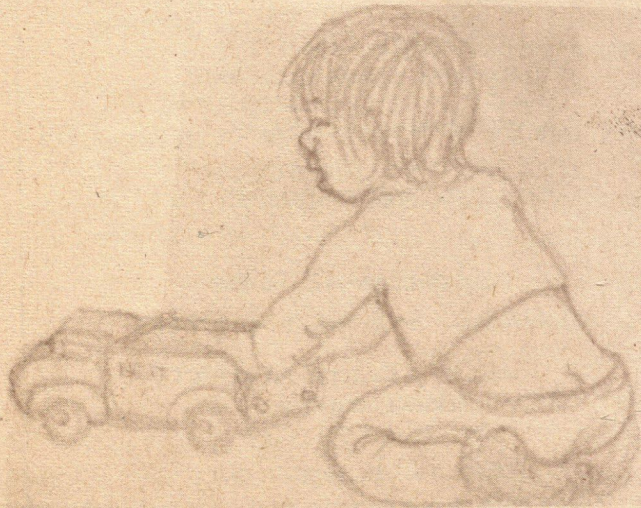
INTERIM PERMIT — A permit to operate a community care facility, granted on a temporary basis (good for 3 months, renewable), by the CCFB. Most child care centres receive an interim permit before becoming fully licensed. Granted to centres which have not met all the requirements (e.g. they don't have all the required equipment, they still have renovations to make, their staff isn't fully qualified) or to centres which operate "experimental" or "innovative" programs that don't fit under existing regulations. An interim permit allows a centre to receive subsidy payments for any child it may care for whose parents qualify.

LICENSE — a permit to operate a community care facility, granted on a yearly basis (renewable), by the CCFB. It is issued to child care group centres once the CCFB is satisfied with the conditions of the facility, the program and staff, according to the criteria of the CCF Regulations and Standards — as reported by local inspectors and the odd provincial consultant. (Probably no one licensed centre in B.C. has everything "required" by all the requirements, however.) A license allows a day care centre to receive subsidy payments for any child it may care for whose parents qualify.

PUBLIC HEALTH NURSES — In most areas throughout the province public health nurses are taking on the responsibility for inspections of child care programs in conformity to the CCFB Regulations and Standards. This entails review of equipment and assessment of programs. Where nurses do not do this, public health inspectors or social workers usually do (in addition to the various building inspections). Public health nurses also visit centres regularly in their areas to give advice and medical assistance. In Vancouver public health nurses act in the licensing procedures for family day care homes (interviewing and assessing women's suitability) but not for group centres.

SOCIAL SERVICE DEPARTMENTS — Local offices of DRSI or city welfare departments. In those places where Health Units are not doing licensing inspection, social service units may be doing it. Also, possible source of information about licensing and local requirements for child care centres. Will supply form and information to apply for day care subsidies.

SUPERINTENDENT OF CHILD WELFARE — (civil servant, DRSI) — Mr. Vic Belknap. Responsible for overseeing the administration of various acts and laws relating to child welfare, particularly the Protection of Children Act. His special relation to day care is in connection with the administration of the subsidy by DRSI. Must approve non-profit societies incorporated to qualify for special "A" subsidy payments. Also involved in formulating policy standards for licensing.



THE PROPER AUTHORITIES

SUBSIDY

PROVINCIAL

LICENSING

DEPARTMENT OF HUMAN RESOURCES
(NDR FRESH FOR 'REHABILITATION AND SOCIAL IMPROVEMENT')

DEPARTMENT OF HEALTH
AND HOSPITAL INSURANCE

MINISTER
NORMAN LEVI

MINISTER
DENNIS COCKE

ASSISTANT DEPUTY MINISTER
JIMMY SADLER

DEPUTY MINISTER
J.R.F. ELLIOTT

DIRECTOR OF PROGRAMS
DON BINGHAM

COMMUNITY CARE
FACILITIES BOARD

SUPERINTENDENT OF CHILD WELFARE
VIC BELKNAP

CHAIRMAN
DR. A. A. LARSEN
EXECUTIVE OFFICER
CECIL GORBY

DIRECTOR OF DAY CARE SERVICES
ORLO PETERSON
(TEMPORARY)

MARILYN DAHL, DEPT. HEALTH
RAY GOODACRE, DEPT. HEALTH
E.C. LESCOMBE, DEPT. HEALTH
ERIC BERRY, DEPT. HUMAN RESOURCES (R.&S.I.)
DON BINGHAM, DEPT. HUMAN RESOURCES
IRIS PREDDY, DEPT. HUMAN RESOURCES
MR. KITLEY, DEPT. EDUCATION
JOHN WALSH, DEPT. EDUCATION



LOCAL

• GREATER VANCOUVER •
DAY CARE INFORMATION OFFICE
45 WEST 8TH AVE., VANCOUVER 10
DIRECTOR
MARJORIE PHELPS
CONSULTANT PUBLIC INFORMATION
GLADYS MAYCOCK PEGGY CONWAY

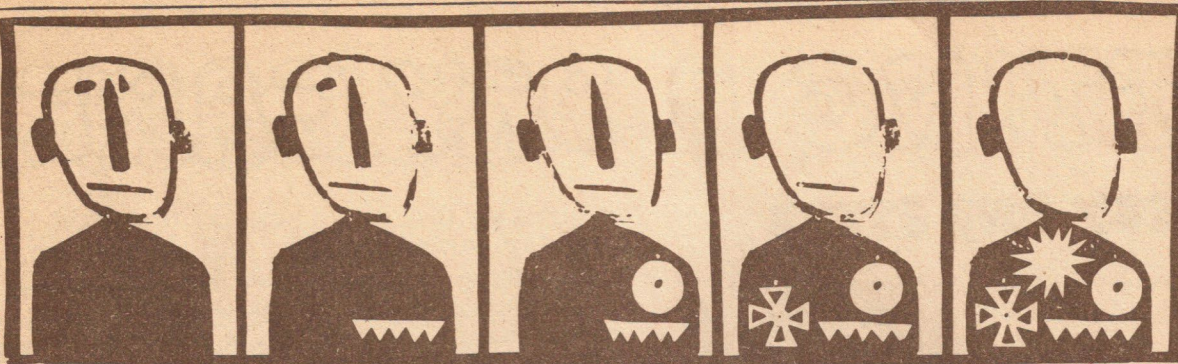
• VANCOUVER •
COMMUNITY CARE
FACILITIES LICENSING
45 WEST 8TH AVE., VANCOUVER 10
ACTING DIRECTOR
IRENE FAIRLEY

• VICTORIA •
FAMILY AND CHILDREN'S SERVICES
1627 FORT ST.

• ELSEWHERE •
LOCAL HEALTH UNIT

• ELSEWHERE •
CITY SOCIAL SERVICE DEPT.
OR
LOCAL BRANCH, DEPT. HUM. RES.

PUBLIC HEALTH NURSE:
SOCIAL REPORT
HEALTH INSPECTOR:
FIRE, ELECTRICAL, BUILDING, ZONING



From GRAPHIC DESIGN: VISUAL COMPARISONS, Fletcher/Forbes/Gill; Reinhold, 1963

AND SOME RESOURCE PEOPLE ORGANIZERS LESS PROPER

DAY CARE BOOK

MARCY COHEN
1030 EAST 13TH AVE.
VANCOUVER
879-5836

CAROL SAYRE
2185 EAST 3RD AVE.
VANCOUVER
255-3867

DAY CARE SIT-IN GROUP

DRENA MCCORMICK
2110 EAST 3RD AVE.
VANCOUVER
254-7635

BETSY WOOD
(VANCOUVER OPPORTUNITIES PROGRAM)
1439 COMMERCIAL DRIVE
VANCOUVER
255-9336 OR 922-3784

DAY CARE SUPERVISORS

BARBARA HANSON
THE NEW SCHOOL
3070 COMMERCIAL DR.
VANCOUVER
874-4634

BETTY VARTY
S.F.U. DAY CARE CENTRE
SIMON FRASER UNIVERSITY
BURNABY 2, B.C.
299-9980

FAMILY DAY CARE

YVONNE SCHMIDT
90 FAMILY SERVICES
133 EAST 14TH
NORTH VANCOUVER
988-7128

CATHLEEN SMITH
NELSON AND DISTRICT
FAMILY DAY CARE COOP
1423 PARK ST.
NELSON, B.C.
352-6202

"LATCH KEY" OUT-OF-SCHOOL DAY CARE

SANDRA CURRIE
1142 CARDERO
VANCOUVER
681-1695

UNDER THREE'S DAY CARE

SANDRA CURRIE
(ABOVE)

ANN HARLEY
3985 WEST 13TH AVE.
VANCOUVER
228-9637

JANIS NAIRNE
GENERAL DELIVERY
CASTLEGAR, B.C.

GETTING A DAY CARE

STRATEGY AND STEPS

STEPS (p.64) gives you pretty straight goods about getting licensed — and it looks pretty forbidding. We even considered eliminating a description of the Steps involved, for fear of discouraging people. A good many groups around the province have succeeded in starting programs just because they either didn't know, or didn't worry about licensing until they were well underway. One group in the interior started a much-needed program with extensive support from local civil servants and recognized community groups before making any contacts with provincial government licensing people. They simply didn't worry about Community Care Facilities Board regulations and were able to set up the kind of program families in their area needed. Local civil servants participating in and supporting the project simply refused to be intimidated by provincial government interference or threats when licensing became an issue. That is one possible strategy or plan, and shows that the formal licensing system is not so formidable as it may seem. B.C. is a big province, and Victoria can be a long way away.

On the other hand, some groups have succeeded in getting fairly satisfactory programs by beginning to work very early with Ms. Maycock, the licensing Consultant. She can be a fine, powerful, and sometimes non-interfering ally if she likes you and your program. (Her opposition, however, is difficult to fight. It usually takes the forms of contradictory information, delay, and a cheerful lack of cooperation.)

One group contacted her very early in their plans. Partly because they wanted an innovative program not permitted under Regulations (group care for children under 3 years), they had to enter a long period of negotiation. In order to state their case clearly and forcefully, they spent a long time working out among themselves what they wanted and why. They then circulated a questionnaire to people in their immediate area to show that other people had the same needs. To further support their case they worked with respected professionals and community members. After almost two years of preparatory work, the centre has begun operating, with the support of provincial subsidy for parents who qualify. Most of the people

60-Licensing

involved say they would never go through the licensing struggle again; but they were pioneering — always a difficult job. Because of their efforts it should be far easier for other groups wanting to set up group care for children under 3 to proceed through licensing.

You should remember that group care centres for under 3's, like other possible innovative programs (mixed ages, over-night care, etc.) would be given only renewable interim permits, not regular licenses. This is the bureaucrat's way of allowing programs that aren't officially sanctioned by the out-of-date Standards and Regulations. If you can argue and support the need for your project, such innovative programs are sometimes kindly looked upon if you contact the CCFB people. Included on one of the sheets of the Licensing Packet is a statement about this: "*Services similar to but not specifically covered by these standards [CCFB Regulations and Standards] may, under special circumstances, be granted an interim permit by the Board, provided all relevant conditions are met. An application for such a service must be accompanied by a detailed proposal, for especial consideration by the Board, setting out clearly the reasons why a service not specifically defined by these Standards is considered necessary. If the operation concerned proves itself to be a valuable service to the satisfaction of the Board, a license will be granted.*"

If you want to start a "new" type of program (a lot of our society's present needs necessitate "new" programs), or even if you are having trouble getting approved for a regular type of operation, whether or not you are working with Ms. Maycock or directly through local officials with the CCFB, it is a good idea to do the following:

- 1) Always keep a copy of anything you send to Ms. Maycock, the CCFB, or to local officials.

- 2) Do your best to collect letters demonstrating community support and demand — letters from doctors, teachers, etc. are useful; letters from parents who want to use the centre are good support.

- 3) Circulate a questionnaire if you want to, but try to avoid getting tied up with doing a full survey for statistical purposes.

LICENSE

4) Draw up a clear statement of what you want to do and why it is necessary, and then send copies to your MLA; Dr. Larsen, chairman of the CCFB; Mr. Bingham, Director of Programs for DR&SI; Mr. Belknap, the Superintendent of Child Welfare; the Minister of Health; your town mayor and council, etc., etc. If you can afford it, attach copies of the supporting letters you've received or else say that you have them. Letters of support can also be sent directly to the CCFB.

5) It might prove useful, too, to ask to appear before the Board in person — that's your right.

These are some of the things you can do to actively fight for a license or permit for your project, if you are going to enter the regular licensing system. If you are planning a program very much like what has already been licensed (i.e. group care for 3 to 5 year olds, or nursery school, etc.) and have no particular objection to hiring "approved" staff, there is little reason not to go ahead through regular channels.

But what if you're not planning that kind of program, and what if you don't want to do the pioneering struggle? Suppose you're reading this book precisely because the child care you can get now (what's been licensed) is not what you want and need for your children. You can't afford to spend a year or two of your life fighting against backward licensing conditions. You can't afford the \$2000 to \$3000 needed to set up and equip a licensed group centre. You find unacceptable government interference with the kind of care you want to give your child by requiring you to have a certain person to do it . . .

If these things apply to you, you may consider operating outside of licensing requirements. Such a thing is not necessarily illegal, nor need it subject you to the fine authorized by the Community Care Facilities Licensing Act. The Community Care people are not clear themselves as to how far their authority extends, or exactly what programs they must license, and as to what is outside their authority, i.e. "unlicensable."

This leaves considerable leeway within which to operate, particularly if the type of program involves participation by the families of children involved. Thus, in addition to



numerous underground programs unknown to officials, and thousands of unlicensed babysitting homes, there are a few "underground" services we know of that have been able to continue operations even after the government found out about their existence.

In one case the parents involved refused to be intimidated by government harassment. They were clear on why they were providing the service, and willing to take their case to the public

Licensing-61

through the newspapers. The fact that they did so has forced officials to make clearer their position on licensing programs carried on by families, in shared or exchanged care situations. Such a confrontation as occurred in this case will not likely be necessary again, since officials now seem to accept that their licensing authority has limitations, and that there are some kinds of day care programs that definitely are not subject to licensing procedures.

Programs that choose to ignore or defy government licensing authorities will most likely not be interfered with or attacked if: 1) the service provided is small and not public (i.e. *not advertised*); 2) the people providing the care are a group of parents who are sharing their child care responsibilities rather than giving their children to someone else for a certain number of hours each day; or 3) if regular licensed services are not available, or non-existent (i.e. overnight care for a working mother who would have to go on welfare or give her kids up to foster care otherwise).

Despite the limitations of their authority, the licensing officials could try to close down your operations. If they do they will probably threaten you with a court order giving a date after which it will be illegal for you to continue operating. For each day you continue after that date you will be liable to a fine of up to \$500 a day if found guilty in magistrate's court. A court order was served on a group in Kinnaird who decided to close down for a while rather than risk paying the fine. They didn't think they would have much chance of winning in local magistrate's court because the Mayor had publicly made pronouncements against them, and they were probably right. However, the group is opening its centre again under the auspices of another legal day care society. They have been forced to take a more traditional route (i.e. hire a regularly "qualified" supervisor) since being closed down and reopened.

It is possible to appeal decisions made by the CCFB, to appear in person with a lawyer before the Board at a later time to argue why your centre should not be closed down. The more support you can get for your project from the local community, and the more documentation on why licensing standards should not apply in your case, the more chance you will have of being allowed to continue operation.



Family Co-ops: Beyond Government Authority

The principle of licensing under the CCFLA is based on the old idea that the state can interfere in family relationships only when the family is not fulfilling its functional responsibilities to all its members. Otherwise government would not dare to attack something so sacrosanct as the family. In the case of day care, licensing thus has to be based on the principle that families are not involved and parents have given daily custody completely to someone else. This has been clearly stated in the 1972 amended form of the day care section of the act, which specifically states that licensing applies only to facilities where care is provided to children "not related to the operator of the facility by blood or marriage." We're not sure whether to read this as a specific statement of the decision not to require licenses for programs owned and operated by parents for their own children. When a family cooperative program hires a paid coordinator, it is possible the hired staff would then be the "operator" and a license required. Otherwise, it seems that this amendment might exclude shared care arrangements by families in their own homes from getting licensed.

In the introduction to this section on bureaucracy we talked about the "family" in law. In very general terms it is possible to argue that the "family" can be more than any one nuclear family when a group of parents and children organize to share the family *functions* of child rearing, since the law does not define the family but only its responsibilities in terms of functions. If that is the case, varieties of cooperative arrangements by groups of natural and functional ("practical") parents would seem to be only marginally subject to licensing.

Finally there is the question of advertising. In the CCFLA it is categorically stated that it is illegal to give care without a license. Yet somehow, it is more illegal to do it and then advertise as a "community care facility," using the name of any of the types of programs they license. Advertising thus seems to become a criterion; and if you do not solicit clients, or (more likely) try to attract more families to your care-sharing group by public advertising, it is more likely that the CCFB will prefer to simply ignore your operation if it is not blatantly dangerous or unhealthful.





What's Really Important?

You may have noticed that the strongest grounds for legitimate disagreement with the CCFB that we have mentioned relate mainly to programs and not physical facilities. One of the primary concerns of the CCFB is to protect the health and safety of the people using the facilities. That should be the concern of every group or person involved in the care of children (but not the *only* concern). The standards by which premises are checked are a combination of provincial and local health and safety and fire laws and federal building codes. Many supervisors and day care operators agree that these safety and health requirements are necessary. In general, our feeling is that a group wanting to regularly use a central place for cooperative child care should make an effort to find a place that conforms as nearly as possible to requirements and/or make the necessary renovations. If the requirements seem too extreme, and/or if you cannot afford the required renovations, your group should make a decision as to what you consider safe for your children. In many cases, local inspectors are very helpful and also not beyond recognizing that in a given instance a requirement is irrelevant and can be safely ignored, if a group can give a good reason why an exception should be made. In other countries, England for instance, physical requirements for buildings are regularly waived if a program is needed in an area where good buildings aren't available. When will we have officials in B.C. who are able to see day care in terms of families rather than buildings?



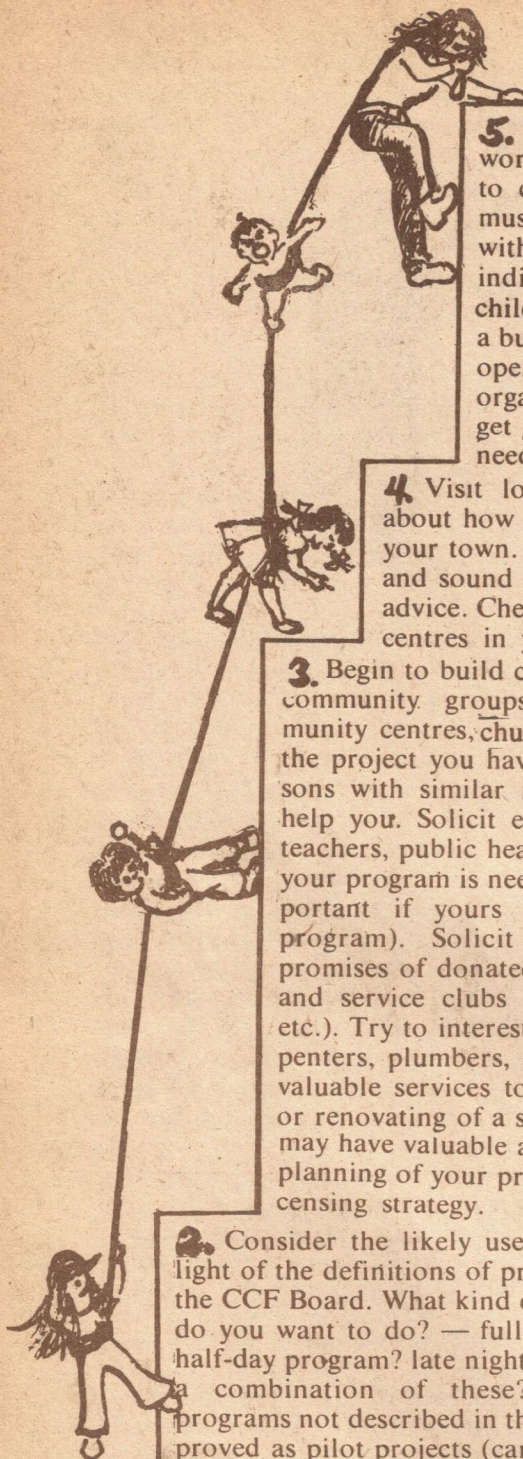
Approach licensing with the knowledge that it is by no means as cut and dried as it seems. No program in the province meets all the Standards. Licensing is as much a process of negotiation and mutually waiting each other out as a process of meeting requirements. Big operators know this, and they approach it in the spirit of compromise, both sides giving something. All groups wishing to start day care should do it with the same frame of mind. But while the big operator's main aim is protecting his profit margin, parents and friends of children will handle the negotiations with a different end in mind. They will seek the best possible care to meet their families' needs, whether or not those needs have as yet been perceived by the creators of licensing law.

In 1971 the administration of the Community Care Facilities Licensing Act was shifted from the province's Dept. of Welfare and made the responsibility of its Dept. of Health. As a result local Health Units rather than local welfare workers were to do program inspections of day care centres.

As far as we've been able to discover, in most of the smaller cities and municipal areas of B.C. one person in the health department handles building inspections for the municipality and is also the provincial Health Unit person responsible for various provincial inspections. Before the CCFL Act was switched to the Dept. of Health, these people were questioned as to their willingness and ability to undertake the heavy additional responsibility of special inspection of day care centre programs and other Community Care Facilities for licensing. Many answered they could not. Yet, without warning or any special training they find themselves assigned the challenging job of evaluating child care programs — a more complicated matter than counting windows, or measuring floor space. Many of these provincial

employees feel unqualified to do this and do not have the time, and some are saying that they simply will not do licensing inspections for day care centres. As a result, local social workers of the DR SI staff are continuing to do program inspections in some places — in other places they simply will not get done.

What does all this mean to you? First, it means that in many cases what we've described as a regular licensing inspection procedure will not be what you experience at all. We've mainly described it as Victoria thinks it should be. Secondly, it means that many unqualified and unwilling persons will be inspecting centres, making the idea of licensing child care programs an even more questionable method of controlling quality. Thirdly, it means that there will be delay, while sometimes inspections will not happen at all. So you either operate with an Interim Permit, or are given a license based on incomplete inspection. Finally, it means that thousands of kids will be going to centres that may have gone years without complete inspection.



1. Get the packet of licensing information provided by the province's Community Care Facilities Licensing Division from your local "Health Unit." If people there don't know what it is, try your local Social Service (Welfare) department, or write directly to "Executive Officer," Community Care Facilities Board, Parliament Bldgs., Victoria.

2. Consider the likely users of the centre in light of the definitions of programs licensed by the CCF Board. What kind do they need? What do you want to do? — full group day care? a half-day program? late night group care, etc. or a combination of these? Remember that programs not described in the packet can be approved as pilot projects (care for infants, overnight care, etc.). Consider, too, the best location (i.e. the most convenient to the users of the centre) in the community.

3. Begin to build community support. Contact community groups, through schools, community centres, churches, to inform people of the project you have in mind and to find persons with similar interests who may want to help you. Solicit endorsements from doctors, teachers, public health nurses, etc., stating that your program is needed (this is particularly important if yours is an innovative type of program). Solicit starting up funds, and promises of donated equipment from churches and service clubs (Kiwans, Kinsmen, Lions, etc.). Try to interest local skilled workers (carpenters, plumbers, electricians) who may have valuable services to offer toward the building or renovating of a site, and professionals who may have valuable advice to give regarding the planning of your program as well as your licensing strategy.

4. Visit local municipal offices to find out about how day care inspections are handled in your town. Try to talk to the people who do it and sound them out for their attitudes, policy, advice. Check out zoning policies for child care centres in your locality.

5. Whether you're now one person or a group working on the project, get organized. In order to conduct the "business" of child care, you must establish some kind of legal identity — with a name, a bank account, etc. If you're an individual who wants to operate a "private" children's centre, you will probably have to get a business license. If you're a group planning to operate a "non-profit" centre, you could organize as a non-profit society (see p. 77). To get grants from foundations, you will probably need a federal tax number.

6. As for the subsidy . . . if your packet doesn't include information for obtaining approval to claim subsidy money, write to Child Welfare Rehabilitation and Social In Parliament Bldgs., Victoria) for the families who wish to apply for the do so at least one month before they begin attending your centre (see S

(Steps 5, 6, 7, 8, 9 should be

once you
it takes

SOME STEPS W

1. You can get hung up on doesn't answer you (they sound and make it known that the Steps 2, 3, 4, etc.
Reading the packet can discouraged more than a few. Don't let it get you down. Search there. Then put it away to read later, getting going doesn't depend of negotiation, in which the your local inspector wants. decision about giving you a
2. Talk to people, find out
3. This is most relevant and community needs is an "innovative" outlined in the CCF Act. Per kind (you'll learn a lot). Co
4. In Vancouver, Day Care Commission from the Board of V permit". You have to obtain preparing your centre.
Be prepared for officials to They may. Try to persuade the point of view.
5. Staff from the community you and the users of the centre prescribed training and can't community's wishes.
9. Get only what you can afford this list. Try getting local people
10. Keep a photostat copy of known to lose these. If, after the CCF doesn't answer you (and people), bug them, make it known need the licence or the interest people have got you -- very fast. Get local support from your MLA to pressure gov

THIS LONG RIGAMAROLE IS WHAT ONE REQUIRES TO START GROUP DAY CARE THE MOUNTAINOUS OBSTACLE TH

STEPS TO LICENSING: HOW TO GO CRAZY ABOUT KIDS

7. Find a site (see p.67). Plan necessary renovations in consultation with local inspectors if possible. You will probably need to get a building and development permit from your municipality in order to make any extensive changes. Discuss the project with the planned centre's immediate neighbors; try to answer any fears they have which may cause opposition to your getting a zoning permit.

8. Hire staff (see p.84). The workers must be "qualified" and cleared as such through the office of the Pre-School Consultant 45 W. 8th Ave., Vancouver

9. Get basic required equipment, as listed in Licensing Packet (see p.104).

10. When you've got all this fairly together, not finished, submit your application for licensing (it should be in the packet — Step 1) to Executive Officer, Community Care Facilities Board, Parliament Bldgs., Victoria. The CCF Board will notify your local inspectors to begin inspections.

11. Enter inspectors to do official inspections. You may see any or all of the following: fire building, zoning people; local health people or provincial health people who will inspect specifically for day care requirements (a social worker may do it instead). Be prepared to argue for the innovative aspects of your program and its site, its adaptations to local conditions.

12. When everything's approved, or when inspectors say it's all safe pending certain changes underway, reports are submitted to the Community Care Facilities Board. The Board's Licensing Division will issue an "interim permit" which is good for three months and renewable at that time. This will permit you to open the centre, receive subsidy money, even though all is not completed for full licensing.

Lucky 13. You begin to operate. Kids can finally enter their centre.

14. Further inspection of your program and operation will occur in the first few months of your official existence. A report to the Community Care Facilities Board will be made by a public health nurse, a social worker, or a CCF Board consultant. (You may continue to operate on an interim permit for years without many more inspections — which has happened — or you may be licensed without much further hassle.)

15. The Community Care Facilities Board licensing staff collects all the reports on your centre and submits your file to the Board at one of its monthly meetings for official licensing approval.

16. License is granted. It's good for one year, and often renewed without further inspection. You are liable, however, to be inspected at any time.



"BULLSHIT"



THIN STEPS ...

trying to get the packet. If CCF don't answer people), bug them assist you, while proceeding to pretty horrendous. It alone has people from doing child care projects. it through to see what kind of stuff is specific questions come up. Remem- on meeting every rule. It's a process most important thing is knowing what people, not paper, who make the rence. they need and want. Set up a file. necessary if the program your com- ve" one -- i.e. one not specifically al contact work is the most effective ct letters in your file. a "conditional usage" requiring per- riance in the form of a "development the permit before going ahead with ay. "No, you can't do that and that." m to look at it from the community's are always preferred to "outsiders". If re want workers who haven't had the get it, negotiate on the strength of the ... ord which you think is necessary from ple to make at least some of it. your licence application. CCF has been bmitting your application for a licence. gain, CCF sometimes doesn't answer own they won't assist you. Because you im permit to get the subsidy, the CCF w projects can survive without the sub- ur community, your municipal officials, ernment for more responsive relations.

OUR GOVERNMENT UNFORTUNATELY STILL
KEEP WORKING TO CHANGE IT, ELIMINATE.
THAT DAY CARE LICENSING HAS BECOME.

LICENSES FOR GROUP DAY CARE IN VANCOUVER

Until recently, day care licensing was suspended in Vancouver because of complicated arguments over whether the city or the province should appoint and pay for the personnel to do the final program inspection ("social report") that allows a centre to receive a full license. As a result, for several years all group centres in Vancouver (except underground centres) operated on Interim Permits, subject only to

building inspections by city health inspectors.

In Spring 1973, an agreement was finally reached, and one officer has been appointed to work out of Vancouver City Hall to do "social reports" on group day care centres. There is a great back-log of inspections to be done, but presumably soon the procedure for licensing in Vancouver will be the same as everywhere else in B.C., and centres in the city will be able to obtain regular licenses again.

GETTING A LICENSE FOR FAMILY DAY CARE

Most of the licensing steps we've described apply to group day care centres. If you wish to do day care in your home you can get a license to operate as a family day care home from the Community Care Facilities Board. This permits you to take up to five children full time plus two or three children after school. The number depends upon how many of your own children are at your home. No special training is required. You should be able to get an application form for licensing as well as information on the family day care subsidy (including billing forms) from your local Health Unit, social service department, or directly from the CCF Board, Parliament Buildings, Victoria. Submitting your application will start the licensing process.

Your home will have to be inspected for its conformity to building codes in your area, and, as many houses do not meet these requirements, you may have to make some alterations, possibly expensive ones. You may have to renovate, if required by the inspector, whether or not you finally decide to do family day care. Your house will also be inspected specifically for day care, and this will probably involve additional requirements such as a lock for a basement door, asbestos covering for the furnace, or a fence. (Children in family day care are required to be kept on the ground floor.)

You'll be visited as well by a public health nurse and/or a social worker who will interview you and possibly some of your neighbors for an impression of your suitability as a day care "mother". He/she will explain your responsibilities and tell you something about how the regulations work. Be sure to ask for information on the subsidy (also check our sections on Subsidy and Funding) so that when families inquire about care from you, you can inform them of the subsidy program and refer them to the proper agency. Find out, too, about billing procedures for subsidized children.

When the inspections of your house are complete and the required changes have been made, and the public health nurse's report is satisfactory, you will be issued either an interim permit or a full license, stating how many children you may take care of in addition to your own. The total process takes at least

66-Licensing



two months and has been known to take up to a year. The license is to be renewed annually, the interim permit every three months.

In Vancouver, you have a choice of working privately (as is done everywhere else in the province) or under the auspices of Family Services (616 Cordova St.). If you choose to work under the agency, you will be limited to the client-families it sends you as well as to the fees it sets. The agency will handle collections from parents and billings for subsidized children. Working privately means getting your own clients, setting your own fees, making your own collections. Once on permit or license, you can legally advertise yourself as a family day care home.

Like licensing requirements for the house, which usually involve expenses, your ongoing day care operation will cost you money. It's a good idea, wherever possible, to work out a cooperative exchange of toys and equipment with other family day care workers or group centres in your area. This type of arrangement can be supportive to all the workers involved as you could get to know other people doing the same work and share with them not only the materials, but ideas and information as well.

Family day care has its problems but there are ways in which you can make it better for yourself and the children you care for. (See our other sections on family day care, pp. 31-3, 87).



SPACES AND PLACES

FINDING A SITE

There are about a million things to consider when looking for a place for your child care centre. First you have to find a landlord willing to rent to a day care centre at a price you can afford (unless of course you have a lot of money to build or buy your own place). Then you have to check local zoning requirements to see if they allow for children's centres in that area.

Third, you have to consider the renovations and repairs that will be required by the local building, fire and safety codes to bring the place up to licensing requirements. And finally, you might just be able to consider what the kids need who will be using the centre.

With these priorities forced on people because of all the endless red tape and lack of capital funding for day care from the government, it is no wonder that so many day care programs are inadequate. Just as the staff-child ratio and the personality of the supervisor affect the environment in any child care centre, it is also true that the space can limit and define what kids can experience at a centre. If, for example, you get into an out-of-the-way church basement with the use of only one room, it is unlikely that the centre will become the focus of community activity, let alone provide adequate facilities so that the centre is a warm comfortable space for kids. The ceilings are usually too high, or too low, and if there are windows, they're usually too high for the kids to see out of. Few of these places have much outdoor space, or a garden, or an extra room somewhere for kids who sometimes need the chance to be alone for a while during the day.

But after all this has been said it is still possible to build a nice environment for kids without too much cost, with a little imagination and patience, and a lot of help from community people. A dingy basement room can be turned into a warm beautiful place with a little paint, some wood, and old furnishings. Too often people feel that they must follow exactly the requirements for material and equipment (you get a copy of these with the licensing packet) laid down by the government, and so never stop to think about the environment as a whole or consider whether a particular item is appropriate or not. Sometimes the required four "moveable cupboards" would be better replaced by shelves attached to the wall (i.e. if your room is small and you need all the floor space you can get for open play space), or the chairs replaced by hollow wooden cubes that could be used as building blocks at different times during the day.

The same holds true for renovations and repairs required by the building authorities. Try not to let "the authorities", no matter who they are, determine the environment without considering your program or budget. Most of the inspectors are fairly reasonable and so would probably be willing to

modify their requirements in a particular situation.

AS FOR LOOKING

Walk around your chosen district. If there's a real estate board or housing commission thereabouts, ask them about vacant and soon-to-be-vacant places. Check houses and other buildings that are owned by the city, provincial, or federal government in the area. In fact you might try going to your municipal council or the appropriate government agencies outlining the reasons why government property should be turned into a children's space. And if your request is still ignored you might just consider more militant action. In Toronto a group of women occupied a vacant university building and started using it for day care.

While you're looking, keep in mind the kind and the extent of renovation any particular site will require as well as the compromises each will necessitate for your program.

As for the kind of building appropriate for a children's centre, houses, an unused school building, a small factory or office or warehouse building, a store front, part of a housing project, barns, a fire hall, and of course churches and community centres all have possibilities.

Nelson's largest day care centre is located in a former hospital isolation ward which, without somebody's foresight, might have been torn down upon construction of the new Kootenay hospital there. Instead of city development rubble, this building is a wonderful castle for kids.

Private houses are often the most desirable sites. Store fronts can be developed if the wiring, plumbing and outdoor play space seem right.

Churches turn out to be the most common choice. If you use a church, you may need really strong support from the pastor to overcome certain conservative opposition. It's a good idea to make sure the janitor is enthusiastic. Janitors seem to have a great deal of power over what really happens in many churches.

Sharing space in a church or community centre can have good and bad aspects. In many cases, the children's environment must be literally folded up and shelved every night, or at least once a week.

On the other hand, shared space or space in part of a multi-use building, is likely to be the cheapest available. Churches and community centres are also usually situated and equipped to make zoning approval for day care easier. It makes a lot of sense to share space if you really want to make the day care a part of the community: a big house with a workshop in the basement that could be used to make and repair toys among other things, or a centre combined with a drop-in program for the mothers where they could get to know one another (you might start a food co-op, a sewing co-op, any number of things).

Repairs and Renovations.

Chances are your greatest constraint is your limited budget, so you'll want to know as closely as possible the estimated costs of all necessary repairs and renovation *before* you rent or buy. Since inspection for licensing has mainly to do with the premises, it's wise, as a general rule, to get somebody who knows the local building, fire, and safety codes to look at a place before you commit yourself to it. Try contacting your local health inspector or an experienced supervisor in your area and ask them if they could come and take a look at your prospective site.

As far as the building itself is concerned, in general the least expensive repairs and changes are the most obvious ones. The writers of *Day Care* give this run-down:

Least expensive—

- Adding Room dividers
- Appliance repair
- Changing door locks
- Minor floor repair
- Painting
- Plastering
- Window repairs

More expensive—

- Adding doors or sealing up doors
- Adding vestibules for coatrooms or for protection from outdoors.
- Minor plumbing or electrical renovations
- Tearing down and/or relocating one wall

Most Expensive—

- Kitchen renovation and installation
- Major plumbing— toilets, sinks
- Renovating heating system
- Tearing down or relocating many walls
- Ventilation changes - windows or air conditioning

So a place that looks awful and needs some paint, plaster, new steps, a fence and 14 new window panes may be a far better bet than a perfect house that needs 2 walls knocked out, a new entrance, and an extra toilet.

Subdividing large spaces is easier than tearing down walls. High ceilings can be made more intimate by suspending tent-like drapery. Most books on interior decorating have plenty of ideas for making large spaces smaller, and small places look larger. Building platforms big enough to climb on and high enough to play under (or use for storage underneath) can double the use of that floor - area and make the centre a more interesting place.

If you rent a site, be sure to have an agreement in writing about whether you or the landlord will be responsible for such things as . . .

Extermination

Janitorial services for general maintenance, including periodic window washings

Landscape and other outdoor maintenance, including snow shoveling

General repairs, including periodic painting and plumbing and electrical repairs.

Vandalism, fire, and theft insurance

68 - Finding a Site

Things to Think About When Looking for a Place

1. Location—Convenient for families who use the centre and close to public transportation. Also you should take a look at other activities (i.e. parks, libraries, community centres) and centres for kids in the area (here it would be important to look at the ages of the kids and type of program to make sure there is no duplication of services.)

2. Space Available—B.C. standards recommend that there be at least 30 square feet per child of indoor space and they make no specifications on the amount of outdoor play space. (75 to 100 square feet per child of outdoor space with some covered surfaced area is good.

3. Appropriately Subdivided Indoors—a fully-equipped kitchen, room for open play space and quiet space, separate administrative offices, and possible room for related projects involving the mothers and older sisters and brothers.

4. Repair of Building—wiring, heating, and plumbing sufficient to meet regulations (there has to be one toilet and wash basin for every ten kids in B.C. There also has to be two unobstructed outside exits. Ground level accommodation is preferred but second story or basement may be approved (a basement room must have two exits not including the upstairs door.) Window areas and lighting also must be considered.

Many of the so-called "best centres" that have all the things you would imagine could possibly make a good kids' environment (a new building, lots of money, bright airy rooms) end up looking very plastic, sterile, and "professional." Rooms really reflect in a concrete physical way the attitudes and philosophy toward children and child care shared by the adults who build the centre. If you see such values as cooperativeness and self-reliance as important for the kids to develop in themselves, you'll want their human and material environment to reflect and encourage these social values. In which case, the child's space to learn usable skills which he/she can relate to concretely and in cooperation with others—e.g. gardening, simple carpentry, food preparing, simple sewing—becomes much more important than the standard space in which to memorize nursery rhymes and color coloring books.



HOW TO MAKE THE SUBSIDY WORK FOR YOU

Money for day care is not automatically available to anyone wishing to enroll his or her child in a day care centre or family day care home, despite the promises of Norm Levi's slick new advertising campaign. In order to qualify for subsidized child care the family of the child must be defined, by some objective criterion set by the government, as "low-income" (see p. 71 on the Canada Assistance Plan). In the past, people have had to go to a social worker and fill out a needs test in order to qualify.

The NDP has simplified the process somewhat. People wishing to get their child care costs subsidized will no longer have to fill out a needs test with a social worker, stating their rent and household expenses nor will there be the A, B, and C per diem rates. There will, instead, be a sliding scale based simply on income and the number of children in the family with a set monthly rate. The exact amount the parent has to pay will be stated in each case. If, for example, you are a single parent making \$400 a month and you have one child, you will have to pay \$5 a month (see chart p.70). If you have two children in day care, your rate will not change. Parents with incomes above a set rate will be required to pay the full fee for day care (now set by the government at approximately \$100 a month for each child).

The Social Credit government kept the full costs for day care artificially low, at about \$70 or \$80 a month per child, by making it impossible for centres to get any subsidy money unless they stayed within that range. It accomplished this by refusing to approve budgets that they considered extravagant, by making certain expenses such as transportation for kids to and from the centre illegitimate budgetary items, and by paying day care workers lousy wages. Although the NDP are still unwilling to pay for transportation and administrative costs, they are willing to approve budgets of \$100 or more per child. They are much more sympathetic to the day care workers' demands for reasonable wages.

NOTE: It is important to remember that the changes made by the NDP will probably do more to simplify and debureaucratize the subsidy set-up than to ensure that everyone who wants day care will get it. The government is not willing to take responsibility for paying the "actual" cost of each centre on the basis of an operational budget. People running centres, then, who do not have any other source of funding will still have trouble making their centres economically viable. Parents who want group care on weekends or evenings will still have to fight to get it. And many middle income parents will have to pay more now that the sliding scale has been introduced and the fees have been raised.

The following is an explanation of who is eligible for day care subsidies, where and how to apply and what the rates are for different kinds of programs.

WHO IS ELIGIBLE?

All parents, working and now non-working, are now eligible for any day care subsidy except that for "In-Home Care" (see page 32). Working parents only are eligible for "In-Home Care" in special circumstances — when the child cannot be removed from the home and/or the parent is working evenings or split shifts. In Victoria and in the Vancouver area where there are now information offices to handle day care subsidy applications, non-working parents will probably have little trouble getting subsidized. But outside these areas, where the old offices of the local Dept. of Rehabilitation and Social Improvement are still handling the subsidy, non-working parents may have to fight to be subsidized for "the day care of their choice."

WHERE DO YOU APPLY?

1. In the Greater Vancouver area at:
Day Care Information Centre
45 West 8th Avenue
Vancouver
873-3767, 873-3768, 873-3769
1. In Victoria at:
Family and Children's Services
1627 Fort Street
Victoria 362-5121
3. Outside these areas at either:
the local Dept. of Rehabilitation
and Social Improvement Office OR
the Municipal Social Service Dept.

HOW TO APPLY

People wishing to get their child care costs subsidized will *not* have to be interviewed. All the paper work can be handled through the mail. The forms can be obtained from the addresses listed above, or from your local public health nurse or day care centre. The form which you fill out and send to the appropriate agency (i.e. a Day Care Information Centre or your local Dept. of RSI) is very simple — the only crucial fact needed is your family income. You will also receive a copy of a chart (reproduced below) from which you can figure out your share of the cost. You will never have to pay more than the set maximum fee at the facility you are using (i.e. \$100 per child in a centre).

After your subsidy form has been sent in to the appropriate office and O.K.'d, it must be given to the people who run the day care centre, family day care home, or nursery school your child is attending. Applications usually have to be renewed every six months.

EXCEPTION: If you have to pay more than you can afford according to the amounts stated on the sliding scale, you can apply on the basis of your expenses for a larger subsidy. You will probably have to be interviewed by someone at an appropriate agency in your area. The form you will fill out is longer and more complicated. As expenses you can include your actual shelter costs — rent or mortgage payment, heat and light — plus a pre-set amount for household expenses, as well as any outstanding debts or bills. The final decision on your subsidy will depend to a large extent on the sympathies of the person interviewing you.

WHAT CHOICES ARE AVAILABLE?

[The sliding scale applies to all forms of child care. In no case will the parent have to pay more than the maximum fee at the facility a child is attending.]

1. **Group Centres:** maximum subsidy \$100 a month
2. **Family Day Care:** maximum subsidy \$75 a month
3. **After School Care (latch-key):** maximum subsidy \$40 a month during school year and same rate as Family Day Care and Group Centres on holidays and during the summer.
4. **Half Day Programs** (all programs except those funded by the School Boards with the possible exception of the Parents' Co-ops): maximum subsidy \$35 a month
5. **In-Home Care:** same as Family Day Care, a maximum of \$75 a month

NOTE: Children wishing to attend part-time will be paid for on a pro-rated basis for the portion of days attended (i.e. if they come three full days a week, the rate will be three-fifths the normal rate).

Also an increased rate can be arranged for individual children who have special problems and need extra attention.



WHAT ARE THE RATES?

| SIZE OF FAMILY | FAMILY NET INCOME PER MONTH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| | 400 | 420 | 440 | 460 | 480 | 500 | 520 | 540 | 560 | 580 | 600 | 620 | 640 | 660 | 680 | 700 | 720 | 740 | 760 | 780 | 800 | 820 | 840 | 860 | 880 | 900 | | | | | | |
| IF TWO PERSONS IN FAMILY, FAMILY PAYS | 5 | 15 | 25 | 35 | 45 | 55 | 65 | 75 | 85 | 95 | 105 | 115 | 125 | 135 | 145 | 155 | | | | | | | | | | | | | | | | |
| THREE PERSONS FAMILY PAYS | | | | 5 | 15 | 25 | 35 | 45 | 55 | 65 | 75 | 85 | 95 | 105 | 115 | 125 | 135 | 145 | 155 | 165 | 175 | 185 | 195 | 205 | 215 | 225 | | | | | | |
| FOUR PERSONS FAMILY PAYS | | | | | | | | 5 | 15 | 25 | 35 | 45 | 55 | 65 | 75 | 85 | 95 | 105 | 115 | 125 | 135 | 145 | 155 | 165 | 175 | 185 | 195 | | | | | |
| FIVE PERSONS FAMILY PAYS | | | | | | | | | | | | | | | 5 | 15 | 25 | 35 | 45 | 55 | 65 | 75 | 85 | 95 | 105 | 115 | 125 | 135 | 145 | 155 | 165 | |
| SIX PERSONS FAMILY PAYS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEVEN PERSONS FAMILY PAYS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EIGHT PERSONS OR MORE, FAMILY PAYS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

FULL GOVERNMENT SUBSIDY

FUNDING DAY CARE

A CRITICISM OF THE CANADA ASSISTANCE PLAN FORMULA



How Does It Work?

The Canada Assistance Plan is a cost sharing arrangement between the federal, provincial, and municipal governments. The federal government contributes 50% of the cost and the other 50% is made up of contributions from the municipal and provincial government (in B.C. the province pays 35% and the municipalities pay 15%). Almost all government money going into day care is given out under the requirements of this Act. Until recently the federal government would only pay 50% of staff costs, but the Act was amended this year to include 50% of all operating costs and even more recently to include some contribution to capital expenditures.

It is almost impossible for a member of the public to make contacts with the federal bureaucracy. Generally contacts can only be made through provincial civil service bureaucrats who negotiate with their federal counterparts as to the kind of funding that will be made available to the public. So that although B.C.'s day care subsidy and the new grants program is paid for under the requirements of the CAP, the federal government leaves the administration of the plan in the hands of the provincial governments.

The provincial government in turn may delegate responsibility to a "provincially approved agency" (i.e. the municipal welfare dept.) which is defined for the purpose of this Act as any "department of gover-

ment, person or agency including a private non-profit agency that is authorized by or under provincial law or by provincial authority to accept applications for assistance, determine eligibility for assistance, provide or pay assistance or provide welfare services". All of which means that almost any person or legally incorporated group in the province could administer the subsidy if they got the O.K. from provincial authorities, although in the past this has always been a social agency headed by "professional" social workers.

What is the Purpose of the CAP?

The CAP gives recognition to the fact that poverty has not been eliminated in our society and that people who are poor must receive some form of government assistance. It is the mechanism by which federal, municipal and provincial governments share in financing Canada's poor. It includes a whole range of services of which day care is one. It is important to remember in this context that the largest single group of poor people in Canada are women: in B.C. two-thirds of the people on welfare are women and of those 90% have children.

In the Canada Assistance Act day care is defined as one of the welfare services that has as its objective "the lessening, removal or prevention of the causes and effects of poverty, child neglect or dependence on public assistance" so that those people who can be defined as "people in need" are eligible for day care subsidies. Day care becomes, then, a welfare service for poor working parents and not the right of every child.

Is Anything Changing?

Just recently the federal government opened a day care information centre in Ottawa. The co-ordinator for the centre, Howard Clifford, agrees with the present structure of day care in Canada, or at least so it would seem from his book titled *Let's Talk About Day Care*. In that book he argues that day care can break the cycle of poverty by raising kids' IQ's and thus helping to integrate them into the middle class. It sounds very much like Head Start in the United States. Aside from the fact that many of us are trying to get away from the middle class values that Clifford accepts without question, there have been a lot of studies done which show that in fact programs like Head Start don't work: they only serve to separate working class kids from middle class kids at an earlier stage and that no school or day care centre can keep this from happening.

The National Day Care Information Office (Dept. of Health and Welfare) is supposed to promote "in cooperation with the provinces, the development and implementation of National Standards for day care. This could mean that in the future centres will

have to meet these standards before they become eligible for CAP funds. It is hard to imagine how National Standards for day care can help but make the system more rigid and bureaucratic than it already is.

Who Actually Pays?

It's really easy to get overwhelmed by all the bureaucracy and professionalism in day care, to think of yourself as just the "little guy" who doesn't really count anyway. Well, it's us "little guys" that are really footing the bill. The way the tax structure works in this country it is the poor who pay an overwhelming 57% of their income in taxation while people who make over \$10,000 a year pay only 38% of their income in taxation.

So that the same government that so "generously" offers you subsidized child care is responsible for taxing you unfairly in the first place. The tax structure really creates a kind of schizophrenia between you, the person who pays taxes, and you, the person who wants better community services for yourself and your children. The government plays on this schizophrenia saying that the reason they are limiting expenditures in day care is people's fear that their taxes will go up. Companies like Woodward's and Crown Zellerbach should really be made to contribute more tax money if that's all that's keeping the government from expanding community services.

What Community Services?

We certainly don't need more schools or social service bureaucracies. In fact a lot of the taxpayers' money is being wasted trying to bandage together a school system that has been long since obsolete. It's the same for day care. We can hardly justify day care as the right of every child if our centres were to become so authoritarian and destructive that kids only went to them because they had to. What we need, rather is a day care system that is free, voluntary and locally administered by the people working in and using the centre.

Who's Trying To Fight For Change?

So far it is mainly women's groups that are fighting for progressive changes. The Status of Women Report recommends that funding for day care should be extended beyond the limits imposed by the Canada Assistance Plan, that day care is more than a welfare service for poor people and therefore it should be divested of its welfare connotations and made equally available to all children. Other women's groups have pointed to the fact that up to now day care has only been made available when employers need women workers, and that instead day care should be free to all kids so that their needs, rather than those of the employer, are given first consideration.

In B.C. the women in the NDP have only recently organized to fight for a Women's Ministry so that women can have more power in the system. The NDP has made 24-hour day care part of their election promise. It is up to all of us to keep them honest.

72-Funding

FUNDING SOURCES

Whether you're starting a day care centre, an adventure playground or some other program for kids you'll need to know something about applying for grants and/or loans. Below are listed all the different funding groups we could find that seemed relevant. In most cases you will have to convince the agency that has the funds of the need for your project (i.e. a survey showing that parents want day care, or a listing of the number of kids in the area as compared to the number of day care places) and of your ability to carry it out (i.e. your past experience, personal references, etc.). Writing up such a proposal requires some patience and skill.

Most agencies and departments only give out money at certain times of the year and for certain specific kinds of projects. You will have to find out the details yourself in each case. It would probably help if you could make personal contact with a person from the funding group but if this is not possible try talking to someone from a community organization or agency who has had experience writing up proposals for grants (i.e. the Mental Patients Association, Crisis Centre, other day care centres). Recommendations of support from such community groups or professionals in the field would also help.

1. PROVINCIAL GOVERNMENT— Besides the regular government subsidy for low-income parents wishing to put their kids in day care (see the subsidy section), the NDP government has just recently developed a grant system for non-profit day care centres wishing to construct new facilities or to refurbish existing buildings. The grants will be made on a dollar-for-dollar matching basis or in the case of organizations that cannot demonstrate a capacity to raise their own funds, grants for the cost of establishing centres will be considered.

In addition, grants up to \$2,500 may be made towards furnishing and equipping NEW facilities. A three member advisory board is to be chosen including one day care operator, a civil servant, and a consumer (Levi likes to refer to the parents as consumers) Their job will be to "assist" the Department in administration of the grants program.

Since this program was just announced it is hard to tell how well it will work out. The criteria by which applications will be evaluated have not as yet been established. One thing that you can be sure of, though, is that the more persistent and vocal you are, the more you hassle Victoria directly, the better your chances. If you want to talk to someone about getting one of these grants try phoning, writing or visiting either Mr. Bingham, Director of Programs or Norm Levi, Minister, Department of Rehabilitation and Social Improvement, Parliament Buildings, Victoria, B.C.

2. FEDERAL GOVERNMENT— Most of the information below can be found in the report titled *Status of Women — 1972*. Report of the Co-ordinator, Status of Women, Freda L. Paltiel, p. 29-31. This report is available in most public libraries and from the Information Canada Bookstore in Vancouver.

a) Department of National Health and Welfare

This Department is responsible for administering the Canada Assistance Plan (CAP) at the federal level (see article titled: A Criticism of the Canada Assistance Plan Formula for Financing Day Care). A National Day Care Information Centre has just recently been opened in this department. If you are interested in finding out more about federal financing for day care you can write to:

National Day Care Information Centre
Dept. of National Health and Welfare
Ottawa K1A 1B5.

b) Central Mortgage and Housing Corporation.

Under the provisions of the National Housing Act (sections 15, 40, and 43), it is possible to get money for *capital assistance*, in partnership with the provinces for generalized social and recreational space, part of which may be used for *day care in public housing projects*. The partnership also provides some re-financing for the conversion of existing space into day care space or new construction of a facility on site. In the latter case user groups may extend into the surrounding community.

Although there are some day care centres in public housing projects in B.C., they have received no federal assistance. The last provincial government was unwilling to participate actively in such schemes — hopefully the new government will put an end to this resistance.

c) Department of Manpower and Immigration.

Under the Local Initiatives Program of this department financing was provided in 1972 for ninety projects related to child care. More money is available this winter. In B.C. the only day care projects that will be approved are those recommended by provincial authorities. In the past this has meant that only projects approved by Goldie Maycock would be eligible for LIP money. If you do manage to get a LIP grant the provincial government will not authorize subsidy money until after the LIP grant is over (this is a decision of the provincial authorities and not LIP).

The Department of Manpower and Immigration also has a six-month Manpower Training Program which can be initiated by almost any recognized society or agency. The government will pay three-quarters of the trainee's salary for the first three months and half their salary for the next three months. This means that people working in a centre could be involved in creating their own educational program. Whether or not people who are on such a program will be considered by the provincial government as 'trained' day care workers has yet to be established. It seems to be something worth trying as an alternative to the ten-course programs now offered at the junior colleges.

Applications for the Local Initiatives Program and the Manpower Training Program can be picked up at any Manpower Office.

d) Department of Regional Economic Expansion

This department will fund, jointly with the provinces, day care and Head Start type programs for children in 'depressed' areas of the country.

e) Department of the Secretary of State

This Department funds support to Day Care through support to citizens' groups and voluntary associations which are involved in promoting day care in the community. They will give money to hold a conference and/or meeting concerned with day care.

3. FOUNDATIONS— A useful list of Canadian philanthropic foundations to which you might apply is:

Canadian Universities' Guide to Foundations and Granting Agencies, compiled by Jeffrey Holme and Lorraine Matte. Available from Information Division, Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa.

You should check to see if your local library has a copy. It gives the names and addresses of foundations and the type of activities they tend to support.

Three foundations that have given money for day care centres in the past are:

| | |
|----------------------|------------------------|
| Vancouver Foundation | McLean Foundation |
| 1105 West Pender St. | 95 St. Clair Ave. West |
| Vancouver, B.C. | Toronto 7, Ontario |

Leon and Thea Koerner Foundation
The Project Committee
University of British Columbia
Vancouver 8, B.C.

4. SERVICE CLUBS AND CHARITABLE ORGANIZATIONS—

These clubs generally have to be approached on an individual basis. In the past the Rotary, Lions Club, Variety Club and Kinsmen have all given money to help start day care centres.

United Community Services (UCS) have a special fund called the Demonstration and Development Fund which gives out small grants (usually \$500 to \$1,500) for innovative types of day care programs. There is also approximately \$2,000 to \$4,000 available each year from UCS' Christmas Bureau Fund for starting new day care projects.

5. MUNICIPALITIES— Most municipalities have shown little interest in day care in the past. This is changing now: in Burnaby, for example, the city council, just recently gave money to start a new centre.

In Vancouver the School Board will give any group of parents \$2,000 towards an adventure playground on an Elementary School site.

④

Beginning in 1972 expenses for child care paid by working mothers (and working fathers who are single, separated or whose wives are incapacitated) are allowable income tax deductions. Children must be under 14, or if over 14, dependent due to physical or psychological causes.

You may deduct babysitting and/or day nursery care and expenses (up to \$15 per week) for lodging at boarding schools or camp, provided this care enables the mother to be employed or carry on a business.

You may have paid the money to any resident of Canada except a person counted by you or your husband as a dependent, or a person under 21 related to you by blood, marriage or adoption.

You may deduct up to \$500 per year per child in care. However, what you deduct must be the least of these three things: \$500 per child, 2/3 of your earned income (salary wages, self-employed income, and most kinds of research grants, scholarships, training allowances, etc.), or a top total limit on the deduction of \$2000.

For example: You are a working mother with 3 children under 14. For one child you pay only \$400 for group day care; for the other 2 you pay \$1200 for a babysitter. The total you may deduct for the 3 children is \$500 x 3 or \$1500. If you earned \$3000 this year, 2/3 of that income is \$2000. The total you actually spent for care was \$1600. The lowest of the 3 figures is thus \$1500 which is all you can deduct.

You will note from this example that even though you paid only \$400 for one child, you are allowed to deduct \$500 for each, because the other 2 children cost more than \$500 each. (This outrageous example is taken from a booklet on child care deductions circulated by the Department of National Revenue, Taxation. That they could in good conscience talk about a woman who earns \$3000 per year paying \$1600 for child care, shows just how blind and callous our government is to the child care problems of hundreds of thousands of Canadian families.)

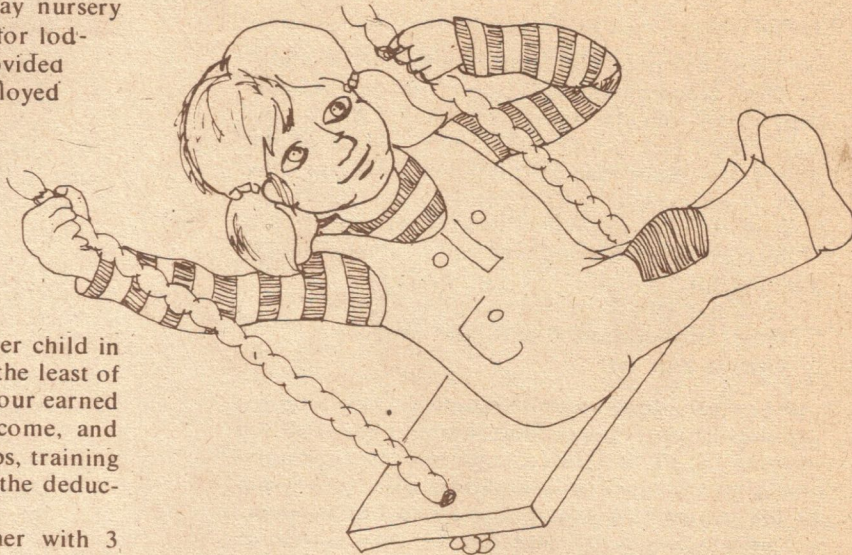
In the case of fathers whose wives are incapacitated, there is also a weekly limitation. Expenses cannot exceed the lesser of \$15 per child per week, or \$60 per week per family.

You must have receipts for payments made for child care to justify your deductions. The pamphlet issued by the tax people suggests this format:

| |
|------------------------------------|
| DATE _____ 19____ |
| (Payment Date) |
| RECEIVED FROM _____ |
| (Name of Parent) |
| THE SUM OF \$ _____ FOR CHILD CARE |
| (Amount) |
| SERVICES PROVIDED BY: _____ |
| (Signature) |
| NAME _____ |
| (Please Print) |
| ADDRESS _____ |
| SOCIAL INSURANCE NUMBER _____ |

74-Income Tax

INCOME TAX DEDUCTIONS



The name, address and social insurance number at the bottom are those of the care giver. The social insurance number would be provided by an individual — babysitter, family day care "mother," etc. A day nursery organization would not include it.

With these receipts including social insurance numbers, the federal tax people will be in a position to keep track of income earned by family day care mothers, babysitters, etc. They state in the pamphlet "payment for child care will be considered income of the recipient for tax purposes." Before now, there has been a more or less tacit acceptance that babysitting or family day care earnings were so low that the women were "compensated" by not having to pay tax on them. Besides, they were impossible to trace. Now it seems that the government will balance part of its losses on the child care deductions with increased revenue from child care givers. Out of one woman's pocket, or out of another's, it makes no difference to our government.

For further information, check with local federal tax information centres.

Zuker, Marvin A., and June Callwood, *Canadian Women and the Law*, Copp Clark Publishing Co., 1971. \$2.50

"This book is a look at the legal rights and responsibilities of women of all ages... The stance of the law in regard to women is rich in gallantry and paternalism. It assumes that a female is less efficient and less able to cope than a man: this assumption on the one hand results in marriage laws which require a husband to contribute to his wife's support forever, whether they live together or not, and on the other does not entitle women everywhere to be paid the same wages as a male in the same job." (Introduction) Chapters included are: "How to Get a Legal Abortion," "All About Marriage," "You're a Mother," "All About Divorce," "The Working Woman," and "Women on Welfare."

ADMINISTRATIVE EXERCISES

DAY TO DAY OPERATIONS OF A DAY CARE CENTRE

Most creative and rewarding activities require certain kinds of rather demanding and repetitive preparations. Day care is no exception. Like learning to play the piano, or painting with oils, creating good day care requires completion of many detailed and boring exercises which do not end once the centre is operative. Groceries and equipment must be bought on a regular basis, financial accounts calculated monthly, records kept on the children's attendance, medical history, etc.

All these exercises are a necessary part of a smoothly running child care operation - at least within the context of today's provincial system. Cooperatives sometimes fall down in this area because they tend to stress relationships to people more than to paper. Dreary as it may be in most day care projects, you've got to keep the paper going to keep the people going.

Medical

A medical history on all the kids should be kept at the centre. The forms are available from the public health nurse in your area. Each centre is also required to have a first aid kit.

The extent to which medical services are provided beyond this will depend on the wishes of the parents and staff at a particular centre. In some centres they require that at least one worker be trained in first aid. At other centres the public health nurse in the area visits regularly. (This is considered a particularly important regular check on the health standards of centres for infants.

It is possible that almost all of a child's health needs could be handled through the centre. Dental work, regular medical check-ups, and inoculations could, for example, be arranged by the centre in conjunction with a local medical/dental clinic.

Although at present few centres provide care for sick children, many working parents need this kind of help (in most places you are docked pay if you stay home with a sick child). The centre could provide a sick room and/or arrange a babysitting service.

Meals

Whether or not hot meals are provided at a centre usually depends more on financial considerations than anything else. Given that centres' budgets are generally set by the provincial government at \$100 a month, the amount of money available to pay for groceries, staff time to prepare the meal, and adequate kitchen facilities depends on other budgetary considerations (i.e., the amount of money left after salaries, rent and phone expenses, and the priority of providing a hot meal as compared to providing money for transportation, outings, etc.) In most centres, even if the kids bring their own lunch, groceries will have to be bought for snacks and baking projects the kids might get into. Staff time has to be scheduled so that the shopping and food preparation can happen (perhaps with help of some parents and/or through a food co-op).

Transportation and Outings

The government provides no money for transporting kids to and from the centre which means that

some parents have to get up at 5 a.m. so they can take their kids on the bus to day care and then get to work on time. Right now, Vancouver's South-Hill and Grandview, two of the centres involved in the day care occupation, are negotiating with the government for a van to transport kids to and from the centre and to be available during the day for outings. Hopefully, their efforts will result in transportation being made available for all centres.

Centres that have transportation already usually have managed some private arrangement with one of the parents or staff; the centre might, for example, pay the insurance costs on the car or van which they can then use.

Equipment

Replacing and repairing old equipment can be a big job. Sometimes it is possible to get a high-school woodworking class or one or two of the parents to help. Most of our ideas about where to buy new equipment and scrounge other things are in the "Inside Centres" section of this book.

General Records

Most centres have some kind of bulletin board with general announcements for parents including outings, meetings, staff scheduling, etc. If the kids are very young each child will probably have a feeding and sleeping schedule of his or her own. In some centres "progress reports" are kept on the kids so that at any time the parents can come in and see what's happening with their kids.

A waiting list of children wishing to attend the centre will also have to be kept and some system worked out (i.e., first come, first serve, age priorities or geographic proximity) for choosing new kids.

Attendance and Billing Forms

Centres and family day care homes must send attendance forms to the appropriate administering agency (i.e., the day care information office or your local dept. of Rehabilitation and Social Improvement) at the end of the month. Under the NDP's new day care policies centres will be paid at the beginning rather than at the end of the month so that each month's payment will be like an advance for the following month (this should help the centres



ting money from funding organizations, possible tax advantages, a common seal (signature) for the group, a perpetual group identity with changing membership, sales tax numbers. Although this is no longer assured, Societies often can get a federal tax number enabling them to receive funds from large Foundations.

We have prepared a model society constitution and by-laws which is intended to put maximum power and responsibility in the hands of the membership of the society as opposed to its board of directors. "Normal" society constitutions place most of the administrative responsibility for carrying on the society's tasks in the hands of the very few members who are elected to serve on the board. This inevitably has the consequence of reducing the involvement in the society's affairs of most of its members and concentrating power and responsibility in the hands of a few. Such a system is defended as "efficient."

Because we believe that decisions about day care should be made by the parents and workers involved in each functioning day care unit we think that it is important that the structure of decision making in the society reflect maximum participation by those involved. Consequently our model society requires the involvement of the majority of its members in order to function.

Peter Leask
Barrister and Solicitor
Faculty of Law
University of B.C.

78-Incorporating

CONSTITUTION

1. The name of the Society is
2. The objects of the Society are:
 - (a) To provide day care to
 - (b) to develop a set of commonly shared principles for guiding the conduct of people involved in the centre towards each other with particular emphasis on the role of adults toward children and the type of social attitudes to be encouraged in the children.
 - (c) to establish among the Society's membership of parents and day careworkers (who may or may not themselves be parents using the centre) cooperative ways of sharing the care of the children and the administration of the centre.
3. The operation of the Society will be carried on chiefly in, British Columbia.
4. In the event of winding up or dissolution of the Society, any fund of the Society remaining after the satisfaction of its debts and liabilities, shall be given or transferred to such organization or organizations concerned with social problems or organizations promoting the same object of this society, as may be determined by the members of the society at the time of winding up or dissolution, and if any such effects cannot be given to the foregoing provisions, then such funds shall be given or transferred to some other organization; provided that such organization referred to in this paragraph shall be a charitable organization, a charitable corporation, or a charitable trust recognized by the Department of National Revenue of Canada as being qualified as such under the provisions of the "Income Tax Act" of Canada from time to time in effect.
5. Clause 4 is unalterable in accordance with Section 17 of Societies Act.

BY-LAWS

BY-LAW 1 - MEMBERSHIP

- (a) Any person who subscribes to the objectives of the Society may apply for membership.
- (b) The Board of Directors has discretion to accept or reject any application for membership subject to review by the members at any meeting of the Society.
- (c) A member may withdraw by giving notice in writing to the Board of Directors.
- (d) A member may be expelled from the Society by a majority vote of the members in any general meeting.

BY-LAW 2 - MEETINGS

- (a) The annual meeting shall be held during the month of on a day named by the Board of Directors and seven days' notice of such meeting shall be given to every member of the Society.
- (b) The Board of Directors, or any five members of the Society, may call a general meeting of the Society for any purpose, it shall be the responsibility of the Board of Directors to ensure that seven days' notice of any such meeting shall be given to every member of the Society.
- (c) The quorum for the transaction of business at any general meeting of the Society shall be
- (d) Every member shall be entitled to one vote at general meetings; no voting by proxy will be permitted.
- (e) The management and administration of the affairs of the Society shall be the responsibility of the Society.
- (f) The rules of procedure at general meetings of the Society shall be determined at the first general meeting and may be amended, from time to time, by ordinary resolution.

BY-LAW 3 - BOARD OF DIRECTORS

- (a) There shall be five members of the Board of Directors.
- (b) The Directors of the Society shall be elected by the members of the Society at the annual meeting and shall hold office until the next annual meeting.
- (c) The Board of Directors shall be responsible for coordination of the work of the Society and for carrying out the policies and directives of the Society determined at Society general meetings.
- (d) The Board of Directors shall be responsible for ensuring that some one member will preside at meetings of the Society, for ensuring that the records of the Society are kept and for ensuring that funds of the Society are properly kept and accounted for.
- (e) The Board of Directors cannot authorize expenditures over \$..... without authority from a general meeting of the membership.
- (f) The Directors shall determine their own procedure and quorum.
- (g) Any member of the Board of Directors may be removed from office by a majority vote at a general meeting.
- (h) Any vacancy in the Directors shall be filled by election at a general meeting of the Society.

BY-LAW 4 - THE SEAL

The common seal of the Society shall be under the control of the Directors, and the responsibility for its custody and use from time to time shall be determined by the Directors.

BY-LAW 5 - AUDIT

The Directors shall present before the members of the Society at the annual general meeting a financial statement showing the income and expenditure, assets and liabilities, of the society during the preceding fiscal year, the said financial statement shall be signed by two or more members of the Board of Directors or by the Society's auditor.

BY-LAW 6 - RESOLUTIONS AND AMENDMENTS

- (a) The by-laws of the Society may be amended at any special or general meeting of the Society by an extraordinary resolution adopted by two-thirds majority vote of the members of the Society present at any special or general meeting.
- (b) Notice to amend any by-law or to introduce a new one shall be given in writing at a meeting of the Society previous to the meeting or circulated to the members seven days in advance of the meeting at which it is intended to be considered.
- (c) Any resolution other than an extraordinary resolution shall be deemed passed if a majority of the members present vote in favour of such resolution.
- (d) For all purposes of the Society, "extraordinary resolution" shall mean a resolution passed by a majority of such members entitled to vote as are present in person at a general meeting of which notice specifying the intention to propose the resolution as an extraordinary resolution has been duly given, such majority being two-thirds.

BY-LAW 7 - BOOKS AND RECORDS

- (a) The Directors shall see that all necessary books and records of the Society required by the by-laws of the Society or by any applicable statute or law are regularly and properly kept.
- (b) The books and records of the Society shall be open to the inspection by the members at all reasonable times at the office of the Society.

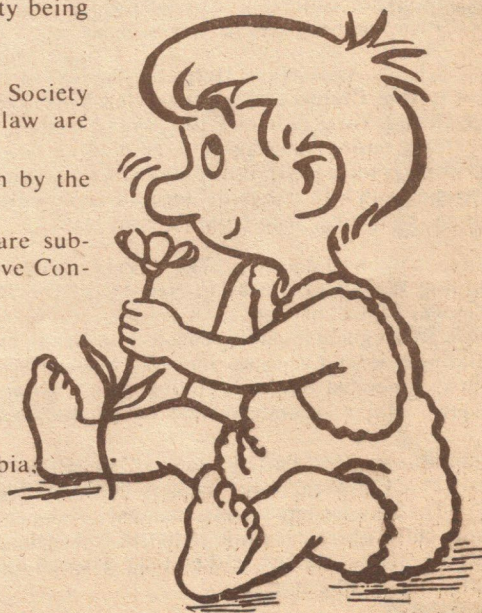
WE, the several persons whose names and addresses and occupations are subscribed, are desirous of being formed into a society in pursuance of the above Constitution and By-laws: -

NAME
 ADDRESS
 OCCUPATION

} (for at least five subscribers)

DATED at the City of in the Province of British Columbia
 this..... day of A.D. 19.....

WITNESS to Subscribers' Signatures
 NAME
 ADDRESS



Incorporating 79



STUFF TO READ

All of the books and articles included here are good information resources for people working in day care programs, and for people wanting to set up renovative programs, but they are all traditional in their approach — not especially exciting reading material for midnight browsing.

Nelson and District Family Care Association, 1423 Park Street, Nelson, B.C., **Together - A Pre-school Handbook.**

A guide for people who are starting a family day care program, but also helpful for anyone involved with kids. Included are "How to Get Started" (sample letters to parents, assessing community needs, health records, and so on), general equipment list, with designs for making toys and dolls, suggested menus, and a list of children's books.

Child Welfare League of America, Inc., 44 East 3rd Street, New York, N.Y., 10010, **Guide for Establishing and Operating Day Care Centres for Young Children**, 1966, 100 pp. \$2.50.

Discussions on what is needed to start a daycare program in the States: costs, how centres may be financed, administration, housing and equipment, programs, staff, etc.

Evans, E. Belle, Beth Shub, Marlene Weinstein, **DayCare - How to Plan, Develop, and Operate a Day Care Centre**, Saunders of Toronto, Ltd., 1971.

The most comprehensive book on day care to date. It would be a good reading for anyone wishing to start a standard type 10 hours a day centre. Much of what we have written on "Spaces and Places" was taken from this book.

Montreal Council of Social Agencies Research Dept., 1040 Atwater Avenue, Montreal 6, Quebec, "Research Design: A Study of Cost Analysis for the Provinces of Day Care Services for Children in Day Nursery Settings", 1969, 25 pp., tables, bibliography.

Pitcher, Evelyn G., and others, **Helping Young Children Learn**, Columbus: Charles E. Merrill Books, Inc., 1966.

The first chapter talks about the aims of a curriculum and the hows and whys of parent conferences. Also includes a list of current books, articles and journals, practical suggestions for children's activities which help them conceptualize numbers, letters, size, weights, etc.

Play Schools Association, **Helps for Parents in Housing - How to Run Children's Programs**, New York: 120 W. 57th Street, New York, N.Y., 10019, 1967, 7 leaflets, 75 cents.

Parents raising children in large housing developments are given practical help in the mechanics of setting up play programs with high standards. Separate leaflets discuss fund raising, budgeting, incorporation, and staff.

Todd, Vivean Edmiston, **The Years Before School: Guiding Preschool Children**, New York: The Macmillan Company, 1964, 659 pp.

A teachers guide including chapters on Health and Safety, Building Science Concepts, Enjoying Musical Sounds, etc. with an annotated children's bibliography at the end of each chapter. Also a separate section on parent participation.

Senn, Milton, J.E., "Early Childhood Education - For What Goals?" in **Children**, XVI:1, January-February, 1969, pp. 8-13. Dr. Senn favours a more rounded development of the whole child where curiosity, initiative and feelings are the concern of the teachers rather than a speed-up concentration on intelligence.

80-Reading

Infant Care Project, University of North Carolina, Greensboro, 27412, **Some Aids for Those Who Work With Infants and Toddlers** 1971.

A list of short publications, and slide series on program aids — administration, training materials, curriculum for infants and toddlers, and research papers.

Corrado, Joseph, **The Family Hour in a Day Care Center**, New York: The Play School Association, 120 W. 27th Street, New York, N.Y., 10019, 3 pp., 25 cents.

An experimental program involving parents in after-school day care center programs.

Toronto, Board of Education Research Dept., **The Duke of York Day Care Project**, Toronto: The Board of Education, Toronto, Ontario, August, 1968, 34 pp.

A report on a head start type day care experiment.

Day Care: For Whom and Why?

Canada. Dept of Labour, Women's Bureau: **Working Mothers and Their Child Care Arrangements** Ottawa, 1970. Lots of useful statistics.

Ruderman, Florence, **Child Care and Working Mothers**, 1960. \$7.50.

Canada. **Report on the Royal Commission on the Status of Women**. Ottawa, Information Canada, 1970.

If you are interested in changing day care policies, their recommendations are worthwhile looking into.

Clifford, Howard, **Let's Talk About Day Care** Available through the Canadian Mental Health Association, 10711-107th Avenue, Edmonton, Alberta (\$3.00 a copy)

A handbook written for people interested in promoting day care. Clifford sees day care as a positive alternative for the working poor and spends some time justifying the cost of day care as an investment in our future. It smacks too much of the Head Start philosophy of day care as preparation for school and the good middle class life for my liking. Mr. Clifford has only recently been appointed as a consultant in community services with particular emphasis on day care with the Canada Assistance Plan in Ottawa (the Federal Department of Health and Welfare)

Clifford, H., "Neighbourhood Need - A Day Care Centre", **Canadian Welfare**, 44:2, March-April, 1968, pp. 28-32.

The advantages of a residential location rather than industrial sites are pointed out; also a recommendation for a multi-service agency which provides a pre-school, noon lunch, and after-school program for elementary school children and family life education for parents in the evening.

****Day Care: A Report of a National Study by the Canadian Council on Social Development.** Order from : Publications and Information Branch, Canadian Council on Social Development, 55 Parkdale Avenue, Ottawa, Ontario, K1Y-1E5. \$1.00. January, 1972.

A comprehensive report of provincial involvement with sections on funding, history, legislation, and programs.

Homemaker's Digest, May/June, 1972, Vol. 7, Issue 3, "Do Canadian Women Really Want Day Care Centres?"

A well-written article giving the results of a survey done by the Digest of the attitudes of city-dwelling Canadian women toward day care centres. From 500 telephone interviews in ten cities across Canada, they found that less than one half (47 per cent) of those interviewed agreed that centres benefited children, regardless of whether their mothers worked or not.

DAY CARE WORKERS



THE MAKING OF A DAY CARE WORKER

Trained to be a Teacher

While day care workers are often called "teachers" their work demands much more varied and extensive involvement with young children, and their parents, than what is ordinarily expected from teachers of children. Since most of the young child's waking life, five days a week, is spent in the centre, this time is not so much an experience in "education" as it is an

experience in *living* — for both child and worker. In a good day care centre kids should learn through a rich human environment rather than by way of narrow student-teacher relationships which reduce living to schooling. But the special nature of adults' work in good day care has yet to be acknowledged in B.C.'s training program required for day care workers.

Training 81

The Early Childhood Education course presently offered by provincial community colleges and adult education departments is based upon the format proposed for a kindergarten teachers' training course back in 1943. That was before kindergartens were offered by public school systems and before full group day care, as we know it today, existed in B.C. The aim then was to train teachers for kindergartens and nursery schools who would prepare — i.e., *educate* and *socialize* — young children for their entrance into public school. The name for the training has progressed from "Kindergarten" to "Preschool" to "Child Development" or the more commonly used "Early Childhood Education." The course requirements, as well as the basic aim, have changed hardly at all from that first proposal made almost thirty years ago. Two generations have passed; most graduates will work in full day care centres, not preschools or kindergartens; but the course structure has not been altered in the least to take into account the province's growing numbers of day care centres and their staff needs.



Trained ... To Educate

Even if we wanted to deal with day care primarily as a preschool *school* experience for kids we would be critical of the kind and the quality of the training provided for our day care "teachers." In terms of these narrow aims alone, the 10-credit early childhood package is a questionable source of good teachers.

"Whatever you're doing," one of the community colleges tells its prospective preschool teaching graduates "you are guiding your group of preschoolers along the path of becoming complete human beings." And just how are children incomplete human beings? Do they lack an arm or leg? a vital sense? or are they simply a sub-human species which with the proper "guidance" can *evolve* into the human species? How can we avoid wondering about the qualifications of preschool educators who make statements that are so obviously biologically and psychologically inaccurate, if not perverse. Yet this little bit of anti-knowledge is being doled out to future preschool teachers, and it exemplifies an attitude toward kids which nobody should have, much less people who are going to spend their full days with them.

The notion that children are something less than whole human beings is inherent in the training course which stresses the future of the child rather than his or her present life. Preschool teachers are supposed to mold the proper social and intellectual behavior in children so that they will be prepared for entrance into school, for admittance into "completely human" life. Children are whole, complete human beings in themselves who are living completely human lives now. Good day care should be based on that biological-psychological *fact*. Day care is not a school experience so why should day care

workers be trained merely as teachers to prepare children for something else? It's nonsense to prepare living children for life. Good day care must be more than preparation and more than "guidance" along some inane "path."

As for real education, "teachers" too often have a way of obstructing it. While day care should by all means be richly educational in the broadest sense, training day care workers to be teachers isn't going to make it that way. It is crucial, too, that day care be integrated into the total family life of the child; stressing the schooling aspects of preschool programs only serves to separate family life from day care life, and partly divides a child from her family at a very early age.



Trained ... To Socialize

Day care workers are trained to "socialize" young children. Just as they are taught to reduce living and education to "schooling," they are taught to reduce the possibilities of healthy socialization to something equivalent to manners. For example, their idea of children relating in socially developmental ways with their peers is often equated with things like proper group eating habits — characterized by order, silence, and conformity. Apparently this has always been one of the main focusses of preschool groups; most of the photographs we have seen of kids in old-time day care centres show them at meal-times — either the photographer or the teacher must have thought this was the best or most typical view of the centre.

When visiting centres we noticed on several occasions that lunch time was the most tension-filled period of the day. It is then that the drive for "correct" socialization appears to come to the crunch — Sit at the table! Don't be noisy! Don't play with your food! Don't trade your sandwich!

Much as day care workers hate lunchtime, few of them seem to question why it's such a bad time. It seems to us that children are being forced into an adult mold at eating times, a process which, moreover, assumes exaggerated middle-class manners as a necessary focal point.

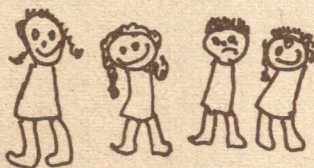
The day care centre which is used as a demonstration centre at one of our community colleges takes great pride in the fact that lunch, prepared by hotel catering students at the college, is served to the children on real china with silver cutlery. Eating with this delicate equipment is supposed to be a big deal for the kids who will thereby learn how to use it with respect. In general the furnishings and equipment of the centre, characterized by coordinated elegance in adult design, are presented as a socializing backdrop for the children's behavior. One might guess the reaction to a child who decided that one of the beautifully finished natural wood chairs would look better painted red — and painted it. Her act would probably be considered quite anti-social. Instead of the physical environment of the centre

being conducive to healthy full relationships with people (big and little), it stresses relationships to things.



Training with a Middle-Class Bias

The training course also projects a middle class bias toward the full day care needs of working parents. We've often heard early childhood educators say, "I wouldn't put my child in day care." Apparently they believe that the family home is necessarily a better environment for the child's daily activities, while in their estimation, the best possible arrangement for young children is a combination of home life with an "educational" preschool program. Day care workers around the province pick up and echo this prejudice. The result is that day care comes to be falsely understood as a "service" for parents who "need it" because somehow they can't make any better arrangements for their kids. Somehow they've failed because they have to work, because they're poor, or worse, because they don't really love their kids. "Successful" (middle class) parents prefer nursery schools — which early childhood educators describe as "much better" for kids than day care. Having learned this prejudice against day care, new workers often transform this attitude into a condescension for parents who use care, rather than a commitment to make it better. So long as these early childhood educators continue to control the B.C. course, we can expect few graduates to be well-trained to respond to the day care situation.



Trained to be Professionals

Day care workers also seem to learn attitudes about themselves and their work which can hinder open, rich relationships with the children they work with and their parents.

One of the main aims of the course is to change the day care worker into a professional. Professionalism seems to imply two things — commitment and status. The drive for higher status has been a motivating force in turning many women's jobs into "professions." (Usually monetary reward equal to the new status has been slower to arrive.) Teaching is a good example of this, and lower down on the status scale, the people who care for small children saw that their status could be raised by identifying as much as possible with "teachers."

The early workers in the original day nurseries and "creches" which pioneered day care in North America in the late 19th and early 20th centuries were thus replaced by "trained" (i.e. educated) teachers college graduates. The names of centres were changed to nursery schools, and the younger children (under 2 or 3) whose physical requirements were messy and demanded "demeaning" physical

labour were excluded by practice and then by regulation (as in B.C.). The educated, higher status new workers were far too concerned with children's minds to be very concerned with their bodily needs. People with this background came to B.C. in the 1929's and 30's and perpetuated these notions about status and education by establishing the early childhood education training course.

What are the results of this attitude? We have already mentioned the middle-class bias, the concern about socializing children to proper habits (which incidentally makes them less messy). More important is the idea that to justify her higher status and defend it, the new day care worker must transform herself into a "professional." This means first that she is setting herself up as an expert, on the basis of her training and superior knowledge. Expertise is too often used to build feelings of importance. People unfortunately have a need to feel "better than" others, which favors a drive toward this professionalism. But it seems completely unhealthy to base this on the very inadequate "expertise" of theories learned from text books.

This aspect of professionalism is most harmful in relations with parents, although it affects a worker's attitude toward children, too. (Consider, for instance, how impressive a few hours of simplified child development theory can be if you've never seen the enormous varieties in children's development, far beyond the expression available to any writer of abbreviated texts). As an "expert" the day care worker must believe herself superior to the parents in her understanding and ability to cope with a child (or why bother to study?). But the criterion for expertise in child care better than abstract theory is knowledge of and concern for an individual child at a particular moment. On that basis it is a rare teacher indeed who can be "superior" to the child's parents.

A feeling of superiority to parents easily produces a preference that they not come to the centre. Even though this may not be openly stated, parents quickly get the feeling they are not welcome. They tend to feel very uncomfortable when anything brings them to even the edge of the centre life. When a child spends 8 or more of 12 waking hours in an environment in which she instinctively feels her parents are not particularly welcome, it makes for a division and confusion in her life. Only a determined effort to better integrate the whole family into the day care setting (and the worker into the home setting as a friend and member of the community) can eliminate that. (Breaking down this sense of division is difficult. Some workers have tried home visits in the evenings — much better than parents' meetings, which are usually failures. Another centre makes it mandatory that parents spend 15 minutes in the centre when they pick up the children, sitting or even lying down with their kids. Kids and parents could both use a rest at that time of day, and over a period of time families can learn a lot about each other, even on 15 minutes a day.)

The attitude of condescension to parents of children in day care is developed in the one unit course on Parent-Teacher Relationships, which "teaches" workers how to "deal with" parents. Techniques are taught for manipulating parents to understand your view (agree with them even if you don't, and see if you can talk them around to your opinion — like humoring a spoiled child); to follow your methods at home; for politely telling them that they don't understand their child; that they're not caring for her properly, etc. Almost always, the assumption is that the teacher knows best.

If "professionalism" molds a worker's attitude toward children and parents, it also is important in shaping her attitudes towards herself. Besides status, the other theme of professionalism is "commitment." One of the things that seems to be reiterated again and again is that the "teacher" must be able to "cope"; that that is what being a professional means. This seems to us to be the most devastating lesson that can be learned. In a living environment, which a day care centre should be, it is vital that responses of adults to children and vice versa be natural. One of the most important lessons that children need to learn is that grown-ups cannot always "cope." Growing up is a horrendous experience for thousands, maybe millions, of children, because they believe that somehow, sometime, they will become "adult," and they won't be afraid anymore, and they won't cry, and they will be able to be happy and positive all the time — they'll be able to "cope." And the awful — and fortunate — truth is that none of us ever can be "grown up" that way. Neither parents, nor teachers, nor day care workers, should be encouraged to continue to mislead children in this way. We should learn to relate to children simply as ordinary human beings with other human beings.

Finally "commitment" has been used to get enormous amounts of work — long hours, small staffs, voluntary after-hours work — for ridiculously low pay. The status factor was invented partly to make up for paying child care workers one half or less the wages of unskilled laborers. Part of the professional idea is a trend away from identifying oneself as a "worker." Now, however, along with teachers, day care workers are beginning to recognize themselves as "workers," and to see that the answer to exploitative conditions (too many children, too long hours, too low pay) is not false commitment and "coping," but organization into strong unions. It is likely that day care workers rather than pre-school teachers will see this necessity first—because day care is closer to the full time experience which is characteristic of most jobs. In any case, a new generation of differently committed workers will begin to refuse to work the unpaid overtime for numerous tasks besides the 8 hours per day spent with the children. In exchange they'll be willing to work nights, weekends, etc., so that child care can be fully useful to the working families it serves.

TAKING THE TRAINING COURSE: HOW? WHERE?

The licensing rules require that a centre have at least one worker ("supervisor") who is fully "qualified" according to B.C. requirements. To qualify, you must have completed the 10-unit course in Early Childhood Education prescribed by the province, or had equivalent training approved, and registered your credentials with the Community Care Facilities Board. (Centre hiring "qualified" staff must clear their personnel through the CCFB Consultant to Daytime Services for Children, Ms. G. Maycock, 45 West 8th Ave., Vancouver).

A centre for 24 children would also have to hire at least two Assistant workers. To get a job as an Assistant, it is usually required that you have taken at least one of the required courses and that you are continuing training.

Regardless of what credentials you may have already, it is usually necessary to meet these requirements as well. Sometimes it is possible to submit alternative course work, equivalent to the required classes outlined below. This is particularly the case if you are a B.C. trained primary school teacher, but the extent of equivalency depends upon the nature of your specialization. If you were trained in early childhood education outside of B.C. or Canada, you must present your credentials for review to the CCFB Consultant mentioned above.

Up until very recently, it was assumed that whatever training and experience an "outsider" may have, he/she would have to take some or all of the B.C. course. One person, Ms. Maycock, rules on the equivalency applications of all B.C. applicants, while she also approves graduates of the B.C. course for certification. Since this Consultant is also one of the teachers of the course (Vancouver City College) the unfairness of that situation is yet compounded. However, the overweening responsibilities of this official are on the way to being corrected in this regard, we understand, by the establishment of a review board which can accept other previous training completed by an applicant as equivalent to any or all of the B.C. course.



The Required Course

At present there are 10 required units in the "Pre-School Supervisors Training Course."

You start with child psychology — variously labelled "Psychology of Early Childhood," "Development," "Psychology I, II," etc. This is a two-unit class. At the same time, or following, you take "Principles and Practices within Early Childhood Development Centres," two more units sometimes divided into "Methods," "Play," and "Play Techniques." Normally a three-week practical



experience session follows which involves working in a centre while taking seminars about it. (This must be done during the day, so for evening students the "Demonstration Practicum" is usually scheduled during summer months.)

Then you go on with five more specific courses, one unit each, organized around subject areas: "Parent-Teacher Relationships," "Creative Art Experience for Pre-School Children," "Language and Literature," "Creative Music and Movement Experiences," "Science and Social Studies."

Some changes in this required training pattern are likely to occur soon, although the basic changes that seem necessary (outlined elsewhere in this section) will not.



Where and How Do You Take the Course?

The course is offered by a few Adult Education Departments of school boards around the province, and by a few of the community colleges. Like most things about day care, it's easiest to do it in the cities, but possible, with effort, elsewhere.

The Adult Education courses are offered in the evenings and take from two to three years to complete, depending upon how many classes are offered at once, and in what sequence. Sometimes you have to wait three years before the required first class in Psychology comes up again. The school boards in certain districts regularly offer some of the required classes (see list below.)

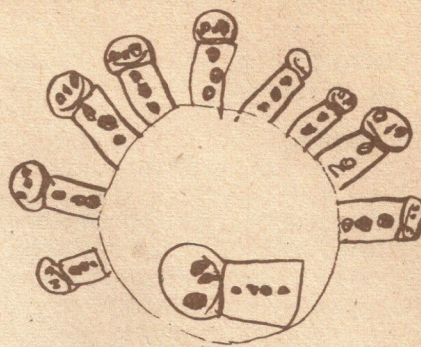
Of the regional community colleges, some offer both full time day classes and also a part-time night course. In the day course you will usually be working toward a diploma in Early Childhood Education, planned for two years, including some academic subjects. The first year is designed to qualify you to be certified by the CCFB, while the second year is sort of an enrichment course, aimed at "upgrading" persons already working in centres.

The community colleges' evening program runs one or two nights a week for 2 1/2 hours. Completing the 10 units for certification would take two years (plus the second summer under the new 12-unit plan.) Theoretically, by the second year you should be able to be hired in a centre to work days while continuing your studies at night. Since full time work in a day care centre is so exhausting, it's advisable to make part-time arrangements if possible, or choose a less strenuous full-time job.

U.B.C. does not offer the regular Pre-School Teachers Course, but some of its Education courses (331, 333, 334) are equivalent to the required Psychology Principles and Practices, and Parent-Teacher Relationships classes.

In most cases the evening courses are fairly easy to get into, particularly school board courses. Although it's usually preferred that you have grade 12, this is sometimes waived. You may be required to have an interview, to provide proof that you are free of active tuberculosis and in generally good health. Competition for places in the day courses is nor-

mally stiffer; for example, at Vancouver City College there were almost 200 applications for 25 places for fall 1972.



How Much Will It Cost?

Costs vary at the different places the course is given. The evening course costs from about \$20 to \$35 per unit; the full time day course amounts to \$125 to \$250 per semester. Community colleges give reductions to students who have high travelling expenses, or who live too far to commute and must live in the college town. Altogether it should cost between \$250 and \$350 in tuition for the total required course (plus books, other materials).

It is possible that full-time students will be eligible for scholarships and bursaries available through the colleges. Inquire there. Another possibility for assistance is a Canada Manpower Training program. *Such programs apply mainly to full-time day study.* Manpower purchases a certain number of places in the course depending upon its assessment of the likelihood of employment for graduates. These places are available to people who have been out of school for a year or more. Manpower pays for tuition and some supplies. To get financial support for living expenses as well, you must have worked for a total of three years or have one or more dependents. Since women often have difficulty meeting the three-year work requirement, this is likely to be changed shortly. Check to see if you're eligible even if you don't have that background or dependent(s). Community colleges ordinarily have counselling services where you can find out about applying for Manpower retraining — or check with your local Manpower office. Be firm, and don't be put off by the first negative response.

For the evening courses there is also Manpower Training money, particularly in areas where the full day course is not available. (In Vancouver, it won't pay for evening classes at VCC.) What night courses Manpower will finance varies each year according to its appraisal of the labour market. At any rate, it would only pay for tuition. Again, inquire at your local Manpower office or at the college or Adult Education Department which is offering the course. Sometimes you can pick up an application for these funds at school the first night of the course. Here again, be prepared to argue about the importance of the course for you; it's not clear how flexible the funding policy is.



WHERE THE TRAINING COURSE IS GIVEN



CAMOSUM COLLEGE
Two-year evening program only.

Box 490
Victoria, B.C.
592-2411

CAPILANO COLLEGE

1750 Mathers Ave.,
West Vancouver, B.C.
926-5551

8 month certification course; 2 year diploma course
Individual courses may be taken to work toward certification

CARIBOO COLLEGE

Box 860
Kamloops, B.C.
374-0123

2 semester course leads to B.C. certification
Part-time students accepted

COLLEGE OF NEW CALEDONIA 2001 Central St.
Prince George, B.C.

562-2131

8 month program to certification
Second year enrichment program to diploma
Part-time students accepted

OKANAGAN COLLEGE

Box 550
Kelowna, B.C.
763-4711

2 year diploma course, first year for certification, second year enrichment

All courses offered at Kelowna campus, psychology course also offered at other centres (Salmon Arm, Vernon, Osoyoos)

Mostly daytime, some evening courses

VANCOUVER CITY COLLEGE 100 W. 49th Ave.
Langara Campus Vancouver 15, B.C.
731-1131

Full-time daytime program, 8 months to certification
Second year program being planned
Separate evening course — 2 years to certification

UNIVERSITY OF BRITISH COLUMBIA

Education 331, 333, 334 accepted as equivalent to some courses.

ADULT EDUCATION DEPARTMENTS

CAMPBELL RIVER

Adult Education Dept.

School District No. 72
940 Alder St.

DAWSON CREEK

School District No. 59
929-106 Ave.
782-8571

NANAIMO

Division of Continuing Education 355 Wakesiah Ave.
754-5521

NEW WESTMINSTER

Adult Education Division

835 8th St.
522-0644

NORTH & WEST VANCOUVER

Adult Education Dept.

721 Chesterfield Ave.
North Vancouver
985-8741

RICHMOND

Adult Education Division

689 No. 3 Rd.
278-9521

SURREY

Adult Education Dept.

District Superintendent of Schools
14225 - 56th Avenue
594-5427

LANGLEY

Trinity Western College offers one required course (Child Psychology) and a 1 unit practicum

PRINCE RUPERT

Would start course if sufficient demand.

CORRESPONDENCE COURSE

for "Principles and Practices" only. Write to:

Ms. M. Thompson
Early Childhood Education Program
Vancouver City College
100 W. 49th Ave.,
Vancouver 15, B.C.

Social Service Employees Union, Local No. 2 has recently been certified as the bargaining unit in a number of child care centres in Vancouver. (Local No. 1 is in Victoria.) Group day care workers are eligible to join. This includes cooks, secretaries, janitors, etc., as well as head supervisors who are not owner-operators, who work in facilities governed by day care provisions of provincial regulations, particularly regarding subsidy legislation. This would include 2 1/2 hour special needs programs for which subsidy is paid, but not nursery school programs which are not subsidized by the government. Nursery school teachers would have to form their own local, as would family day care workers.

Negotiations for a first contract are now underway. In general the union hopes to obtain higher wages - on a par with those paid other workers with similar training and better working conditions. One particular concern is lower staff-child ratios, so that staff would be required to spend no more than 5 hours a day actually working with children, and the rest of the time in preparation and administration.

Information about the Social Service Employees Union may be obtained in Vancouver through the:



Membership Chairman
Ruth McLellan
1842 - W. 63rd Ave.
Vancouver

261-6643

USE OR ABUSE OF CHILD CARE THEORY



FAMILY DAY CARE AND CHILDREN UNDER 3

We don't want to get into a heavy theoretical critique of the theory being taught in the preschool teacher training course, but we do want to talk about how this theory is taught and how it is often misused by early childhood experts to support the status quo in B.C.'s child care services.



A common complaint among students in the training classes is that they are often discouraged from questioning, critically, the cultural assumptions underlying the theories their instructors choose to teach. Moreover, in their tight schedule of consecutive classes, they are given no real opportunity to study in depth. Rarely is there analysis of how these teachings are shaped by values and value judgements which derive from and support the dominant North American middle-class culture. Also, whenever theories are condensed and simplified from the original writings of their authors — as they are in B.C.'s packaged early childhood education course — they tend to be reduced into distorted forms which can easily be used to justify poor existing practices.

Whether we're teachers of teachers, students, or simply parents who want to learn about child development, we should examine the assumptions given theories we read are based on, as well as how the theories are applied in common practice. Scientific knowledge cannot be equated with "truth." Beware the child care theorist, teacher or official who believes or pretends that it can.

To begin with, preschool teachers in B.C. training get only a slim sampling of North American and Western European middle class theory about the development and socialization of the child. As it turns out, they mainly learn to perpetuate middle class values in child-rearing which idealize the "healthy" "normal" child as *individualistic* (instead of self-reliant), *competitive* (instead of cooperative), *bright* (as defined by IQ skills) and if the child is a boy, *aggressive*, if a girl, *passive*.

Without a critical perspective, the students can be taught as well to believe some of the so-called "scientific" justifications for the unsatisfactory state of B.C.'s present child care regulations and provisions. And in exchange for their loyalties to the status quo, the child care bureaucracy protects these child care workers' professional status in name only, while its penny-pinching funding policies effectively prevent them from getting decent wages.

Probably the most blatant examples of this kind of theoretical justification for the status quo are those which revolve around the issue of group care for children under 3 years of age. Since day care regulations were formally instituted in the province, there have been no group centres in B.C. serving the very young with the exception of a few established recently in Vancouver. Families with children under 3 who need day care are still forced to use family day care, their only "choice."

Ask any entrenched early childhood "expert" why there is almost no group care for children under 3 in B.C. She'll probably give you, piously, one or both of the following "explanations" (the same explanations that preschool teachers are likely to be taught in their course) — 1) maternal deprivation studies have shown that very young children institutionalized and separated from their mothers or substitute mothers suffer irreparable physical, emotional, and intellectual damage; 2) the younger the child the more "egocentric" and less "socialized" she is and *thus* it is too hard on her emotionally to relate to groups of peers.

These clinical observations are based on real, scientific studies. They have significance, however, only if they are considered in the total context of those studies. As statements pretending to be self-explanatory arguments against the development of group care for kids under 3, they are meaningless extrapolations.



In so far as the first observation applies to children, it applies equally to children over 3 as to children under 3. Maternal deprivation studies are studies of infants, small children, monkeys and chimpanzees *totally* separated from caring adults. The human subjects have been inmates in large institutional orphanages and hospitals where one adult custodian was responsible essentially for feeding and changing 20 to 30 children. These are simply not relevant facts to be used as absolute proof that group care for the very young just wouldn't work. And there is in fact ample proof that good group day care for the very young can and does work. In England, Scandinavia, Israel, the Soviet Union and many other countries, full group day care for infants and toddlers as well as for older children has been going on for decades with no physical or mental or social damage to the children as a result. Also, the division between children under 3 and children over

3 seems to be a peculiarly North American one, grounded in little more than official invention.



The second observation regarding the "egocentricity" of the very young child is lifted — and twisted — mainly from Jean Piaget's work on the developmental psychology of the child. Because the Swiss psychologist has not enjoyed the endless misinterpretation of his originally vague terms, he has in his latest books dropped the use of "egocentric" altogether.

Although we could argue for a long time about what Piaget did mean when he apparently opposed "egocentric" behavior to "socialized" behavior in the developing child, many of our preschool teacher training instructors use its significance in a simplistic, misleading way. They declare that children under 3 can't cope well in groups of any size, that they must instead be in the constant care of a single mother figure.

The child's "egocentricity" as Piaget and others elaborate on it first of all refers to the intellectual stance of the young child, which is not identical to her social behavior or its potential. That is, she perceives the world only in the terms of her intellectually limited point of view, and of her needs, while she is unconscious of the differing points of view and needs of other people. As she develops, she becomes more "socialized" — i.e. more aware of and accommodating to the different personalities and needs of people around her.

We must keep in mind that Piaget's work is based on observations of children in French nursery schools where the majority of subjects were raised both at home and in school according to French middle class values which stress ideals of behavior similar to those dominant in North America. But even if we accept his description as accurate of the *human nature* of the young child, we still cannot conclude that the very young don't enjoy and learn positively from each other's extended company.

Since our society so basically and pervasively stresses the individual, our social institutions also cultivate individuality, reinforcing it at an early age. The social environments of the nuclear family and of its day care copy, the family day care home, nurtures the young child's intellectual and social egocentricity. At the same time the provincial day care system has denied our very young children the chance to experience anything but these environments in kids' most formative developmental years. Many of our child care experts then proceed to suggest or to say that individuality in its extreme forms, along with its usually attendant competitive spirit, are biological imperatives in the young human being. This is anti-scientific in their own frame of reference.

Placing young children in groups might well make them more cooperative by nature and less in-

88-Training

dividualistically competitive — it has elsewhere. But our dominant North American child-rearing values conflict with that idea. It sounds too much like Communism for one thing — we might affect the hallowed profit-making motive of our society's future leaders, after all.

Instead of admitting that absence of group care for the very young is a political decision based on dominant societal (i.e. capitalistic) child-rearing values, the government and the professional establishment alike distort psychological theory into apologies for what is (while many theorists create apologies for what is). But policy on group day care isn't only a matter of child-rearing values. From the point of view of government, it has mainly to do with economic values. Day care workers and students taking the early childhood education course should be able to balance these down-to-money explanations against the abstractions of the glib child care apologists who don't read their Piaget that well.

Family day care as it is set up now in the province is the cheapest possible form of day care as far as the government's finances are concerned. Good group care for the very young is the most expensive. While the full day care subsidy provided for children (of any age) in family day care is \$2.75, the full day care subsidy granted to one centre for children under 3 is \$4 per child per day.* (In neither case is the subsidy enough, but that's beside the point here.) It's so much to the government's advantage to keep family day care going as it is, that the normally stringent staff requirements on day care training have no application to family day care "mothers" at all. Licensed babysitting is what the provincial officials promote as the best possible care for kids under 3.

We've visited 30 family day care homes in Greater Vancouver and we are not impressed with the official arguments about how good they are for the young child. There is more and more evidence that the most crucial formative period in human development is between the ages of 1 and 2 years. Infants and toddlers need a stimulating environment as well as love at least as much as older kids do. Most family day care homes are not environments which stimulate and respond to the young child's total development. And not all of them provide love, contrary to the official myths about family day care "mothers."

If family day care is relatively so cheap, who's paying the costs that make the government's bargain possible? Family day care workers are. These women are the most exploited of the exploited day care workers in the province. They work unprotected by any organization or workers' provisions for subsistence wages. The average hourly income of the women in our sample came to just about half of B.C.'s minimum wage. Meanwhile, the social costs are being paid by the families forced to use the less-satisfactory family day care arrangements.

* AS OF APRIL, '73, THE SUBSIDY HAS BEEN CHANGED TO MONTHLY RATES, AND RAISED. MAXIMUM FAMILY DAY CARE RATE IS \$75 A MONTH. GROUP DAY CARE, \$100 A MONTH (SEE P. 51, PP. 69-70, 31-32.) THE PROBLEMS PERSIST, NEVERTHELESS, AS OUTLINED ABOVE.



GOOD READING

OPEN EDUCATION

- Brown and Precious, *The Integrated Day in the Primary School*, Agathon Press, Inc., 1968.

"The headteachers of an infant and a junior school describe the 'integrated day' concept initially set up as an experiment in Leicestershire ten years ago. The integrated day has a minimum of timetables and schedules; there is plenty of time for the child to develop intellectually, emotionally, socially, and physically at his or her own rate. The day becomes a whole unit of time, where learning is the only subject. This day is extended by the authors to encompass the whole life of the child during the six years of primary education . . . and the extensions could go on from there." Detailed descriptions are included on how to organize the environment of such a school. (Big Rock Candy Mountain review).

- Featherstone, Joseph, *The Primary School Revolution in Britain*, 1967, 40 cents from The New Republic, 1244 - 19th St., N.W., Washington, D.C., 20026. Write to them first to find out about mailing rates.

"... The Featherstone reprints are recommended to begin learning about open education. These New Republic articles are probably the most widely circulated information about British schooling in this country." (Big Rock).

- Leonard, George, *Education and Ecstasy*, New York: Delta Books, 239 pp., 1968.

Leonard, past editor of the now defunct *Look* magazine (U.S.), writes of his feelings that learning can be ecstasy — a joyful experience rather than a grueling feat. A well-written book, drawing upon varied fields of knowledge and experience to map his ideas of what education can be and is becoming.

- Plowden, et al., *Children and Their Primary Schools*, Volume 1, \$5.00, Volume 2, \$6.50, from Sales Section, British Information Services, 845 Third Avenue, New York, New York, 10022.

"This report (named after its chairman and commonly known as the Plowden) is the result of a 3-year study of primary education as now practiced in England . . . Volume 1 gives the necessary understanding for the person serious about the English school movement and its importance for American classrooms. Volume 2 deals with research and surveys used to support recommendations of the Council." (Big Rock).

FREE SCHOOLS

- Bennett, Hal, *No More Public School*, Vermont: The Book Press, \$4.95, 136 pp., 1972.

A nuts and bolts guide to how to take your child out of public school and make something better for him or her to do. The book presents the alternatives: private schools, parent cooperatives, parent teaching at home, etc., lots of straight, no-nonsense information to help you strike out and start your own movement. Good background material for putting together a day care centre, too.

- Berg, Leila, *Risinghill: Death of a Comprehensive School*, Penguin, 1968.

The story of the Risinghill School, opened in London in 1960 under the direction of Michael Duane. Leila Berg traces how "children, warped by being frustrated at every move they made, dehumanized by being treated as objects to be parcelled out at the decision of bureaucrats . . . began to grow again into their natural grace and serenity, and the school began to grow spontaneously into a community centre for all ages, all nationalities, a whole district." After five years, the school closed, after the "authorities" felt that their "control" over the school was loosening.

- *Free School Press*, Box 22, Saturna Island, British Columbia.

Although the Free School Press people have moved to Nova Scotia, they still use the old address for the Press. They stopped publishing their journal last year, but there are still some articles for sale. Write to them for the list of available papers.

- Neill, A.S., *Summerhill — A Radical Approach to Child Rearing*, New York: Hart Publishing Co., 1960.

Neill's own description of Summerhill, a free school started in England in 1924. Inspired by Homer Lane (initiator of the Little Commonwealth), he has premised his life with kids on the belief that freedom works. He has a deep trust of a child's natural wisdom, and knows that they need to know first how to use their feelings before they use their heads.

- *New Schools Exchange*, subscription rates: \$10.00 for 12 months, \$5.00 for 5 months, from the New Schools Exchange, 301 E. Canon Perdido, Santa Barbara, California, 93103.

Information on alternative education. The newsletter is published 3 times a month, and an up-to-date directory of alternatives in education is available to subscribers.

- Rasberry, Salli, and Robert Greenway, *Rasberry or How to Start Your Own School . . . And Make A Book*, Freestone, California: The Freestone Publishing Co., 1970., \$3.95.

"A new way is happening all over. With a little space, sometimes a little help from friends, it comes bursting out . . . And so it is not surprising that a lot of us have made a commitment to our children's freedom, for space in which they can learn, unfolding instead of being shaped, finding their own unique paces, their natural skills and juices. So we must make our own schools." An enticing trip into free schools — how they happen, how they fail — with ideas and resource information to guide cooperatives on their way to creating schools. Helpful to people starting child care centres. Also helpful for people trying to do a book. We have looked and re-looked at *Rasberry* while we were working on our own catalogue. (Quote from the introduction.)

- Three more sources of information on starting schools, from *Rasberry*:

- "Act Now": Some ideas on starting schools based on the experience of the Rockland Project School, obtained from the Rockland Project School, 50 Leber Road, Blauvelt, New York, 10913. (Don't know about price, if any.)

- "New Schools Manual", New Directions Community School, 445 Tenth Street, Richmond, California, 94801.

- Summerhill Society, 6063 Hargis Street, Los Angeles California, 90034, and 339 La Fayette, New York City 10012.

STARTING YOUR OWN EDUCATIONAL ENVIRONMENT

- Ashton-Warner, Sylvia, *Teacher*, New York: Simon & Schuster, 1963.

"The reaching out for a book needs to become an organic action . . . Pleasant words won't do. Respectable words won't do. . . They must be words that are already part of the child's being. (The first books) must be made out of the stuff of the child himself. I reach a hand into the mind of the child, bring out a handful of the stuff I find there, and use that as our first working material." The author tells of her teaching experiences in a New Zealand school of Maori and white five-year-olds. The book includes lots of good, practical ideas for teaching reading, music, nature, art.

- *Catalogue of Free Teaching Materials*, \$2.50, plus 18 cents, from: Catalogue of Free Teaching Materials, P.O. Box 1075, Ventura, California, 93001, 270 pp., 1970.

Maps, posters, charts, pamphlets, etc. listed. This is the book that tells where to send for them.

Big Rock Candy Mountain, \$8.00 a year, from Portola Institute, 1115 Merrill St., Menlo Park, California.

A kind of Whole Earth catalogue for education, containing access information on everything from Zen Buddhism to teaching math. The catalogues are published six times a year, with two big ones and four smaller informal ones. A lot of the books and magazines reviewed here are from the catalogue. Winter, 1970 issue. We are very grateful for their permission in letting us use any and all information in their catalogues for our book.

Education Development Center, 55 Chapel Street, Newton, Massachusetts, (EDC).

Papers, films, articles, with better information and for far less money than most books about early education. Approximation No. 1 is a cost breakdown plan for setting Head Start classrooms with an emphasis on equipment that can be constructed. The Occasional Papers are original articles, papers, reprints, and bibliographies of general interest to teachers and parents. Each cost \$1.00. Write to them for a free catalogue.

Hainstock, Elizabeth, *Teaching Montessori in the Home*. New York: Random House, 1968.

"A really fine book for parents who are creating a school themselves, or wish to supplement a school; a good model for a tiny-children's school. Easily made equipment, easy to follow directions . . . their stuff really works when finished. Children love sandpaper letters and differently textured cloth. Lots of tactile ideas to borrow . . ." (Rasberry)

Holt, John, *What do I do on Monday*. New York: E.P. Dutton & Co., 1970.

Full of ideas about classroom materials and methods, geared for kids older than pre-school age, but some of the ideas about curriculum - how to estimate time by using a stopwatch; communications - exchanging tapes with other children in another part of the city or town - can be just as applicable to younger children.

Whole Earth Catalogue, \$8.00 for one year subscriptions (6 catalogues), available at most book stores, or write to them, 558 Santa Cruz Ave., Menlo Park, California, 94025.

LEARNING AND TEACHING

Association for Childhood Education International (ACEI), 3615 Wisconsin Avenue, Washington, D.C.

An extensive number of publications which are directly relevant to early-childhood programs. Write to them for a list of their books and booklets.

Bruner, Jerome, *The Process of Education*, Vintage, 1960. \$1.45.

Bruner has been important in tracing rational development in children. But he fails to take the next step - that of accepting children's emotions and feelings.

Child Welfare League of America, Inc., *A Guide for Teacher Recording in Day Care Agencies*, New York: 44 East 23rd Street, New York, N.Y. 10010, 1965, 22 pp. 60 cents.

Basic principles of good recording and suggestions on specific notes included.

Hawkins, Frances P., *The Logic of Action*, Elementary Science Advisory Center, University of Colorado Boulder, Colorado, \$1.95, 1969.

A book about deaf kids and the language of action, not words. Probably useful for anyone who works with kids.

Holt, John, *How Children Learn*, New York: Pitman Publishing Co., 1967.

A fresh vision of how kids learn. Holt has a strong faith in kids and their ability to learn on their own terms

90-Reading

"without the 'help' of those who believe the path they have marked out for their students is the best of all possible paths, and their main concern is how to lead or drag their students down it as fast as possible." (Holt)

Lane, Homer, *Homer Lane Talks to Parents and Teachers*. New York: Schocken Books, 1969.

"Homer T. Lane, of all the men I have known, was the one who inspired me most. It was from Lane that I got the self government of Summerhill." (A.S. Neill in the introduction)

Lane started the Little Commonwealth in 1913 in England - communities of children and adults, all having equal vote. This book is the collection of Lane's philosophy over time, a philosophy based on the premise that adults must be "on the side of the child", and that emotions are infinitely more powerful and more vital than the intellect.

National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W., Washington, D.C., 20009.

Write for a list of their publications, and maybe a sample of their monthly journal.

This Magazine is About Schools, 56 Esplanade St. East, Suite 301, Toronto, 215, Ontario. Subscriptions: 1 year, \$4.00; 3 years, \$11.00; 5 years, \$18.00. All institutions: \$6.00. Published 4 times a year.

"Their approach is free-wheeling and radical, and their concern is more with education than with daily lesson plans. Articles cover topics ranging from liberating up-tight schools from the inside, to analyses of what schools do to people and what they can do for people."

Piaget, Jean, and Barbara Inhelder, *The Psychology of the Child*, translated by Helen Weaver, New York: Basic Books, 1969.

The author's most recent summary of his fifty years of work and thought on the developmental psychology of the child. Probably the richest, most readable introduction to his writings. It is especially valuable because it clarifies some of the confusions resulting from his earlier theses.

For the last decade at least, the big international name in child development has been Jean Piaget. His works span fifty years of clinical studies and thinking about the integrated development of the child's physical, intellectual and social growth. Through a biological perspective, Piaget views the child growing as a complex organism interacting with her environment. His theory of development specifies "stages" which occur in a specified sequence.

Piaget is very hard to read. It's a job trying to determine what he is saying, aside from what he means, which is one of the reasons why so many psychologists and educators get into "interpreting" Piaget.

And, although Piaget has been most influential for his descriptions of the process of interaction between child and environment, we should give equal time to Lev Vygotsky, a Russian developmental psychologist who explored the same process. Because he died at an early age, Vygotsky's only work available to us is *Thought and Language*. Unlike Piaget's, Vygotsky's context for viewing child-environment interaction assumed a Marxist perspective. Whereas Piaget has studied primarily middle-class (French) children in middle-class settings and has drawn his conclusions about all children from these studies without sociological qualifications, Vygotsky attempted to examine the dialect of child development with a class perspective.

And whereas Piaget has been most fashionable among Western middle class educators who champion the individualized development of the child, Vygotsky's influence has led to the Soviet ideal of children developing through group cooperation.



INSIDE CENTRES

A long time ago, when plain open space was not unusual, children could go out and play in the way they liked. No one had to *plan* their *play environment*. But today planning is all too often necessary for children's spaces. Such planning is usually, however, the sole "right" of child care professionals and/or architects. Parents rarely get in on it, and kids almost never do. They should; after all, it's their space.

If you're thinking of planning for children's play — in a child care centre, a playground, your backyard or home — work with kids on it. They'll express their plans in activity and in words, if we look and listen.

A good starting point is to spend some time simply looking at children playing, in as many contexts as you can find. (Young children learn a lot about us that way. They spend more of their waking time simply *looking*, in fact, than in any other one activity.) While observing, look at how the various types of children's play serve their human development.

Different forms of children's play have been labelled in accordance with their developmental functions. Knowing these labels may or may not help you observe. Basically it's helpful to distinguish between the child's very active play which engages her whole body, developing her large muscles and general coordination (e.g., tumbling, climbing), and the child's more particularized activity which develops her small muscles and hand/eye coordination (e.g., drawing, dressing dolls). In observing children interacting you might be tempted to divide the developmental functions into categories such as "physical", "intellectual", "social", "emotional", the way many a child psychologist does. These categories, however, can confuse our perception of our children because they imply that child development is a combination of *separate* lines of growth. It's as useless to separate intellectual and physical development as it is to separate "mind" and "body", in children as well as in us. Kids, like us, are whole persons growing amongst people. But they're doing it much faster.



The way we're looking at young kids playing and developing in this section is the way we've seen them — in the mud making mud things; in the grass dancing and rolling; in cardboard box "trains" traveling from kitchen to livingroom; climbing trees, tables, shelves; collecting stones, flowers, assorted debris in baskets and bags; turning knobs, pushing switches; making sandwiches and supper out of thin air and sharing them with us.

Planning can be overdone, and it has been in many day care centres. The more we define appropriate spaces and materials for each of a child's defined activities and its defined developmental function, the more we limit young children's inventiveness and choices — even though they see more choices of how to use things and space than we do. And totally (however "scientifically") planned environment denies children the chance to participate in the planning, replanning and changing of their own space.

The following sections are about environments for children — existing ones and others which you and your children can make.



A DAY IN THE LIFE OF CHILDREN'S HOUSE

Children's House is a homey sort of house in North Vancouver. It's on a big lot with an almost rural feeling. Everything about this place, in fact, has a friendly, relaxed feeling — the kids, their play, the staff, the visiting mothers — and we got into it too. During our visits there we saw children move freely in and out of the house, to swing and climb on the large verandah or jump on the trampoline in the yard, to help make snacks in the kitchen, to participate in house games and crafts. One day also went like this . . .

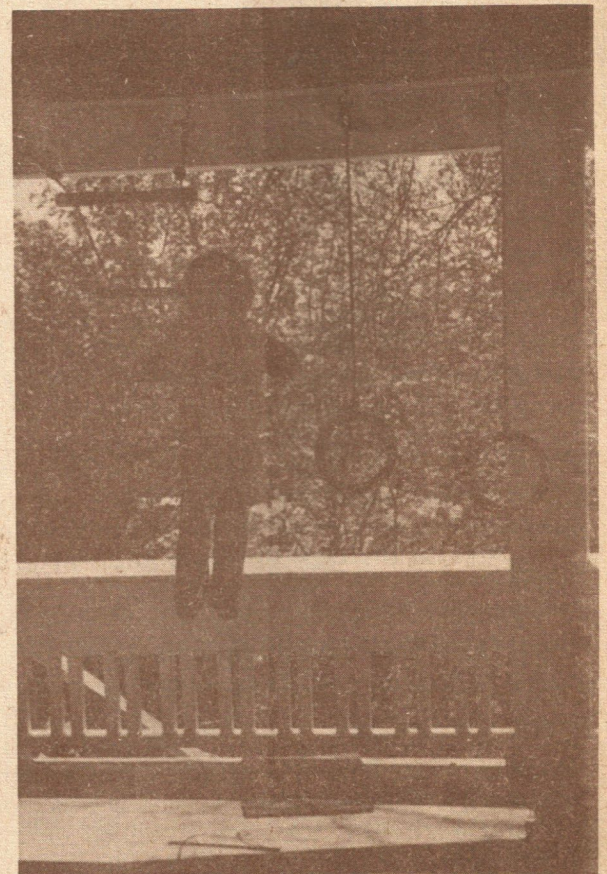
Somebody comes in crying that his friend threw sand at him, and Susan asks what he did about it. "Nothing," he replies. Susan points out that he came to talk to her and asks what *he* wants to do about it. He wants to talk to his friend, the offender, about it, he decides, and goes out to do so. End of conflict.

Outside, Rudi's climbing a tree with a little boy and girl. Two three-year-olds dig for beetles in the sand. Inside, Louise starts sewing and some of the kids join her. Somebody requests a record; more people come to listen to the music. Sheila has sewn the "big white pussycat" of a favorite story and brings it to show Susan, who's reading in a soft corner with little Elena. In the book room, three kids are reading on a couch and talking about whales.

Louise gets up to fix a snack, a child follows to help. A couple other kids clear away the sewing things and one gets out the mat for them to sit around. Everyone becomes more quiet and the carrot sticks and apple slices are passed, child to child, around the circle. Today Sarah's mother and sisters are visiting, and they and Louise's baby eat with the rest of the 'house'.

Towards noon, one of the kids gets hungry and announces that it must be lunch time. Almost everyone agrees, so they bring their packed lunches outside to sit and picnic in the grass. (A couple children eat a little later, when they're ready.) If the weather holds out, they say over sandwiches, everyone's going to the beach this afternoon, or maybe to the community swimming pool. They go to the beach because more kids voted that way.

A child I know who has been going to Children's House tells us about it, too. At the dinner table when we adults in his home converse about our days, this three-year-old talks about his good times at "school." Not long ago he would come home cranky from a frustrating day at an understimulating family day care home. He's learning to cooperate at his new day care centre, and his learning is spilling over into relaxed times with both the adults and the kids in his collective family home.



DAY CARE CENTRES NOW



While observing in day care centres in B.C., I've been thinking a lot about the assumptions underlying our educational values for "pre-school" children. Some of these accepted ideas I question quite critically, but I've been able to do so only *after* working with young children. While working in pre-schools and day care centres, I took many ideas for granted, thinking that since "professional people" thought a certain way, and since all the data conformed to that way of thinking, well, of course, that's the way it must be. I feel now that too much dust has accumulated on some of our theories on early childhood education. Unless we keep a questioning eye open as to how much importance is placed on studies and data and professional heresay, we'll be out of touch with kids and their way of being.

We're trying to figure out healthy ways to be and grow with kids. Much of our thinking here is based on observations we've made in day care centres in B.C. Many of our positive ideas about what day care centres could be are based on what we found them not to be. There's nothing earth-shattering about that. We want to make clear, too, that many of the negative things we see happening in centres are not the fault of people working in them, but are, instead, due to the lack of moral and financial support from the government and business.


Although we see the difficulties for centres trying to do with what they have, there are changes that can be made inside them now, regarding the children's environment, the staff's working conditions, parent involvement, and children's activities. Generally, the present mediocrity in our day care services is based on old and worn attitudes, some of which we can easily reconsider, and others which are still buried in our whole way of life.

For example, children in most centres have very little contact with living things. An occasional rabbit in a cage and a potted plant on the science table are all that is "natural" for most kids. There isn't much yard space and at least half of what there is has a blacktopped surface for bicycles and wagons. But what's so peculiar about that? Most of the people who live in Vancouver are suffering from the same deficiency of exposure to Mother Nature. We're so entrenched by concrete and billboards that we don't think much about our condition. But in living in such a non-living environment, we lose touch with what it means to experience natural cycles of growth and destruction. Kids have a natural affinity for such variety. They like to feel textures, not just asphalt and plastic, they like to watch ants crawling in their small



cities, pick up leaves, catch lady bugs and let them go. None of us should have to live in places where nature isn't, and our children certainly don't deserve that loss. The situation is worse for children, since they don't have the freedom to choose their space.

We're not expecting great things to happen—poof!—back to paradise. There are changes that can happen, though, within the limits of each centre's budget. One of them is to provide less asphalt and more dirt for a garden. Field trips are few and far between, due to weather conditions and transportation difficulties. But they do break the daily monotonous routine of the centre for both the kids and staff, and probably could happen more frequently if the budget could allow for better transportation facilities. What about a camping trip with the kids and their parents? (Children's House had a 2 day overnight camping trip last year) Not only could kids have a rare chance to eat, sleep, play in a natural place, but such an informal setting gives parents and staff a chance to get to know each other.

CONTINUED 

SCIENCE CORNER

In the day care centre "science corner" you may find some shells, books of different kinds, a small animal in a cage, a magnifying glass, and maybe a few plants. But somehow it always looks contrived, tucked away into a small space, out of the line of traffic (and kids' curiosity). When we visited centres, we rarely saw children actually using the science corner. When they did, they were often destructive — throwing stones into the fish bowl, uprooting the plants, breaking the seashells. The science table can't be used creatively by the children themselves, since it isn't self-explanatory. It is designed on the principle that some adult is needed to teach "science", which is too much like school learning, isolating science as a world of its own. Science, a *process* of discovery, can't exist in a corner of a day care centre.

One of the best ways, we think, for children to learn about their world and how they affect it is for them to grow a garden. One of the greatest advantages of having a garden (even a small one) is that it offers kids an ongoing creative activity. They learn about the life cycle of plants, insects and worms, the importance for growth of the sun, water, space. They learn the skills of hoeing, planting, weeding, and watering. They learn the feel of dirt, rocks, worms in their hands. Thus they also learn about plants and their qualities as well as about their own effect on those plants. There is lots of discussion around discipline — the discipline of the seasons, the weather, the type of soil and its feeding. Kids then learn that there are rules to be followed to get results, and results are what they want.

Some people we've talked to about a children's yard express a hesitation to tell children not to pull or step on plants. Yet this is a legitimate rule, we feel. As with the care of pets, kids must learn to respect life and its fragility. When they're involved in the growing process (if even the little ones water while the older kids hoe) they'll learn that life demands care and attention.



When working in pre-schools, which operate just three hours a day (9-12), I found that being with kids for just that span of time was quite energy draining. Admittedly, day care centers stretch activities into a less condensed time period, but being with kids is still tiring.

When we asked day care workers how they felt about working 8 hours, some agreed that it was too long and have found ways to deal with it (shifts of 4 1/2 hours each day, or working less than 5 days a week). Some replied defensively, "I like kids...anyone who can't tolerate being with them 8 hours should find another job." But working that long does become a feat of toleration, and is unmistakably reflected in how that person feels with and about children. Long hours make being with kids into work — the boring routine kind.

If shorter hours are unfeasible, there are other ways of coping. New people visiting the

centre with knowledge and experiences to share can alter the routine for the staff and kids. That means parents and friends who have interests in dancing, gardening, pottery, sewing, batik dying...Also, parents should have a chance to come in and show the kids what they do during the day, bringing the tools of their work. Maybe a carpenter could bring his or her tools and explain them to the kids and staff, or a secretary could show how a typewriter or adding machine works. Perhaps a few of the kids could go and watch a garageman, a shopkeeper, a cook, or a photographer at their places of work. At first these ideas seem inconceivable because there is no place for kids in most of our work.

But maybe that's just the problem. Teaching others about our work, being able to relax and joke with kids, could help us all get a clearer perspective on what we're doing.

MUCKING AROUND WITH SAND AND WATER

You can't build a decent castle, a real tunnel, or make satisfactory cakes in dry sand. Let kids put varying amounts of water in the sand to learn the best mixes for their construction and cooking. Mud is a really good medium for expression and investigation. Mona and Shad who live in a log cabin in the bush make out of sand and water what their parents make every day — yogurt and bread.


Many easily accessible items help children explore the properties of water: sponges, straws, plastic bottles, kitchen utensils, boats, soap, short lengths of hose, aluminum pie tins, food coloring, cork, wood, metal. For their work in sand and mud there are spoons, sifters, scoops, shovels, pans, molds, cups, bottles, and anything else that holds, pours, shapes

sand. Dry powder paint mixed into the sand colors it. Hot wax poured onto the sand casts it.

Some centres use water tables and sand tables with inset metal trays, but these can be expensive. You might want to make your own: plywood or some kind of thick composition board heavily varnished, varnished, or covered in arborite can serve as the table top. Cut out a hole in the board, shaped and measured to hold a plastic or enamel dishpan and fashion the legs (mill ends, lumber scraps) and supports under it.

For outdoor water play, cut an auto, bus, or airplane tire (the bigger the better) crosswise, making 2 doughnut shaped troughs in which kids can sail boats, wash cars, dolls, dishes.



 New ideas can revitalize the spirit. I remember attending a workshop on wood sculpture, in which about 25 people (parents with their kids, supervisors, staff people) learned, by doing, the art of glueing pieces of scrap wood. We all had a lot of fun learning something which we usually only "taught" kids to do, and undoubtedly our enthusiasm carried over to the kids we were with every day. If you can't find what you want by taking an extension course at UBC, etc., why not start your own self-study course, and bring in people who have experience to show you how to do what you want to know?



TUMBLING PLAY

Kids under 6 spend a lot of time in the kind of play that develops their coordination. They jump, swing, balance, "fall dead", do somersaults, climb, bounce, ride things, and build. Besides developing their large muscles, this kind of activity leads to the real pride of acquiring a new skill. (Remember the first time you parked your car perfectly?) Some of this boisterous play looks pretty dangerous to anxious adults, and we're tempted to limit it. But most children know their own limits (more through their muscles and nerves than through calculation),

including their ability to stand (withstand?) pain. In order to have the exhilarating experience of a new body skill, to feel competent, a kid needs to be able to use her body freely. Few things interfere with this as much as anxiety about getting hurt, and middle class homes and centres particularly create this anxiety in kids. To fight it, a kid needs to experience minor hurts while having a good time. In this way she learns they aren't disastrous, but part of playing in fact, part of living.

Preschools make sure they have equipment for all this rip-roaring: trampolines are excellent but expensive, large blocks, tricycles, climbing apparatus, and things in the playground such as swings and slides. Most of this kind of equipment is expensive (and some really *is* dangerous), so here are some improvised things centres have tried:

- second-hand box-springs for bouncing
- heavy rope hanging from a beam or branch
- cardboard mailing tubes for blocks
- wooden tree houses or wooden "forts" in a tree
- ladders resting on wooden boxes
- cargo nets for climbing
- suspended truck-tires for swinging
- mats of covered foam rubber for tumbling, somersaulting, leapfrog
- balance boards about 6 inches off ground for practicing balancing skills
- skipping ropes
- bean bags
- big boxes from packing houses, refrigerator boxes, mover's or garment boxes, or large fudgsicle cartons that manufacturers give away to make play houses, stoves, puppet theatres, sinks
- home-made plywood 5-sided blocks
- Remember soap-box cars?

After observing in quite a few centres, I began to feel down when I was in some of them. I started to remember what it was like for me when I was younger and my mother left every morning for work. At those times, I felt a sadness and longing for someone to be close by who could give me a lot of warmth. Some of the kids I observed in day care were feeling that same need. At one centre, I saw a child sitting gloomily in the hallway while everyone else was busily engaged, doing stuff in the next room. No one paid him any attention. It seemed to me that the program was more centered around keeping the kids busy and active rather than being responsive to the basic needs of some of them. In that kind of situation, the more extroverted child will flourish, while the shy child might become more so. Sometimes all a child needs to lessen that sadness is someone who listens with a "third ear" to the sounds of loneliness.



THE DOLL CORNER OR FUTURE SHOCK

The doll corner is set up with a pretend stove, fridge, and sink. It is the place where children are supposed to act out feelings about themselves and their parents. You often find attached to the doll corner some dress up clothes. Mostly, however, these clothes are ladies dresses and hats, not uniforms, shirts, and pants. Acting out should not be limited to the doll corner, to female roles, nor should the female roles continue to be defined in terms of the doll corner, the kitchen- a woman's place. Acting out is an expression of feelings and attitudes through movement and action. It is a creative way of dealing with conflicts. To limit the boundaries of acting out of adult activities within the confines of a kitchen or doll corner seems stifling and pointless.

What of the girls who want to be more than wives and mothers, or the boys who want to cook? And where do kids act out feelings about other kids in the center or about the teacher? A lot of it would depend on the attitude of the supervisor. But how can either boys or girls try out any other role than that of mother and teacher if all other work is not part of their world? If mother is a secretary and father works in a bank, what can the kids have but the most abstract and romanticized notion of what it is to "play" at being an adult? Kids need to be a part of a lot of different kinds of play-work. That's why we suggest taking them to visit dentists, photographers, carpenters, and also having more adults come in to the center and share their working lives. Why not then provide a more flexible space for the kids to live out what they will have seen outside the centre? Cardboard boxes can be store counters, ships, cars, or livingroom furniture, and the kids can paint them. Have available all kinds of costumes. Some of the most imaginative stuff is made up by kids themselves if they are given sheets, all kinds of shoes, different textured materials. Having an area set near the block area combines acting out with more open-ended material.

Shelly loves playing the comedienne. She acts out different things she is feeling. Sometimes she pretends to be a "pot smoking hippy". At other times she's a flirt, a tough guy, a sweet little girl. She knows she's trying different roles out, playing at being this or that kind of person. The best thing about here is her sense of humor. She enjoys acting out a stereotype to its limit - learning what happens when she does one thing or another. But she loses control of her play if there isn't an older person around some of the time to keep making things real - helping her separate play acting from what's essential to her identity as a person. Helping her understand that her sense of humor is important, not her pretending to be a "sweet little girl."

98-Roles

ROLES



Vancouver Public Library

One of the points of our writing in this book has been to question the trips we lay on our kids. We want to encourage kids to design their own physical and psychic space. One prerequisite for that is for us to stop and question how we interfere with kid's control over themselves. A very effective and long-used rut we get into is to show girls and boys what is 'proper' for them - the process of socializing children into sex roles. . .

"And then there is Conni. Conni isn't like the other girls in our program. She's rather big for her age - and those pants her mother lets her wear aren't at all becoming. In fact, her mother lets her get away with almost anything - she burps out loud, runs and shouts with the boys in the yard, plays too much with the trucks, builds a long time with blocks - and doesn't take a moment's notice at the doll corner. I think we should talk to her parents. After all, she's not at all feminine... and the other girls might start following her... uhh... manners."

A fictitious monologue, of course. Too blatantly stereotyped in this day of women's liberation talk to be convincing, right? No one hears a day care worker, or a supervisor, or a child psychologist, or public health nurse talk about kids that way. The words aren't spoken. . . but then again there is David:

"David seems to be quieter than the rest of the boys - more inclined to read than play on the bikes. I wonder if his father is spending much time with him to show him how to be more. . . outgoing. For example, he doesn't like to march

when we make music; never likes much noise. But decide it's a good time to bake cookies - and David is right there. Maybe he is spending too much time with his mother. I could have Tom's mother arrange to have David at her house more often. . . she has four very active boys, you know."

And then there's Sarah and Jill and Tim. . . and they all have that 'something' which doesn't quite fit. Initiative, or stubbornness. Imagination, or rebellion.

All these 'fictitious' kids are children who somehow have escaped at least for the time being, from doing and being certain ways because of their sex. Whether it be relatives, other kids, T.V., advertising, there is that constant pushing, pushing, pushing kids into sex defined roles. The same pressure that encourages the "little mothers" to stay home (in their place), that encourages women who "must work" to work in child care work (women's work), that encourages men to seek jobs with high prestige and pay (power), perpetuates the fantasy that girls belong in doll corners, and must like washing play dishes and cooking, and only boys need to build and be messy and climb and use their bodies (but boys . . . dancing?).

When kids of 3, 4, and 5 (earlier) have already been taught to think about themselves as 'future housewife' and 'future fireman' without ever feeling there might be other alternatives, we must be doing something drastically wrong. Day care workers could do much to make kids aware of different possibilities. Talking with kids about them is a good first step. Build stuff with them, have men come in who like to cook or dance, and women visit who are into carpentry, or glassblowing, or whatever.



A radio interviewer asked one girl:

"Can a woman be a scientist?
No. That's too dangerous.
Can she be a judge?
No, that's too hard, too much work - I wouldn't want to work that hard.
Do you want to learn to cook? Yes.
Do you want to be a chef?
Oh, no! I just want to be a wife and cook chicken and stuff.
Why can't a man do cooking and cleaning?
Oh, they're so untidy! They're too dirty to do stuff like that."

To have kids begin to question all that is one of the best things that good day care could do.

Spinks, Sarah, *Sugar 'N' Spice - The Socialization of Girl Children*, New Hogtown Press, 12 Hart House Circle, Toronto 5, Ontario — 15c.

MacEwan, Phyllis, *Liberating Young Children From Sex Roles — Experiences in Day Care Centres, Play Groups and Preschools*, 1972, New England Free Press, 791 Tremont St., Boston, Mass. USA 02118. (\$.25 a copy.)

CENTRES NOW

One of the reasons why there isn't more listening happening is the way what I call the "maintenance schedule" is structured. The schedule is there, no matter how loose it is said to be, and it often limits both the kids and the staff in doing what is natural at the moment. For example, juice time is full of routine house-cleaning chores. First the staff and kids must clear the tables, and then the staff prepare the juice, and get the kids to sit down on chairs (not the tables, floor or each other) *after* the kids have washed their hands (pandemonium in the bathroom). One child is designated to pass the napkins (starting the "why not me?" syndrome); another passes the cookies (with the whole ritual around "say please and thank you" or...no snack); and the kids clean up after themselves. Why not try something different, and find out if a lot of friction can be avoided? Let the kids individually decide when they want a snack, and where. Some may be too involved in what they're doing at the time to eat. Why not have snack on the floor or outside, and why have the kids all grouped together. They can learn how to make juice with oranges, lemons, or limes, and juice squeezer, or they can have sliced fruit. Kids can learn to share without going through the manners ritual. If sharing is to be self-directed, it's a process that grows in time and experiences with groups. Not falling into the pattern of "teaching" manners frees the staff from being custodians and allows them to be more human in their responses to the way kids are with each other.



MUSIC MAKING

In most of the centres we visited, music was the most neglected creative activity. The music area usually consisted of a rug, an old phonograph, a shelf of quite used records, and a few worn instruments. Sometimes there was a piano. Music time was a scheduled 20-minute block which lasted as long as the kids' attention. The children were told to sit down to sing to a record or the piano, or they "marched" around the room with percussion instruments. And that was all. It seemed like just another thing to fill up the day.

In a culture in which we value the use of words and concepts so much, maybe it's fitting that we virtually ignore spontaneous movement and song. (The same lack of imagination pervades the doll corner — another area in which non-verbal communication could be explored).

Even at the age of four, some kids have learned to be self-conscious about moving their bodies in a flowing way. Teachers can't teach kids how to dance, sing, or have rhythm, but they can teach inhibition, tightness, rigidity by expressing that themselves. I've found that most children will unfreeze their bodies, given time and all kinds of music, when I play with

movement myself. And when that happens, the fun starts for us.

Several changes could be made to make music more meaningful to kids. Instead of confining ourselves to the repetitious rhythms and words of common children's rhymes, we should offer children all kinds of good music — classical, rock, jazz, African, Calypso, Indian, Japanese, folk, etc. Encourage them to bring records of their own liking from home. Make streamers of paper with the kids, bring scarves and bells, and let them dress and dance as they please — indoors and outdoors. Let them dance, trailing kites, balloons, flags. (A simple colorful kite the children can make is a piece of construction paper with a reinforced hole punched in one corner — attach string and pull). Let them dance with the wind, to the sun and clouds, or like the rain. Yoga exercises can be done to music, too.

Making instruments - something else they can use - is also a good way for kids to express themselves. They can learn how music happens; for example, how the tension of a drumhead determines the tone of its beat.

- We found good examples of self-made instruments in *Make Your Own Musical Instruments* by Mandell and Wood (Sterling Publishing Co., New York), available at libraries.



A lot of activities are centered on learning manners (how many kids are encouraged to call a staff person by her first name?), learning to structure play time (45 min. "free time", 20 min. music, 1/2 hr. outside play...), learning limits ("no you mustn't splash water on the floor, only in the basin, you mustn't paint on the walls, only on the paper, dolls belong inside"...), learning self-control (Don't hit Sarah!). Question the need for all of this. Try out times with kids using their own decision-making powers. Have them decide what they want to do with their time, try helping them rearrange the room to suit their needs, and try helping them change their play area so they can paint on the walls without damaging them. It is a process and of course can't be done all at once. But through the experience of problem-solving, kids can learn to question situations and find out solutions, instead of being given a list of outright "don'ts". Conflicts can be settled by the same process.



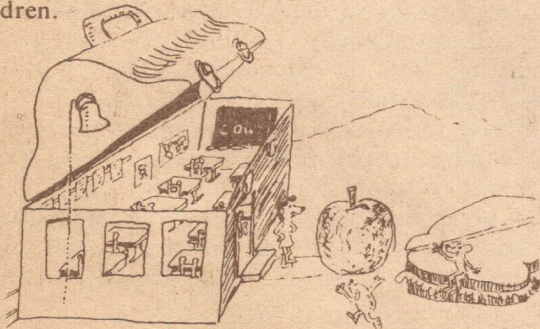
TAKING A LOOK INSIDE

The room design of most day care centres we visited was fairly uniform. Because of a generally accepted theory of child development which implies that small children feel most secure in small spaces, the rooms have been divided off into sections by cabinets and book-shelves. Because of provincial equipment standards which require numerous tables and chairs, each of these sections usually has a couple of tables decked with chairs.

We don't mean to suggest that sectioned off areas in a large room is necessarily a bad idea or that kids never want small spaces for retreat and privacy. And we don't want to say that tables and chairs are necessarily low priority equipment, or that kids always prefer not to use tables and chairs. But, in many centres, more space has been allotted to equipment than to children. Why should formula-designs based on theories about children's environmental security be imposed categorically on all day care facilities, particularly when only 30 sq. feet per child is the accepted norm? Why not consult the children? Let them participate in the shaping of their environment and the arrangement of their toys and equipment.

And, why should the environment remain the same once it's been arranged? Rooms can get pretty boring, looking the same month after month, year after year, particularly rooms that you spend a lot of time in. It can be fun for children, just as it can be for adults, to create new spaces by moving the same old furniture around in a room. Also, this sort of re-shaping makes people, little and big, more sensitive to their surroundings and their relationship to that space.

Notable exceptions to the indoor situation are the Nelson Day Care Centre and the Peter Rabbit Day Care Centre in Kamloops. The Nelson Centre is a wonderful old building (a recon-verted hospital isolation unit) with lots of rooms and lots of different kinds of spaces available to the children.



A ROOM PLANNED BY CHILDREN

In one nursery school the children were asked to plan their own room. They started by moving all the portable furniture and equipment out of the room and storing it in the hallway. When any of them wanted a toy or some equipment, he or she would bring it back into the room, use it, then store it against the wall. Nothing protruded into the room. The tables intended for manipulative and creative activities, and the chairs, were never brought back. Since they were no longer limited to doing things that fit on tables, the children spread all sorts of supplies on the floor, making new combinations of materials in their creative projects.

To the adults in the nursery school, the children seemed more relaxed than they were before they changed the room. They enjoyed the new openness by the fact that they chose to keep the room spacious and cleared. They created their own private places. One of them was a large walk-in closet that they used as a "special place". They looked forward to playing there quietly either alone or with a few friends. In the open space, some children chose to race their cars and trucks back and forth, or run around, while others decided to play with puzzles near-by. The noisier children did not have to be told to run outside because they obviously were not interfering with the play of the other kids.

When David wondered where they could have their juice and crackers, that quickly became a group concern. Even though they were all enthusiastic about their open space, they weren't sure how they'd have their snack without the tables and chairs. They decided to have it on the floor.

Snack time became a new fun time after Becky suggested that every day they change and design their sitting arrangement. So, enjoying their juice and crackers, they'd sometimes form a circle, sometimes a square, and other times a favorite shape, like a lollipop.



Pfluger, Luther W., and Jessie M. Zola, "A Room Planned by Children", *Young Children*, a Journal of the National Association for the Education of Young Children, September, 1969.



MAKE IT AS WELL AS MOVE IT!

Children can divide some of their space with things they make as a group. For instance, they can paint wooden thread spools and string them into beaded dividers or they can hang paper chains (or leather chains from scraps) made of rings or other shapes between areas. A large mural of their cooperative making backed with cardboard can serve as a high divider over shelves. Or, all these things can be combined into one separator.

The kids can go on field trips to get the supplies they need, such as shells, stones, driftwood pieces and pine cones. Curtains can be created by kids with crayon batik dyeing or melting crayon wax onto a sheet. Other ideas for dividers are: ceramic or baker's clay beads, notted ropes (simple macrame), tie-dying materials. For other things in the room: collectively making a rug by glueing rug samples (gotten from any carpet store) onto a piece of heavy burlap, painting crates to use for book or toy shelves, having a wall slate painted so that kids can draw a mural, doing a fabric mural with different kinds of textured materials.

One of the deficiencies we noticed in most centres was the lack of soft cuddly, textured things. There were no gentle touches. Almost everything, including the rugs, were in the centers for utilitarian reasons. Kids need a gentle place to be in, too. Stuffed toys and pillows can be made out of all kinds of textured cloths-cotton, knit, burlap, velveteen, cordoroy; rugs can be placed where kids can just lie on them peacefully, and sofas and rocking chairs are really nice and inexpensive.



102-Room Design

THERE'S

LUNCH TIME NAP TIME
BRUNCH TIME CRAP TIME
RHYME TIME PLAY TIME
CLIMB TIME CLAY TIME



In some day care centres we noticed that free play was one period during the day when kids *could* make their own choices as to what they wanted to do, and the staff could take a rest. Free play was the time when the children could be rambunctious and noisy. It was usually followed or preceded by some scheduled activity like music, drawing, or rest time. This division created by scheduling the more quiet and disciplined activities is the beginning of separation between work time and playtime, school time and recess. It is not that we think that children should "run wild" all day long. Nor do they want to. Children enjoy rest and music and will ask to do these things given the opportunity.

The supervisor should feel free to give direction to the activity to suggest that she bake a cake or go for a walk with some of the children. The difference between scheduled activities and the model suggested here is not that the adults give no direction *but* rather that the children can learn to direct their own activities as well.

Even with adequate staffing such a program would be slow in developing. The children must first become a group in some sense. They need help to learn to deal with group activities, to become acquainted with one another and with the staff. The more comfortable each child feels about being herself, the less it will be necessary for an authority figure to direct activities and for the staff to be preoccupied with keeping the kids "busy".

MAKING YOUR OWN DOLLS

BY MAVIS HEARN

I MAKE DOLLS - LARGE, EXPRESSIVE, STUFFED ANIMALS. THEY HAVE DEVELOPED FROM AN INTEREST IN PUPPETRY AND SEWING THAT I'VE HAD FOR MANY YEARS.

MY FIRST DOLLS WERE FROM THE WINNIE-THE-POOH STORIES. I WAS VERY FOND OF THE ERNEST SHEPHERD ILLUSTRATIONS OF POOH, PIGLET, TIGGER, EYOR, KANGA, AND ROO. I'VE SINCE MADE MANY POOHS AND PIGLETS. MY DESIGNS FOR THEM CAPTURE A CERTAIN DELIGHTFUL WHIMSICAL HAPPINESS THAT MAKES THEM VERY REAL.

AFTER I MADE THE POOH ANIMALS, I BECAME INTERESTED IN TRYING MORE ORIGINAL DOLL CHARACTERS. MOST OF THEM WERE ANIMALS. IN THE BEGINNING, I WOULD SHOP AROUND FOR COATS THAT HAD INTERESTING, THICK WOOLEN WEAVES WHICH WOULD SUGGEST AN ANIMAL TO ME. I AM STILL ATTRACTED TO THE SLIGHTLY WORN SHEEN OF A TWEED I'VE USED FOR A TURTLE.

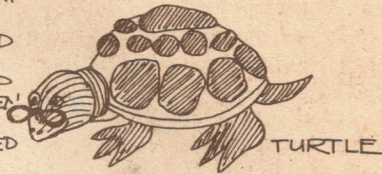
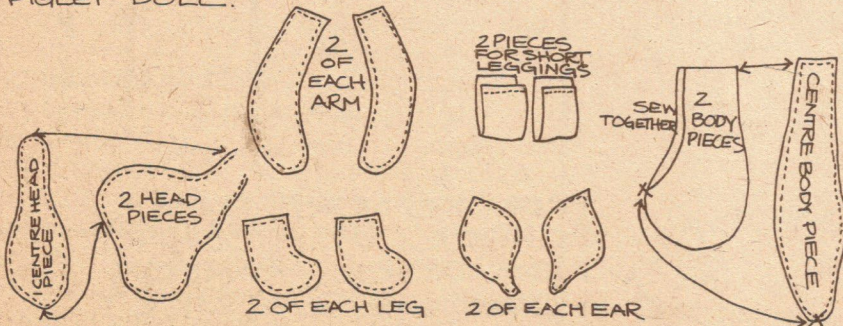
NOW THAT I AM RICH ENOUGH I CAN PAY FOR GOOD WOOL REMNANTS AT WEST COAST WOOLEN MILLS, LTD. 520 CLARK DR. I LOOK FOR GOOD CLOTH THAT SPARKS MY IMAGINATION AND SUGGESTS A TEXTURE THAT FITS A PERSONALITY. LATER I SEARCH FOR BUTTONS THAT LOOK LIKE EYES (PREFERABLY WOODEN. HOWEVER, THESE HAVE BECOME INCREASINGLY RARE. THE FUN TO ME IS IN THE SELECTION OF A PIECE OF CLOTH, A PIECE OF FUR, THE RIGHT EYES, THEN VISUALIZING AND PLACING THE EYE-BROWS, THE EARS, AND THE SMILING MOUTH. THE LABORIOUS PART IS THE SEWING TOGETHER OF ALL THE VARIOUS PIECES IT TAKES ME A WEEK TO COMPLETE THIS PROCESS. (SOMETIMES LONGER AS I TEND TO PROCRASTINATE.) IT AMAZES ME CONTINUALLY HOW SIMILAR THE DRAWING THAT I FIRST DESIGN FOR A DOLL AND THE END PRODUCT DO ACTUALLY RESEMBLE EACH OTHER. OFTEN THE DOLL BECOMES IN ITS OWN WAY MORE ATTRACTIVE THAN THE IDEA I HAD FIRST IMAGINED.

I STILL MAKE DOLLS TO SELL. THEY ARE EXPENSIVE, HOWEVER (FROM \$15 TO \$25) BUT, BECAUSE OF THE DURABLE QUALITY OF THE CLOTH, MY HAND SEWING, AND THE INDIVIDUALITY OF EACH DOLL, THEY ARE WORTH IT.

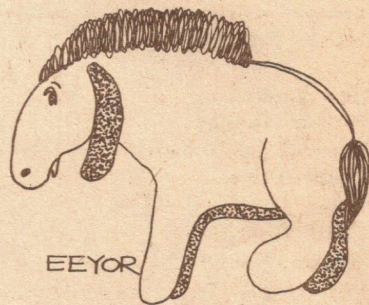
THE EXPENSE TO MAKE A DOLL OF YOUR OWN, PERHAPS FROM AN OLD FAVORITE COAT OR SKIRT, IS VERY REASONABLE. I USE MATTRESS STUFFING (TICKING) WHICH YOU CAN BUY FROM ANY MATTRESS OR UPHOLSTERY FACTORY FOR ABOUT 22¢ A POUND. THE TROUBLE WITH MATTRESS TICKING IS THAT YOU CAN'T WASH OR CLEAN IT, SO DON'T LET THE DOLL GET WET. YOU CAN ALSO USE RAGS OR STOCKINGS LIKE THE TRADITIONAL RAG DOLLS. THESE MUST BE CUT UP IN STRIPS AND STUFFED SLOWLY AND CAREFULLY SO THAT THEY DON'T GET A LUMPY, AWKWARD LOOK. IF THE CLOTH YOU USE HAS A LOOSE WEAVE, IT IS ADVISABLE TO LINE IT BY CUTTING OUT THE LINING IN THE SAME SHAPE AS THE BODY PIECES AND SEWING THEM TOGETHER AT THE SAME TIME.

MANY WOMEN I KNOW HAVE MADE SIMPLE PATTERNED DOLLS SUCCESSFULLY. ALL YOU NEED IS A GENERAL SENSE OF PROPORTION AND SIZE, A SEWING MACHINE, GOOD CLOTH, STUFFING, BUTTONS, ETC., TIME AND ESSENTIALLY, A SENSE OF HUMOR.

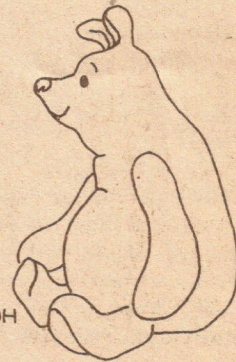
BELOW IS A PATTERN OF A SIMPLE AND DELIGHTFUL PIGLET DOLL.



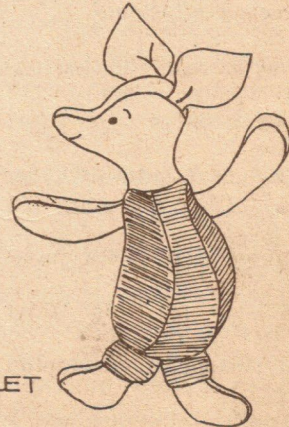
TURTLE



EEYOR



POOH



PIGLET

EQUIPMENT COSTS AND BUDGETS

When trying to get money for day care from the government, private foundations or businesses, it is necessary to have some ideas about the cost of day care, and sometimes a projected budget. Union people, particularly, told us that before they can negotiate a contract including day care with a company, they must be able to back up their statements with an accurate costing.

We have not tried here to calculate figures for the cost of the building or renovations. That cost varies with each location. Most homes or other buildings would need some renovations to meet licensing health and safety requirements. Some figures on staff costs are included in the section on day care workers.

The cost of equipping a day care centre can also vary enormously. The government department

responsible for reviewing day care budgets, and so presumably in the best position to give us such an estimate, has quoted \$1,000 to \$1,500 for equipping a centre for 25 children. Other figures we have obtained go as high as \$10,000. A local businessman recently calculated the cost of the *required wooden equipment* as laid out in the government sheet on "Equipment and Materials" at \$2,200 for indoor materials alone.

We have tried here to calculate the cost of equipping a centre for 25 kids by combining lists of figures obtained from day care supervisors and local businesses. This is not necessarily the cheapest possible budget, but does represent what most centres we have seen have to spend. In order to cut costs much from this you would need a lot of community support and imagination.

Indoor Equipment:

| | |
|--|--------|
| Unit Blocks | \$ 280 |
| Hollow Blocks | 75 |
| Musical Instruments | 70 |
| Water Table | 35 |
| Table Toys | 250 |
| Chalk Board | 15 |
| Science Equipment | 100 |
| Books | 125 |
| Art Supplies | 150 |
| Cupboards | 450 |
| (including 4 storage shelves, a library shelf, work bench and science counter) | • |
| Transportation Toys | 60 |
| Easels (2) | 35 |
| Table and Chairs | 320 |
| Mattresses (foam rubber) | 250 |
| Coverings (blanket or sheets) | 100 |
| Record Player | 100 |
| Doll Corner | 35 |
| Coat Closet | 200 |
| (individual sections for each child) | |

TOTAL: \$ 2,650

Outdoor Equipment:

| | |
|------------------------------------|-------|
| 2 Wagons and wheelbarrows | \$ 70 |
| 5 Bikes | 100 |
| Ladder Climber | 40 |
| Rocker | 85 |
| (seats 4 to 8 kids) or Crawl Cubes | |

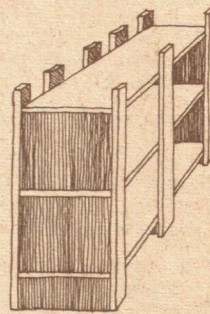
TOTAL: \$ 295

This costing does *not* include

- the cost of a fridge, stove or kitchen utensils
- or
- the cost of office supplies and furniture
- or
- any extras like a piano, gym mats, etc.

104-Equipment

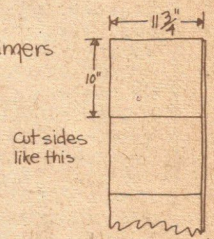
EQUIPMENT SHELF



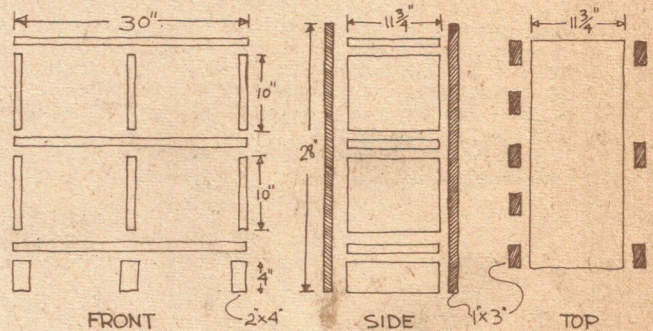
This is a very sturdy equipment shelf

Get some 1"x12" pine or fir. Cut four 10" pieces for the sides. Use three 30" pieces as the shelves.

Use eight 1"x3" strainers on front and back. Use 2"x4"s on the bottom.



These drawings will show how the pieces go together.



FROM NO MORE PUBLIC SCHOOL, BY H. BENNETT, NEW YORK, RANDOM HOUSE, 1972, P.54. BY THEIR PERMISSION





Coconuts - As bird feeder. Saw a coconut in half, or remove one quarter of it. Put hanger through the half coconut, and some sort of hook (perhaps the hook part of a hanger) through the 3/4 coconut. Hang up on big nail or tree, and leave meat of coconut for birds to eat. When empty, put in suet or seed.

Box of Junk & a Screw Driver - Springs, padlocks and keys, old clocks to take apart, radio parts, pulleys, bits of rope, latches, wheels, basin-plugs, door-stoppers, zippers, short chains, bunches of keys, marbles, doorknobs, nuts and bolts, paper-clips.

Box of Pictures - to paste, look through, sort, cut.

Paste, Paste Brush, Scissors, Crayons, Paper and Cardboard

Box of Scrap Cloth, Felt, Leather, Lace, Feathers, Ribbons, Rick-Rack

Box of all Kinds of Little Wheels and Spools -

Can be sorted, built with, painted, strung, and used as wheels. Spools of all sizes given away by tailors, dressmakers, garment manufacturers. Electrical wire spools by hardware stores and electrical shops. Typewriter ribbon spools, cardboard ribbon spools, adhesive tape spools, cores from scotch tape.

Box of small Shells - to sort, glue, etc.

Box of All Kinds of Buttons - for children old enough not to swallow buttons. Children will sort these, string them, treasure them.

Old Clean Sheets - for poncho, or tarpaulin, to put over table, chair or box as a "secret" house, wigwam, garage. You can sew the sheet into a box shape, but it's not necessary. Children can change it around, crayon it, paint on it, glue on it what they want.

Rug Samples, Linoleum Squares, Tiles - Sometimes given away at rug and linoleum and tile places, to use for doll houses, or to play with together with blocks.

Pipe Cleaners

Little Note Pads

Assorted Empty Cans - (clean, no sharp edges)

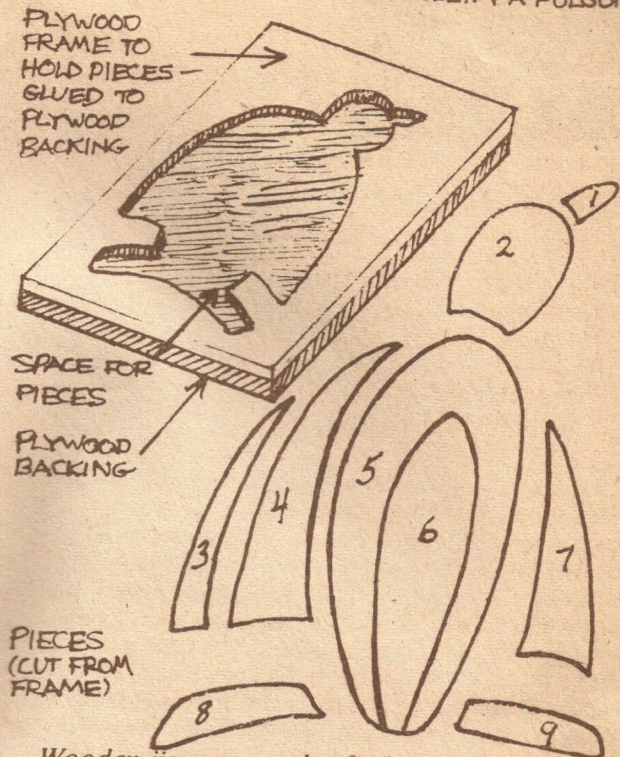
Fine sand-box toys, to use as planters (holes punched in bottom), cake makers, scoopers.

Pine Cone - As a bird feeder, pour warm melted unsalted fat mixed with cornmeal or bird seed over top of cone. Hang up outside.

SEE PP. 108-109

MAKE YOUR OWN PUZZLES

— PHILLIPPA POLSON



Wooden jig-saw puzzles for pre-schoolers are easily made if you have access to a jig-saw or even a sabre saw. Cardboard and many commercial puzzles are useless (as everybody knows) because the edges turn up and there cannot be a good fit. I have made two wooden jig-saw puzzles and (except for the odd piece that has got lost) they are still operative after thirty years.

The puzzle is made out of two pieces of $3/8$ in. plywood. (Could, I imagine be made equally successfully out of two pieces of very thin mahogany ply that is used for finishing walls). Out of one piece you cut your patterns. The pieces can be coloured before or after cutting. They are best cut out of the middle so that a continuous frame of sorts is left around the outside. This frame is then glued to the second piece of ply while the pieces are left loose to be fitted in.

The success of the puzzle depends a good deal on the shape of the pieces: i.e. the pieces should be as visually different in shape as possible. (I have seen young pre-schoolers do puzzles with the colour side down; shape at this age seems to have a significance of its own quite apart from what the assembled pieces represent.) Essentially anyone making puzzles should feel their way towards designs, number of pieces, shapes etc. There is no rule (except to make the puzzle of rigid material).

Equipment-105



BUYING EQUIPMENT REQUIRED FOR CENTRES

LOCAL BUSINESSES

SOUTH WEST IMPORTS

2945 West 4th Ave., Vancouver 8, B.C.
731-6612

Mailing Address:
P.O. Box 4071,
Station "D"
Vancouver 9, B.C.

All kinds of table toys, mathematical games, wooden puzzles, construction sets, wooden transportation toys, as well as the required unit block set, and some rectangular hollow blocks. Much of the equipment is on display in the showrooms. Everything is imported either from the U.S. or Europe and special orders will be taken on request. There are *no prices* listed either in the catalogue or at the showroom. Because of fluctuations in foreign exchange and shipping costs, they say they cannot quote exact prices. When we visited the showroom, they refused to even give us estimates or approximate prices. The required unit block set which they import from California (listed as 165C set in Provincial Government paper on "Equipment and Materials") seems to be competitively priced with locally manufactured sets. When asking around, we found that a day centre was able to buy unit blocks set (165C) for approximately \$270 to \$280 including import duties and shipping, from South West Imports in the spring of 1972.

ROB AND DIANA DENNY

Rob Denny Enterprises
4421 Chartwell Drive, Victoria, B.C.
477-2751

A "cottage industry", the Denny's make all-wood toys and equipment of simple and pleasing design. They have their children test the designs before advertising them. The finish is natural or colored stain on fir plywood or solid wood (including wheels and axles), and the toys are all sturdy and usually big enough to ride on. (Because plywood has a tendency to splinter, some people we talked to who work in day care have suggested that it is better to get toys made out of hard wood, even though it will cost more.) They try out new ideas all the time and will make things to order.

Some of the items we liked (best):

1. B.C. Ferry Boat - Their one painted toy, this is big enough to ride on; has ramps that fold down in order to drive cars up into the ferry; sits on casters so its very maneuverable (even in a small space). (\$22.50)

106 - Equipment

2. Crane - On castors; really works, with winch and wooden ratchet wheel; can sit on it for big construction jobs.

3. A set of 4 plywood boxes (2 ft. X 2 ft. X 4 ft. and 2 ft. cubes) with 15 in. diameter holes in them. The holes match up in many different combinations forming interesting spaces into which the children can climb, hide, and crawl through; bright colors.

They also make some standard equipment items such as an easel-chalkboard combination (\$18.50), wooden climber (\$39.50), chairs and tables, etc.

CRAFT FACTORY WOOD SHOP

1230 Hamilton, 4th floor,
Vancouver, B.C.
685-3833

A new thing that's happening—a group of hippy freaks trying to make their philosophy real. They've set up a community craft factory to make quality products that are inexpensive. Interested in "new designs" for "new environments". Will sit down and talk out with you any ideas you have and try to come up with a design. Prices are below "straight" business competitors. All designing free.

IMPERIAL SCHOOL DESKS LTD.

2954 West 4th Ave., Vancouver
731-6612

Manufactures and assembles tables and chairs in "kid" sizes. Several models of chairs ranging from about \$5.30 to \$7.00, and tables ranging from \$29.50 to \$35.00. Shipping would be extra. Seems to be as reasonably priced as you will find.

MOYERS BUYER'S CATALOGUE

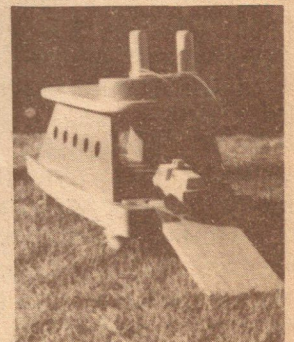
1385 McLean Drive, Vancouver 6, B.C.
253-6351

All variety of toys, paper, education aids and equipment for schools and day care centres. Very large catalogue. Does not sell to individuals. Prices are about 10% below retail store prices, shipping extra. Their "kid" sized table and chairs are considerably more expensive than others we looked at.

JIM KINZEL

2439 Trinity St., Vancouver 6, B.C.
254-7769

Makes beautifully crafted, solid wood HUNKY toys in his basement - for riding on, for *lasting*. Trucks, from \$16; ferries, \$25.



R.L. PALMER

3091 Bank Road
Westsyde. Kamloops, B.C.

Mostly manufactures wooden school and library equipment and furniture, but has some miscellaneous pre-school toys and equipment.

VIKING METAL PRODUCTS

1661 E. Hastings, Vancouver. B.C.
253-8911

Wooden wagons and trucks, gym equipment for all ages. Wholesale only; sells to schools, day care centres etc. 10% discount on list prices for bulk orders.

CCM

1361 Powell, Vancouver, B.C.
253-7568

Bikes and tricycles. Wholesale and distributing center, usually sells in quantity. About 25% off retail prices.

PAMPUS RENTAL

6695 Main St., Vancouver, B.C.
327-8355

All kinds of musical instruments, bells, triangles, tamborines, drums, guitars, etc. Wholesale discount of about 40% from retail prices.

UNITED FOAM

2194 W. 4th Ave., Vancouver, B.C.
738-6737

They sell foam rubber with vinyl covering. If you sew the vinyl yourself each mat (2 ft. X 4 ft. X 2 in. or 3 in.) costs about \$10; if you buy it already made it costs slightly more. Regular type mattresses (4 ft. X 2 ft. X 4 in. or 5 in.) cost from \$25 to \$30 each. You might check prices at different mattress supply places if you're interested.

COLLEGE PRINTERS

2015 W. 12th Ave., Vancouver, B.C.
736-4401

Have roll-ends of newsprint paper for 10 cents a pound (usually 25 lbs. or more). (Many other print shops must have this kind of a deal).

MAXWELL ARTIST'S SUPPLIES

366 W. Hastings, Vancouver, B.C.
683-8607

Paste, paints, brushes and scissors. 20% discount possible for day care centres.

SMITH, DAVIDSON, and LEEKEE, Ltd.

1198 Homer St., Vancouver, B.C.
683-8181

Almost any kind of paper. Wholesale prices with order of \$25 or more (i.e., 40% off retail prices).



TOY CATALOGUES

Send for catalogues from these toy companies for an idea of costs and types of play equipment available:

1. Preschool Press Inc.,
159 West 53 St.
New York, N.Y. 10019

2. Dick Schnacke
Mountain Craft Shop
Route 1
Proctor, West Virginia 26055

3. Child Life Play Specialties
1640 Washington St. Inc.
Holliston, Mass. 01746

4. Creative Playthings
Princeton, N.J. 08540

5. Educational Supply Co.
105 Brisbane Rd.
Downsview, Ont.

6. Constructive Playthings
1040 East 85 St.
Kansas City, Missouri 64131

7. Clandor Toys
P.O. Box 5014
Station F
Ottawa, Ont.

8. Community Playthings
Rifton, N.Y. 12471

9. Algonquin Wood Toy
Deep River, Ont.

10. Mattern Enterprises
The Toy Shop
Southwest Harbour, Maine
04679

11. Everdale Toys,
Box 29,
Hillsburgh, Ont.



Toys sent from the States cost approximately 1/3 more than the catalogue listed price. The extra amount is broken down as follows:

Cost — listed price + 15% - 20% duty tax + 12% (cumulative manufacturing tax) + shipping costs.

MORE RECIPES FOR PLAY



Just about everyone recognizes kids' needs to play with all kinds of stuff - a lot of it "junk" - (spools, empty cans, old keys, bolts), or messy - (fingerpaints, mud, water and sand, clay), but often, the chance to "muddle" happens only at day care centres. We have included a few ideas here on how you can provide fun for your child and yourself with very simple, inexpensive materials at home. Most of the stuff you probably have already. You will need a space out of the way of people traffic, protection for the floor and walls with newspapers or plastic sheets, a smock for your child, a large sponge for your child to clean up, an understanding of boundaries, and most important, a chance for your child to be left alone.

Finger Paint

1 cup cold water
1 1/2 cups liquid starch
Mix until a creamy paste
Add three cups boiling water, stir, cook stirring constantly until mixture becomes glossy and transparent.
Add 1 cup ivory flakes by beating in.
Cool
Put in jar with lid. Color with food coloring or powder paint.

Play Dough

4 cups of flour (white)
1 cup of salt
3 tablespoons of oil
Add water till consistency of dough
2 tblsp. paint powder, any color desired

Self Hardening Dough

1 cup salt
1/2 cup corn starch
2/3 cup water
Mix first two ingredients with a little bit of water. Boil the rest of the water and add the corn starch mixture to it. Continue until the mixture is thickened. Cool and knead a bit.

Plaster of Paris

5 cups vericulite (small pieces of volcanic rock - gotten from garden store)
1 cup plaster of paris
Mix with a little bit of water. Ideal for making masks, molds, etc.

Paste

Mix together:
1/2 c. flour
cold water, enough to make creamy mixture
Boil over slow fire 5 minutes, stirring constantly
Cool
Add drops of peppermint to prevent spoiling
Store in refrigerator in a covered jar.

Bakers Clay (Use up in about 4 hours)

4 c. of unsifted flour
1 cup of salt
1 1/2 c. water
Mix together and knead for awhile. Shape. Flat shapes bake best. Bake 375° for about an hour. Paint and glaze. Good for Christmas tree decorations.

Salt Painting

2 c. water

2 c. salt

1/2 c. liquid starch

Mix, add teaspoon of powder paint

Stir

Chalk Painting Tray

Need: Bottle liquid starch, a box of colored chalk, a small can and brush to wet paper with starch. If possible, use white rough textured paper. Child wets both sides of paper with starch, then uses chalk for picture. A formica surface is really good for this. Clean off chalk when dry with strainer, grater, or sand paper.

AND...

Colored Bubbles - 1 cup granulated soap in 1 quart warm water. Add vegetable food coloring and mix well.

Touch and Feel Box - Oatmeal boxes (the round kind) are good to use, but just having a child close her eyes and guess what the object is will do. Good things to use are foam rubber, cotton, yarn, for soft things, rubber corks, rubber balls, sawdust, curlers for medium texture, and nuts, wood, nails, seed pods, tile for hard stuff.

Smell Box - Plastic pill bottles with light fitting caps are good. Fill each bottle with a different smell. Some ideas: cloves, leather, peppermint, fresh coffee, rose petals, sawdust.

Wood scrap structure - Small pieces of scrap wood to glue together.

Stringing Things - Finger nail polish may be used to stiffen the end of yarn or string. Suggestions: beads, dyed macaroni, popcorn, cranberries, etc.

Sound Box - Baby food jars or metal film containers to put objects in which make different kinds of sounds: lima beans, dry corn, sand pebbles, split peas.

Wire Shaping - 18-gauge copper wire, colored telephone wire, floral wire.

Self Paper Doll - Have child lie down on a large piece of brown wrapping paper, let her get in the position that she wants for her "doll". Outline around the child, cut out, let her do anything to it; draw on it, paste material or yarn on...

Cornmeal Box - Good to use and as much fun as sand.

THE TOY LIBRARY

THE TOY LIBRARY WILL LEND TOYS TO CHILDREN IN VANCOUVER. THEY ARE PRESENTLY VISITING THE PUBLIC LIBRARY BRANCHES THROUGHOUT THE CITY TWICE A WEEK, A HALF HOUR BEFORE AND AFTER THE CHILDREN'S STORY TIME AND KIDS CAN TAKE TOYS HOME WITH THEM ON A LOAN BASIS. THE LIBRARY PROVIDES SIMPLE WOODEN TOYS, SILK-SCREENED STUFFED COTTON ANIMALS AND DOLLS MUSICAL INSTRUMENTS, PAPER MACHÉ PUPPETS, MASKS, AND COSTUMES.

THE LIBRARY PEOPLE HAVE MADE A CATALOGUE ON THE WORKINGS OF THEIR OWN AND OTHER LIBRARIES IN OTHER COUNTRIES. THEY ALSO HAVE ON FILE TOY CATALOGUES PUT OUT BY MANUFACTURERS, DESIGNERS, AND TOY STORES.

SINCE THE TOY SUPPLY IS LIMITED, THE LIBRARY IS NOT ABLE TO LOAN TO CENTRES ON A WIDE SCALE, THOUGH THEY MAY BE ABLE TO LOAN ONE OR TWO TOYS OUT A WEEK. FOR MORE INFORMATION ABOUT THE TOY LIBRARY, LOANS AND HOW YOU CAN DONATE TOYS, CONTACT
THE TOY LIBRARY
3215 CAMBIE
876-1040



As a child, I lived in the country and spent most of my time playing outside catching eels and throwing them back, and turning over rocks on the beach to look at crabs in their homes. I used to lie on the ground and smell the forest living and dying all the time. I imagined the moss as a whole miniature forest with its own small creatures and its own moss, and I was a clumsy but loving giant to this small world. It was one of the most important things in my child life, and I still love the natural things I knew then, though not so personally anymore. It gave me a sense of togetherness with the earth.

PLAY SPACES OUTSIDE

Do you remember how you played when you were a child? Did you ever use old crates and boards to construct a coaster on roller skates, or make a special hiding place with two poles and some old blankets? One of the best times I remember having in the park was sticking a piece of hot dog to a bent nail attached to a string and "fishing" in the park pond. I don't think I was ever disappointed at the results; it was the prospect of catching a fish that gave me my enjoyment. I remember crawling through the tall grass in our backyard, listening to the birds in our neighbor's bird sanctuary and pretending I was alone in the deepest jungle.

I did lots of "pretending" - something like on-the-spot theatre, in which as quickly as the idea of a role play came into being, it was enacted and gone, evolving into another act (one minute we would try scaring the living daylight out of a visiting friend by being ghosts, the next minute we were tent-builders in the wilderness, using the same "ghost" sheet).

Pretending didn't take much equipment. All my sisters and I needed was a lively imagination and maybe some props - old wood, saws, blankets, discarded clothes for costumes and a green backyard. We were the actresses, directors, set designers, script writers, and for puppet theatre, advertisers. Very rarely did we go to the neighbourhood playgrounds - there was too much to do on the block. I didn't like the feel of tan-bark in my shoes, nor, when it was hot, the glaring heat of the cement. There was never much to do there, anyway.

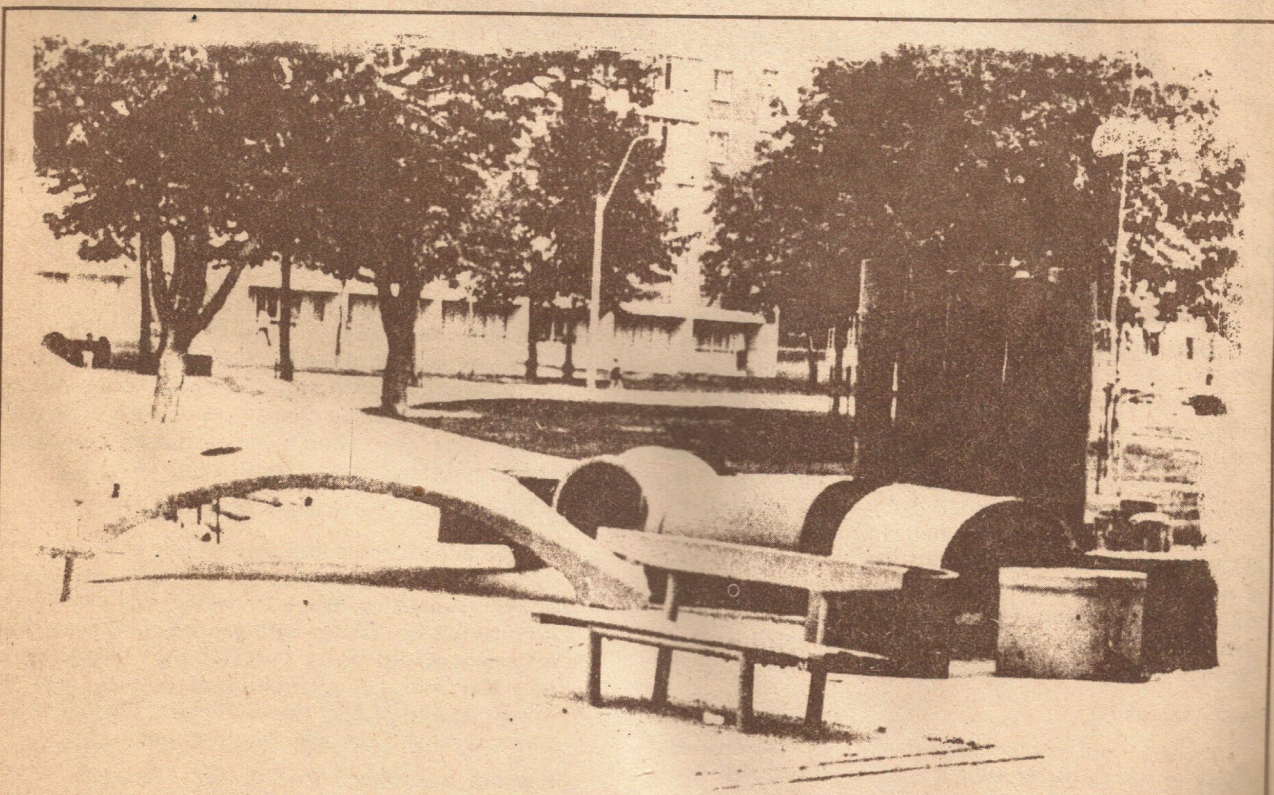
What happens, though, to kids who either don't have backyards, or don't have access to props or other kids to play with? I imagine some of them go to the playground and try to find joy in what's there. A few times on the slide, after patiently waiting for a turn, and some time on the swings, and that's about all a child can expect. How much real enjoyment can be gotten from fixed slides and hard concrete and little grass? If there were better alternatives, the kids would be elsewhere.

Most playgrounds offer very little in the way of constructive play. Often kids are fighting over who swings next, or for a turn on the slide, or they are standing around watching the fighting. These kinds of playgrounds are good places to get bored, get into a fight, or wreck equipment. Kids turn on each other in their boredom, but there is no creative medium in which their relationships can grow.

One alternative to the boredom of orthodox playgrounds is the adventure playground, a space equipped with old timber and real tools to build with, rope ladders to climb on, crates and boxes to do whatever with, tires, gas cans, old boats or automobiles, barrels, pipes for kids to create their own devices under the supervision of a pro-child play leader. If children

don't have their own backyard to find adventure in - and how many do in big cities - these playgrounds offer lots of opportunities to find their own way of playing with props of their own choosing, as if they were in their own yards.

Too often city children are cooped up in apartment buildings or in houses surrounded with busy traffic, and are cut off from other kids of their own age. The adventure playground provides the medium in which children can carry on their friendships and have them grow in the process of building and doing with other children. Oftentimes, when an adventure playground first opens, play progresses from the building of one-child huts to more complex co-operative constructions as time elapses.



David Lloyd,
TRANSFORMATION
Summer '71

“Several years ago two 350 lb. gorillas were turned loose on a new set of swings in Central Park. When it was found that animals did not destroy the equipment, the playground was declared fit for New York City’s children...The simplest way to maintain the playground would have been to exclude children, but that was clearly a Utopian solution.”

From a New York Times article



Adrian Cave, TRANSFORMATION, Summer '71

ADVENTURE PLAYGROUNDS

THE ADVANTAGES

Learning Self-Government

As well as offering opportunities for companionship, these playgrounds give children experience in self-government. The Robinson Crusoe Council is a good example. The Council is a children's parliament of children over ten years old who regularly participate in the Robinson Crusoe Centre in Switzerland (begun in 1954). With the help of a recreation leader, the Council decides administrative problems, such as gathering materials, opening times, performances, supervision, and maintenance of the grounds. The children then become part of the community in which they live and play. They themselves have described the Centre as similar in spirit to the "village tree" of past times.

Fewer Accidents

In the ten years' experience of adventure playgrounds in the United Kingdom, there were no injuries more serious than cuts and bruises. Very serious accidents happen when, because of nothing else to do, children play dangerously on the fixed equipment of the typical playgrounds. But when kids are allowed to build their own constructions, they know well the limits of their creations. Also, because of the presence of a competent play leader, parents are freed of constantly safeguarding their children.

A Space of One's Own

In an adventure playground, kids can have the opportunity to find out their relationship with natural

things, and to experience, instead of the brutality of concrete, the yielding of soil, grass, bark, leaves. They can have a place for peaceful play, away from the hassles of traffic and city noise. Kids also need the choice to play by themselves or with others. Play niches give that choice and prevent playgrounds from becoming game factories.

Potential for Community Involvement

The adventurous playground can become a source of a spirit that goes through all ages, occupations, and personalities. Ways by which this can be done are: having workshops with people of all ages sharing experiences and skills, landscaping with the thought of older and younger children playing near each other, art and puppet shows, theatre, picnics, reading times arranged for the whole community.

Warmth and Support of a Play Leader

The playground should be equipped with a play leader; a person who has faith in kids' initiative and who is willing to be more of a friend to them, rather than an instructor or leader. Successful "leaders" in the past have been actresses, carpenters, night watchmen, and people who have had experience with handicapped children. She or he will be in the playground, in the first place, to show kids skills or learn how to deal with conflicts with other kids if they arise, and so the main purpose of the play leader is to be a catalyst, not an authority.

Where?

Parents can plan creative uses for empty spaces on the block.

Playschools, day care centres, kindergartens can open up their yards to the whole community after hours, weekends, and on holidays

Alleyways can be blocked off to traffic and joined with backyards.

Ordinary playgrounds can be used as more adventurous spaces.

In Copenhagen, every owner of a house which contains a minimum of eight flats is under legal obligation to provide a play space. Tenants pay with the rent a modest play space supplement...

Again in Copenhagen, the law provides for short streets to be closed off to traffic and be used for street games, and there isn't much need for equipment...

FINANCING (M. Allen, *Planning for Play*, p. 63.)

"One of the main difficulties in creating an adventure playground is finding the money for the initial cost (building, fencing, heating, drainage, etc.) and then the money to maintain the playground. In Denmark, a solution has been provided in the Children and Juvenile Welfare Act which came into force on April 1, 1965. Public annual grants to institutions for children and young people of school age and over amount to 65% from the state and 35% is not difficult for the voluntary organizations to raise ... In view of the nature of adventure playgrounds, perhaps the best solution would be partnership between voluntary organizations and local authorities

— the former taking all responsibility for administration and running of the playgrounds, and the latter being responsible for contributing at least 85% of the capital cost and administrative expenses."

IN VANCOUVER THE SCHOOL BOARD WILL GIVE ANY GROUP OF PARENTS (WHO WILL BUILD IT) \$2000 TOWARDS AN ADVENTURE PLAYGROUND ON AN ELEMENTARY SCHOOL SITE - SEE P. 73.

Articles we recommend:

"Children's Play and Official Playgrounds", by Rose Marie Larsson in *Transformation* (Vol. 1, No. 3, Summer, 1971). Fifty cents for one copy, forty cents for over ten copies (includes postage).

"Communal Play and Communal Playgrounds" - a pamphlet provided by *Transformation*. "...contains a lot of good, practical suggestions, adapted from the Swedish playgrounds."

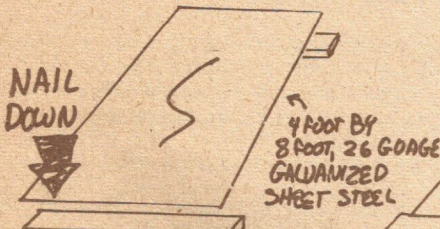
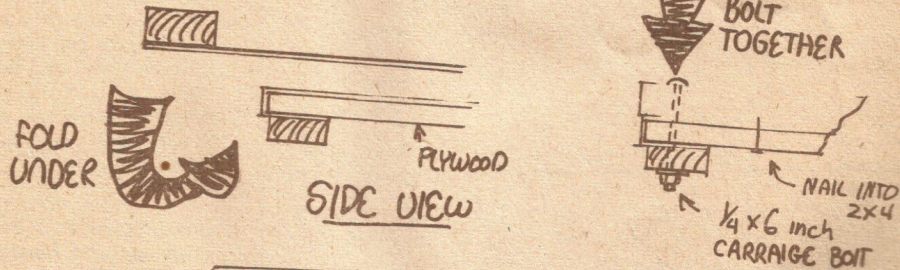
Mail requests for both of the above to:

Transformation
P.O. Box 6179
Terminal A
Toronto, 1, Ontario.

Big Rock Candy Mountain, Winter, 1970. "Resources for Our Education" has a section "Educational Environments" (how to create an adventure playground). \$4.00 + \$.25 for mailing.

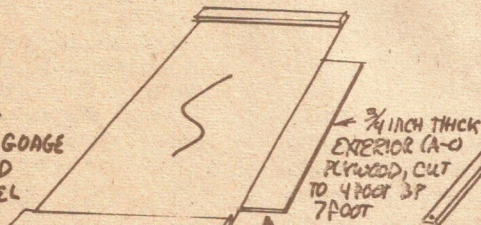
Order from: *Big Rock Candy Mountain*
Portola Institute, Inc.,
1115 Merrill Street
Menlo Park, Calif. 94025
U.S.A.

MAKE A SLIDE



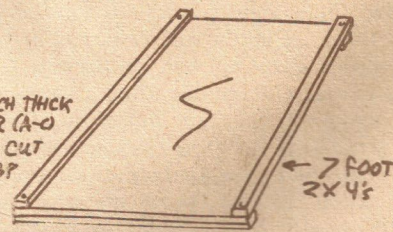
STEP 1: 4 FOOT 2x4

NAIL A 2x4 TO EACH END OF THE GALVANIZED STEEL



STEP 2:

TURN THE SHEET STEEL OVER AND RAP IT AROUND THE PLYWOOD



STEP 3:

NAIL A 2x4 TO EACH EDGE OF THE SLIDE AND PASTER THROUGH ALL FOUR CORNERS WITH A 1/4 INCH BOIT

STEP 4: ATTACH TO CLUMBER OR OTHER FRAME!

DAYCARE IN OTHER COUNTRIES

Brofenbrenner, Urie, *Two Worlds of Childhood, U.S., and U.S.S.R.*, New York: Russell Sage Foundation, 1970.

A good way to look at dominant North American child-rearing habits - (at home and in day care) - and wonder about them. The differences Bronfenbrenner finds in exploring the worlds of Russia's children and American children raise fundamental questions about what we do to our kids and why. While we nurture and perpetuate the competitive individual (boy, at least), the Russian people relate quite differently with their kids.

Bruun, Ulla-Britta, *Nursery Schools in Sweden*, Stockholm: The Swedish Institute, Stockholm 3, Sweden. (Available from the Royal Embassy of Sweden, 140 Wellington Street, Ottawa 4, Ontario), 1965, 14 pp.

Descriptions of three kinds of schools: Kindergarten, (for children between 4-6 years old), Day Nurseries for all day care (for children from 6 months to 7 yrs. old), and Recreation Nursery (for care before and after school hours), and the numbers of children, costs, standards for space, personnel, government assistance and inspection, and teaching principles.

Sidel, Ruth, *Women and Child Care in China: A Firsthand Report*, Hill and Wang, 1971, \$6.95.

The *only* knowledgeable book on child care in China to date. Ruth Sidel, a psychiatric social worker who works with disturbed kids, has previously studied child care facilities in the Soviet Union, Scandanavia, and England. She spent a month in China touring nurseries, schools, health centres, and interviewing women. In the first part of her book, she explores the status of women in China (and concludes that they are coming along a lot faster than we), and the second half deals with questions about who will raise children, and how, and for what. She writes as a journalist, as a child care theoretician, and as a working mother. American and Chinese attitudes and behavior towards kids are compared (with a lot said *for* China,) and much could be learned from her observations.

Mace, David R., "The Employed Mother in the U.S.S.R.," *Marriage and Family Living*, 23:4, November, 1961, pp. 330-333.

Care for the young children of working mothers in Russia is the responsibility of their employers. Nurseries are attached to the mother's place of work, and adjustments of her work load to care for her children when needed are a part of the day care system.

Walker, M.S. Dicker, and M.Ford, *Teaching in the Preschool Kindergarten*, Sydney, Australia: Ian Novack Publishing Company, 4 Euthella Avenue, Hunter's Hill, Sydney, Australia, 1967, 167 pp. \$2.40.

Written by eight Australian preschool educators. References and suggested reading lists at the end of each chapter included.



Children's playing, like all of life, is an ongoing process, and since processes have no ending, the ideas about play presented here have no conclusion. Consider them a beginning to a more imaginative way of thinking about our responsibility, or rather, our responsiveness to our children.

Kids in our culture are often treated as a special kind of creature, not quite human until civilized into adults (read *Real People*). They are thought to be lost in their own worlds of fantasy and innocence, and so uncommitted to the problems and joys of the everyday world. But their fantasies and games, like our fantasies and games, are a real way of reacting to and coping with the hassles and conflicts, the friendships and good feelings, of their lives. Let them be.



USEFUL BOOKS

ON PLAYGROUNDS

DESIGN FOR PLAY, Richard Dattner, Van Nostrand Reinhold Co., 1969.

Reference & circulating copies in Van. public library.

As with all the play books, DESIGN FOR PLAY includes good photographs and drawing designs of actual playgrounds. Though we're not very impressed with the abundant use of concrete for simulated hills and slides, the book does give lots of good ideas on how to use a small play space wisely.

CHILD'S PLAY, Aaron and Winawer, Harper and Row, 1965.

Circulating copies.

"Most of the toys in a toy store are designed to look like something an adult thinks a child would like. This sad situation used to be offset in part by the old backyard and the ever-present vacant lot where a kid could find the kind of stuff to play with that he needed and enjoyed most. Therefore it should be clear that...what needs to be done is to stock a smaller portion of the present backyard with boxes, cast-off wooden spoons, parts of old machinery, and the like."

CHILD'S PLAY has a human approach to looking at kids and their need for their own space in increasingly oppressive cities. It does not include as many designs as DESIGN FOR PLAY, but the book is well worth looking for.

DESIGN FOR PLAY, Lady Allen of Hurtwood, London: Heron Press, 1963.

Circulating copies.

A small book exploring some of the ways in which play for the youngest children can be provided in housing developments. It includes a few playground designs, and it is good for consideration such as planting, surfacing, and play equipment. This book is an introduction to Lady Allen's approach.

PLANNING FOR PLAY, Lady Allen of Hurtwood, Thames and Hudson, 1968.

Circulating copies.

CREATIVE PLAYGROUNDS AND RECREATION CENTERS, Ledermann and Trachsel, Praeger, 1959, (rev. edition).

Circulating copies.

ENVIRONMENTAL PLANNING FOR CHILDREN'S PLAY, Arvid Bengtsson, Crosby Lockwood & Son Ltd., 1970.

Reference only.

These three books provide the best history material on playgrounds in other countries (esp. Sweden, Denmark and England) and the most practical stuff on adventure playgrounds. Very readable. All three are useful for designing spaces for all age groups.



MAKE YOUR OWN INDOOR/OUTDOOR EQUIPMENT

Playground Equipment and Home Projects: Blueprints, Patterns, Directions, W.N. Anderson, 1946.

In the public library.

Blueprints and directions on how to construct different types of swings, jungle gyms, see saws, wagons, and wooden cars.

Cardboard Carpentry From the Workshop for Learning Things: Write to The Workshop for Learning Things, 5 Bridge Street, Watertown, Massachusetts for the following publications: Cardboard Carpentry Drawings and Sketches, (\$.60), Cardboard Carpentry Introduction, (\$.60), Cardboard Carpentry Workshop (\$1.00). Catalogue is free (includes other sources of building materials, such as cardboard tubes for building classroom furniture).

"Several years ago, the Workshop ran across triple-thick corrugated cardboard for the first time. We began to design and build with it, wondering how many conventional building materials - lumber, plywood, masonite - it might replace. This laminated cardboard is three layers thick and comes in very large sheets. It is inexpensive, compared to plywood, yet it is strong. Used with a good eye for its strengths and shortcomings, it can be as durable in a classroom as more expensive materials. It can be worked with simple tools and requires few or no woodworking skills. A few things made from cardboard are: chairs, carts, tables, easels, playhouses, jungle gyms, boats, aquariums, desks..." (excerpt from Big Rock Candy Mountain, Winter 1970 issue).

Domebook One, Pacific Domes, Box 1692, Los Gatos, California, 95030, USA, \$3.00, 56 pp.

"...With a book like this, building domes for schools finally seems feasible and possible. You don't need professional carpenters, plumbers, roofers, etc. You take your design from already existing patterns, or conceive your own; build a model; then go to work, with this book for a guide..." (Also Big Rock).

Children's Rooms and Play Yards, Menlo Park, California: Lane Magazine and Book Co., 1970. \$2.50, 50 ppbk. Editors of Sunset Book and Sunset Magazines.

This book is addressed to people with \$\$\$, but at least some of the construction plans may be useful for such things as storage spaces, sandboxes, box blocks that can be used for play and storage, etc.

Farallones Designs/Institute, 731 Virginia Street, Berkeley, California.

"Farallones Designs/Institute works for environmental change in the classroom. Folded plate cardboard forms, combination merry-go-round, trampoline designs are part of their ideas. Write to them for plans, prices, information.

Her Majesty's Building Bulletins, Bulletin 36, Eveline Lowe Primary School, \$2.10. Write to: British Information Services, (Sales Section) 845 Third Avenue, New York, New York, 10022, USA.

"These architectural papers are well done. They cover aspects of environmental design sometimes taken for granted - the size of student furniture, toilet facilities, standing and reaching considerations," ... and other important details. (Big Rock).

Leaflets on Day Nurseries and Nursery Schools, free from: Ontario Dept. of Social and Family Services, Day Nurseries Branch, Queen's Park, Toronto, Ontario.

A number of pamphlets on furnishing and equipping a nursery or day care centre, indoor/outdoor equipment (including sketches and measurements), programming, and daily activities.

Approximation No. 1, Allan Leitman and Edith Churchill, from the Education Development Centre, 55 Chapel Street, Newton, Massachusetts, 1966, \$1.00.

A list of materials and plans for equipping pre-school and primary classrooms, including costs, and often directions for constructing the materials.

Play Equipment for Early Childhood Education, published by Child Study Centre, University of British Columbia, \$1.10. Available through UBC Bookstore, University of B.C., Vancouver 9, B.C.

Contains many patterns and designs.

Equipment and Supplies, U.S. Office of Economic Opportunity, Project Head Start, Washington: 1200 19th Street N.W., Washington, D.C., 20506, 1967, 15pp. free.

Suggested equipment and supplies for a class unit of 15 children, including inexpensive play materials.

Vancouver School Board, 1595 W. 10th Avenue, Vancouver, B.C., phone: 731-1131.

You can phone or write to them for plans on outdoor play equipment. The plans were used to build the playground at the school at the corner of Penticton and Hastings in Vancouver.

PLANNING AND UNPLANNING SPACE

**Hill, Polly, *Children and Space*, a publication of Central Mortgage and Housing Corporation, 1969-1970.

A series of four articles: "Children and Space", shows how Canada, in designing spaces, fails to even consider 43% of its population - its children; "Pre-school Play Space", describes the general areas of play and needed equipment for each; "The 'Middle Age' Group - Six to Fourteen", on the adventure playground and its immense advantages over conventional playgrounds, and the last article suggests recommendations for Canada. She gives examples of play areas in Vancouver and B.C., which is a nice change, and uses other countries as models for Canadian designs. "A Room Planned by Children," which is discussed

116-Reading

MAKING TOYS YOURSELF

Schutz, Walter E., *Toys for Fun and How to Make Them*, Bruce Publishing Co., Milwaukee, 1966.

Hayward, Charles H., *Making Toys in Wood*, Evans Brothers Ltd., London: 1963.

Stevenson, Peter, *The Art of Making Wooden Toys*, Philadelphia: Chilton Book Co., 1971.

Laury, Jean Ray, *Doll Making: A Creative Approach*, Van Nostrand Reinhold Co., 1970.

"This book is essentially for those persons who are interested in exploring doll making in all its forms...In doll making there are no illusions of grandeur or greatness, and few pretensions. Dolls consist simply of cloth, some stuffing, a measure of imagination, certainly persistence, and most important of all, an awareness of human qualities." Instructions on how to make simple dolls, single-shaped and jointed dolls, how to stuff them, etc. Beautifully illustrated. (Quote is from the introduction to the book).

Maginley, C.J., *Make It and Ride It*, Harcourt, Brace, and Co., 1949, 120 pp. In library.

Instructions and diagrams for constructing bike trailers, soap box cars, wagons, jeeps, rocking horses...If you can (somehow) by-pass Maginley's stereotyping..."The author of this book as assumed that the boys who make the things described..." some of the toys may be nice to make, and cheaper than store bought bikes and wagons.

Matterson, E.M., *Play and Playthings for the Pre-school Child*, Baltimore: Penguin Books, 1967, \$1.15 pp. bk.

Ideas on how to improvise toys and equipment when money is short. Lots of information, from children's books to art to music to outdoor play.

Reeves, Robert, *Make It Yourself Toy Book*, London: Stanley Paul, 1961.

"The toys in this book are easy and cheap to make from readily obtainable materials...old pieces of wood, cardboard, empty tins...No special tools are required. They are for all age groups - from toddlers to teen-agers." (introduction) Toys include kaleidoscopes, made from mirrors and cardboard, and sailing boats, and model forts.

Toys: A Guide for Consumers, available from the Canada Department of Consumer and Corporate Affairs, Ottawa, 1970.

in this booklet, is included. The Central Mortgage and Housing Corporation (2286 W. 12th, Vancouver) has these articles in their library (available to the public). They are included in *Habitat Magazine*: Vol 12, No. 3, 1969; Vol 12, No. 6, 1969; Vol 13, No. 1, 1970; and Vol 13, No. 4, 1970.

Hasse, Ronald W., *Designing the Child Development Center*, Washington, D.C., 20506: Office of Economic Opportunity, 1200 19th Street, N.W., 1968, 28pp. free.

Discussion of Head Start Development Centers in regards to building new centres, and renovating old ones, fundamental needs of indoor/outdoor play, arrangement of equipment for maximum use, and storage facilities.

Educational Changes and Architectural Consequences, Gross, Ronald, and Judith Murphy, Education Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York, 10022.

HEALTH, NUTRITION, AND SCIENCE

Davis, Adele, *Let's Have Healthy Children*, New York: Harcourt, 1951, 314 pp.

Nutrition during pregnancy, infancy, and childhood covered in detail.

Dittman, Laura, *Children in Day Care With Focus on Health*, Washington, D.C. 20402: Children's Bureau, Publication No. 444, U.S. Government Printing Office, 1967, 199 pp. \$.50.

A detailed examination of the special needs of certain ages and groups of children. Reference lists at the end of each section.

Ferreira, Nancy J., *The Mother-Child Cookbook: An Introduction to Educational Cooking*, Menlo Park: Pacific Coast Publishers, 1969, 73 pp. \$2.95. Order from: Pacific Coast Publishers, 4085 Campbell Avenue, Menlo Park, California, USA. 94025. (20% discount on 10 or more).

Written to give children an appreciation of everything they eat. A good introduction to new foods and their origin. (a rather biased title, though).

Harrison, John B., and Mylora Organic Farms, *Good Food Naturally*, Vancouver: J.J. Douglas Ltd., 1972, 116 pp., \$3.95.

A brief history of organic growing, what happens in the soil, pests, and pesticides, and growing, harvesting, storing - in all, how to grow a healthy, unpoisoned garden with joy and not too much work. John Harrison has worked as a commercial farmer of Mylora Farms for 25 years in B.C. He writes with feeling for plants, and for the earth.

McGavack, John Jr., and Donald P. LaSalle, *Guppies, Bubbles, and Vibrating Objects*, New York: The John Day Co., 1969.

Subtitled: 'A Creative Approach to the Teaching of Science to Very Young Children'. Discusses how children learn, what science teaching has been and could be, and the process approach. The last three quarters of the book, "How-to-do-it", gives in detail all the equipment, steps, questions, necessary to teach 21 different science projects, with a separate bibliography for each one.

Project Head Start, Office of Child Development, U.S. Dept. of Health, Education, and Welfare, Washington, D.C., Pamphlets No. 3, 3a, 3b, 3d, and 3f. Also a film on nutrition "Jenny is a Good Thing", available through the B.C. Dept. of Health.

Speech: Woodlands School, New Westminster, B.C.: "Auditory Perception and Speech Stimulation Program. "Motor Perception", and "Visual Perception."

Suggestions for developmental programs and diagnostic purposes available for \$1.00. Write or phone the Woodlands School.

WAYS OF DRAWING THE WORLD

Kellogg, Rhoda, with Scott O'Dell, *The Psychology of Children's Art*, CRM Random House, 1967. (In the public library)

Rhoda Kellogg has studied children's art in all parts of the world. She analyses the developmental steps which all children seem to follow in their drawings and paintings. The book is a beautiful show of imagination and vividness, but one could misuse her studies. While attempting to find the universal patterns, one could overlook a child's unique view of her world, and miss appreciating it as is.

Suid, *Painting With the Sun*, Boston: CSCS, Inc., 60 Commercial Wharf, 1970, 52 pp. \$2.45.

"...A first book of photography. Designed for young children, the book introduces the use of the camera and the eye, and suggests ways to use both in the day's activities...When photography was invented, some people called it 'painting with the sun' (the film inside the camera was said to be like the painter's canvas.) This simple description, over a hundred years old, still makes sense." (excerpt and review from Big Rock Candy Mountain).

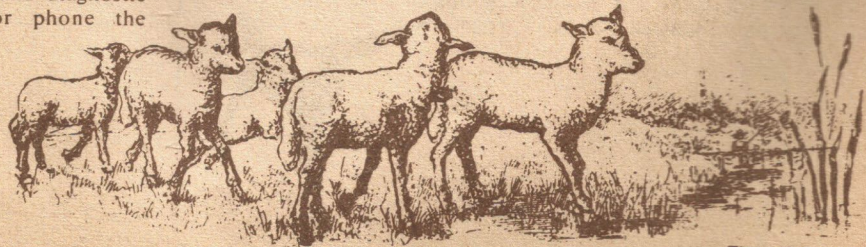
Tritten, Gottfried, *Art Techniques for Children*, New York: Reinhold Publishing Corp., 1964, 174 pp. In public library.

Although Mr. Tritten seems to address children about 7-11 years old, many of the projects suggested would be good to suggest to younger kids, such as 'root sculpture': the child finds a vine, piece of driftwood, or stick, and accentuates the figure she sees in it. A pine cone becomes an insect, a branch - a snake. The author's style is rather stiff and formal, as if he was teaching a classroom of teachers, but the illustrations and instructions are quite good. All kinds of materials and techniques suggested.

Vancouver Art Gallery has a little gallery for children upstairs. It contains a continuing exhibition, often involving the products of their occasional children's workshop. Phone 684-2488 for up to date details.

Whitman Creative Art Books: *Print Art, Constructing, Painting, and Paper Art*, Racine, Wisconsin: Whitman Publishing Co., 1966. In the library.

Each hardcover art book is one in a series of four (so there are sixteen books in all). All of them are clearly illustrated in color. They provide good ideas or specific art projects for young kids, suggesting simple materials (paste, paper, scissors...). Short books like these seem to be the best, since there are no long introductions, explanations, and attitudes to go through to find the art ideas you want.



MUSIC AND MOVEMENT

Bailey, Eunice, *Discovering Music With Young Children*, London: Butler and Tanner, Ltd., 1958, 119 pp.

This book looks exciting. The authoress resembles Sylvia Ashton-Warner in her approach to kids, in her way of letting them discover for themselves what music can mean to them, and helping them with materials and ideas, rather than teaching them notes, rhythm, and musical structures. She has worked with the children she writes about for three years, and one can tell from the photographs how she instilled joy in their discovering. Quite good for ideas on music for dance, 'gramophone' records, instruments, and other ways to relate music to kids.

Cheng and Smith, *T'ai-Chi - The Supreme Ultimate Exercise for Health, Sport and Self-defense*, Vermont: Charles E. Tuttle Co., Inc., 1969, 112 pp. \$4.95 (U.S.)

"T'ai - Chi Chuan is an ancient Chinese discipline...One begins by learning the Solo exercise: thirty-seven postures, performed always in the same slow exact order. This exercise represents not only accumulated Chinese knowledge of health through exercises but a series of fighting postures as well. Every aspect and stage of T'ai-Chi has this dual aspect..." (Big Rock) Although T'ai-Chi cannot be learned from a book alone, the beauty and skill can be introduced through reading and looking at the photographs. Kids would probably enjoy doing some of the poses, if they could do them with someone who likes sharing their skill, and if music was adapted to the movements.

Mandell, Muriel, and Robert Wood, *Make Your Own Musical Instruments*, New York: Sterling Publishing Co., Inc. 1968. In the public library.

Many very good, easy to make music instruments and ideas. Some of their ideas are included in the music section of this book. The illustrations and instructions are clear, and easy to follow. Useful to look at if you are trying to save money on musical equipment.

Rowen, Betty *Learning Through Movement*, New York: Teacher's College Press, 1963, \$1.85.

A simple outline, illustrated with examples from the author's own classroom, of the way creative movement can be used to enlighten the standard teaching routine in schools. Probably quite useful for younger children as well as school age children. An annotated appendix of stories, poems, and recordings are included for dramatizations and other movement exercises.

Satchidananda, Yogiraj Sri Swami, *Integral Yoga Hatha*, New York: Holt, Reinhart & Winston, 1970, \$4.95.

A book of photographs and directions on how to perform the basic cultural poses or postures of Hatha Yoga. A good introduction to yoga for beginners. Satchidananda is gentle in his approach, and he avoids getting into the more complex philosophical aspects of Yoga.



118-Reading

THEATRE AND PUPPETRY

Batchelder, Marjorie, *Puppet Theatre Handbook*, New York: Harper & Brothers, 1947, 293 pp., \$6.50.

One of the most complete guides on setting up a puppet show available. Some people call it the Bible of Puppetry. It has sixty-nine pages of diagrams, covering puppet construction of all types including some experimental puppets, costume design and construction, puppet stages, scenery, lighting, properties and special effects, and a brief introduction to production.

Fraser, Peter, *Punch and Judy*, London: Van Nostrand Reinhold Co., 1970, 120 pp.

Text of the "Punch and Judy" play (1828 performance), instructions on how to make the glove puppets for the characters using papier mache, plaster, wood, or plasticene. Also included are comments on theatre production, a list of suppliers for the materials, and a short bibliography.

Jackson, Sheila, *Simple Puppetry: A Pocket How to Do It*, London: Studio Vista Ltd., 1969.

"This book deals with the principles of simple puppet making, covering the three main methods - glove (hand) puppets, rod puppets, and string puppets, or marionettes." Diagrams look quite clear and detailed. There are notes on dressing puppets, scenery, and further reading.

The Puppetry Store, Ashville Ohio, 43103.

The store has a good catalogue of puppetry books, and probably other puppet stuff too. (Whole Earth)

Slade, Peter, *Child Drama*, University of London Press, 1954, 363 pp., \$4.20 (U.S.)

Reminiscent of Summerhill, this book is a comprehensive study of children's drama covering everything from history and philosophy of the art to documentation of its present forms and suggestions for its future. Possibly better for older kids. (Big Rock)

Spolin, Viola, *Improvisations for the Theatre*, Evanston, Illinois: Northwestern University Press, 1963, 395 pp., \$8.59 (U.S.)

A good how-to-do-book. It begins with a list of over two hundred theatre games from the very simple to the very complex.

Way, Brian, *Development Through Drama*, New York: Humanities Press, 1967, 298 pp., \$2.75 (U.S.)

Way suggests a variety of creative exercises that are simple enough to be taken out of context, and taught by an adult who has little previous dramatic experience. (Big Rock)



This is anything but an exhaustive selection of the best or the worst among the thousands of books for young kids. I don't know how any teacher or parent, or person like myself, could make a "fair" selection. I would simply like to share some particularly nice books with people so they don't get missed. I do my own kind of censoring, so I'll make it clear what my biases are.

I like stories that show people being warm and loving with each other and stories that deal honestly and humourously with the daily little crises between people. The **FRANCES** books are like this. Frances is quite a normal badger girl who suffers difficult feelings like jealousy, particularly when it is her little sister's birthday, and her own mom is busy with the party preparations:

Everybody makes a fuss
For birthday girls who are not us.
Girls who take your pail away
Eat cake and q-p-m- * ALL DAY.

(*Frances' secret, special spelling of ice cream)

Her rhymes are her way of expressing heavy, troublesome feelings. When she goes through a time of feeling good about eating *only* bread and jam, she sings of her loathing to her breakfast egg:

I do not like the way you slide,
I do not like your soft inside,
I do not like you lots of ways,
And I could do for many days
Without eggs.

One of the hardest feelings she has to cope with is her jealousy of a new baby sister. Her mother is so busy with the baby that "Well, things are not very good around here anymore. No clothes to wear. No raisins for the oatmeal. I think maybe I'll run away." She packs a knapsack and runs away under the dining room table. But "living all alone is really not very nice", and besides, Mother and Father are sitting in the next room talking about how they miss her, how the baby needs a big sister to help her along, and how a family is everybody together." So Frances comes home again:

Big sisters really have to stay
At home, not travel far away,
Because everybody misses them
And wants to hug and kisses them.

Her parents are always loving, helpful, and patient. They're almost too perfect, which doesn't help kids deal with their real, more human parents who get mad, tired, and impatient. Frances' parents never fight or quarrel, they never get jealous of one another or angry with their kids. They are happy, ideal Mr. and Mrs. North America: mother wears her apron and bustles around the kitchen, father smokes his pipe and reads the paper. Yet despite all this gross stereotyping the Frances books *do* deal in a creative and humourous way with real problems kids face. That's a lot more than you can say for most children's literature.



KIDS BOOKS

CURIOUS GEORGE, for example, one of the most popular children's series, is the story of a monkey who is brought over from Africa to be put in a zoo and escapes enroute. He comes up against all kinds of unreal problems: he's sent to jail for phoning the fire department by accident, which he solves in apparently quick order by banging the watchman over the head and escaping. George, if you haven't guessed it already, is your average, stereotypical, "mischievous" little boy, I mean monkey, who is forever pulling cute and naughty pranks which, in the end, do him no good. There he is on the last page of the book, sitting in the zoo eating a banana: "What a nice place for George to live."

How you can laugh or feel good about George ending up in a zoo looking rather stupid and spaced out, but with a smile on his face, is beyond me. But that is obviously how you're supposed to feel. It reminds me of all these slambam'em-out comic strips that kids love so much. I always feel like stopping to ask what's so funny about one guy being hit over the head by another guy? How can you laugh at people being so stupid?

Kids seem to identify with characters like George, and so George must in some way reflect their reality. I think it's because for lots of kids the only time they're noticed is when they're acting out the role of the "little rascal". Parents hassled by other problems, get into talking to their kids only when they're doing something wrong, so that the kids end up deliberately trying to be naughty to get attention. And where better to learn this role than from books like **CURIOUS GEORGE**.

It sometimes seems to me that the media try to bring out the worst in our kids. Just think of the number of kid's books, comic strips, and TV serials that are nothing more than gross dramatizations of all the negative stereotypes in our culture: Dagwood, the "henpecked" husband; Dennis the Menace, the kid his parents can't control; Minnie Mouse, the hapless female tag-along.

Recently publishers of kids' books have tried to respond to such criticisms by publishing books that relate to social problems: books about ecology, books with black people in them, books that project strong positive female images: books that they hope will sell big. But really what can you expect of a "token" book written only for saleability, or self-conscious books written only to preach and convert?

Selma Lane in **DOWN THE RABBIT HOLE** tells of an American teacher using a book with "token blacks" in it, who asked her predominately black students if they noticed anything different about the not-strictly-white book. After a puzzled hush, one of the kids suggested, "Well, a lot of the kids are sunburned." If you have ever read any of these books, you'd understand exactly what these kids are saying. Everything about the stories including the gestures and movements of the characters is white and middle class.

120-Kids' Books

One of the few books around that does talk in a simple clear way about the struggle of black people is **HARRIET AND THE PROMISED LAND**. It is the story of Harriet Tubman, an escaped slave herself, who led many of her brothers and sisters to freedom on the Underground Railway. What is especially nice about this book is that the illustrations even more than the words give you a feeling for her life.

As for women's books, I would be very fond of books that show women as strong, independent and competent people (like **HARRIET AND THE PROMISED LAND**). I read **NOISY NANCY NORRIS** very hopefully, having found it listed, a bibliography of "non-sexist" children's literature. Well, it's not a horrible book - just not very good. It reads jerkily and is boring the second time through. I don't want to get into putting down the whole concept of a non-sexist bibliography; it is just a problem you get into when you only use one criterion for selecting what's to be included.

Rather than write a special piece on non-sexist books, we've tried to include comments about sex-role stereotyping and lots of books with strong female characters throughout this section. There is, however, one self-consciously women-oriented book that I think is worth mentioning here. It is **THE PRACTICAL PRINCESS**, a very modern princess story with all the elements of a traditional fairy tale given a feminist twist. Belinda, the star of the story, is, in fact, probably the first princess with not only grace and beauty but common sense as well. And her common sense comes in very handy when the local neighbourhood dragon threatens to destroy the kingdom if he isn't given a princess to eat - namely Belinda. When her father tells her she must obey the dragon's will, Belinda tells him, "Dragons can't tell the difference between princesses and anyone else. Use your common sense. He's just asking for me because he's a snob." Belinda decides to take on the dragon pretty well single-handedly, and tricks him into eating a princess-doll stuffed with dynamite. In the end there is a fine young prince whom she rescues (note) and falls in love with. But, mind you, she has him shave his beard before she marries him. . . hardly the perfect ending for a women's liberation book.



This may be as good a place as any to talk about the **STORY OF FERDINAND**. Though it isn't a women's issue book, the moral is in contrast to the rough-tough-machismo value which most little boys are victim to. Ferdinand is a young bull who likes to sit just quietly under his favorite cork tree and smell the flowers. All the other little bulls fight together, trying to become the strongest and fiercest so they will be chosen to fight at the bull fights. Through a bit of extraordinarily bad luck, Ferdinand is chosen, but in the bull ring he sits and smells the flowers in the lovely ladies' hair. The poor matador doesn't get a chance to show off, and happy Ferdinand is shipped home, to sit once more just quietly under his favorite cork tree and smell the flowers.



While we're on to books of social criticism, I want to mention a most amazing, perceptive account of the model (white) American family with a model, all-around American girl — er, doll. This is **ELVIRA EVERYTHING**. Elvira is a technological-age mechanical doll who does everything the family's daughter does, only more "ideally", until she virtually supplants the nameless daughter in her parents' affections. In fact, one night when strangers come to call — Mexicans, native Indians, Eskimoes, South Americans — the parents send their daughter upstairs to bed and present Elvira as their model, mechanical daughter to the puzzled callers. Once again America forces its model way of life on the people of the world. The book works on many levels; the first time I read it I was rather horrified at this 1984-like story for kids. With every subsequent reading, however, I was more positively affected by the perceptive humour and the social critique.

Kids, like adults, have bad things happen to them, but, because of their age, their reactions are not taken seriously, often they are not even noticed! We forget that kids have a right to get angry, or upset, or really sad.

Children's books reflect these attitudes of ours. Too often they idealize childhood as some golden age of innocence where everything turns out fine and rosy in the end. What we really need are books that will help kids through hard times. There are a few

MY BRAIN

*I have a little brain
Tucked safely in my head
And another little brain
Which is in the air instead
This follows me, and plays
with me
And talks to me in bed
The other one confuses me,
The one that's in my head.*

Annabel Laurance, 10, Uganda

Journeys (New York: Simon and Schuster, 1969, \$4.95). Prose by children of the English-speaking world, collected by Richard Lewis:

*I am a ghost in a lost world.
The people are strange
creatures.
They do not smile. They never
go out of this strange world.
Sometimes they look as though
they are happy, but I never
know. The place they live in is
just like a blank space on a
piece of paper.*

Sandra Davis, Age 9, United States

Miracles (New York: Simon and Schuster, 1966)
Poems by kids of English-speaking countries.

books around that talk in real and open ways about kids and things not so rosy:

WHERE IS DADDY? THE STORY OF A DIVORCE is a surprisingly sensitive story of Janeydear's (despite the obnoxious name they gave her) anger, hurt and fear after her parents divorced, and how her parents both helped her express and live with her feelings.

THE DEAD BIRD is the honest and simple story of a bird's death and the children's sadness and curiosity, then their gradual forgetting and turning away from death to play and enjoyment.

BEDTIME FOR FRANCES is about a harrowing night in the life of a girl badger whose environment — a moth at the window, her housecoat over the chair, a crack in the ceiling — all conspire to terrify her into insomnia. She and her parents struggle with her fears, with diminishing patience on her parents' part, until she finally falls asleep.

VICKI is a picture story of a little girl who is excluded from the games of other girls and so has no one to play with except a make-believe friend she creates in her head.

PLENTY FOR THREE is similar, in that it too is the story of a little girl who has to deal with loneliness. In the story, it takes her some time to discover that there are things that once can do better alone, but if there are two to share the adventure and fun, it's better — and that there's plenty for three.



There are all kinds of kids' books around now that are revised editions of old legends and fairy tales from all around the world. At one time these stories were not exclusively for kids but they were stories shared by all the people in a particular community, passed on from one generation to the next, changed and revised as the storyteller dared.

These stories are in fact mythological representations of the world as it existed in those days. Young children, for example, learned of the dangers encountered when you wander out alone; they learned to be wary of strangers and large animals from stories like **LITTLE RED RIDING HOOD**. The glorification of the fairy princess and the vilification of the ugly old witch was another part of the world mythologised in prose. These stories reflected real power relationships in the world — the control kings and queens had over the lives of their subjects, a control that was sometimes very oppressive. The legends and folktales helped to justify these unequal power relationships by giving them an extra, magical quality.

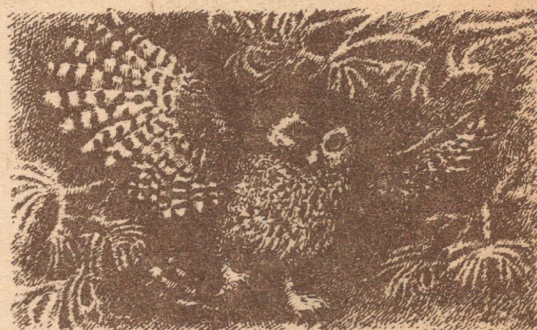
It's only in the last two hundred years or so that these stories have been written down, solidified, and given to our children as their own (as if somehow the modern adult "grows" out of the need for fantasy and legends to make sense of the world.) But what happens today when our kids read these stories? Part of what happens does not seem very good. It's sad to see the fairy princess still glorified as an ideal for every little girl — beauty, charm, and elegance — the womanly virtues — and the ugly old witch vilified, so that the values that were at one time very oppressive are still oppressive to those who cannot meet the ideal.

122- Kid's Books

But there is something positive in these stories as well. Something exciting and mysterious, a sense of the extraordinary that is so often missing in the practical, scientific world we live in today.

The **TOMTEN** books, for example, picture a farm at night, the people asleep in their house, the animals in the barn, snow on the ground and a wise and silent Tomten keeping watch over all. The Tomten, a Swedish variety of troll, goes about talking to the animals in Tomten language only animals and children understand. The paintings are unusually good — I've never before seen a perfect portrayal of the cold blue light on a snowy moonlit night or of the hazy brownish light inside a sleeping house.

THE KINGS FOUNTAIN is another folktale about a poor man who gets no support from the merchants or the wise men of the village. He finds that he alone is willing to speak before the king in order to save the village water supply from the king's proposed fountain.



FATHER

When my father wants to read the paper

He says,

"Paper, walk to me."

When he wants to smoke

He says,

"Cigarettes, walk to me."

Then

My mother stands up to bring them to him.

Urakawa Yuriko, Age 6

There are Two Lives (Richard Lewis, ed., translated by Haruna Kimura, 1970, 96 p., \$4.95) Poems by Japanese children.

THE WIND AND THE RAIN

The wind is half the flower

Because it is in the flower.

The white flower is in the clouds.

Diana Cairns, Age 10

The Wind and the Rain (collected by Richard Lewis, photographs by Helen Butfield, 1968, 44 pp., \$3.95) A collection of children's poems about nature, with photographs.

Most of our discussion on folk tales thus far has been related to our own European history. There are lots of books out now from countries and cultures far away. One such book, **THE MOUNTAIN GOATS OF TEMPLAHAM** is a traditional legend of the Tsimshian Indians of B.C., who became greedy, and wasteful, killing for sport the very animals they depended on for survival. The moral of the story probably applies even more today than when it was written.

But not all legends are so easily understood. One story I saw in a Grade Three reader described how an African tribe slaughtered animals for survival. It was very gory and repulsive to the little girl who was reading it to me. Because the culture of the people was not explained in any way so that she could see that we, too, have many customs that would be offensive to strangers to our culture, the story seemed to take her further away from the people described, and so, I think, could be called racist.



A book that talks in a real way about the pain and sorrow of moving from one culture to another is **CROW BOY**. It is a Japanese story about a boy whose life didn't fit in with school. He was a failure and teased by the other kids; he was into communicating more with the birds he met on his walk to and from school, than with the other kids at school.

One of the nicest books around that deals with fantasy and conflict, real and unreal, in a sensitive way is **SAM, BANGS AND MOONSHINE**. Sam, whose real name is Samantha, lives alone with her fisherman father. At the beginning of the story we learn about Sam's imaginary world. "Sam says her mother is a mermaid when everybody knows she is dead. She says her wise old cat Bangs can talk if and when he wants to. Sam says this and Sam says that. But whatever Sam says you couldn't believe." Her father tries to tell her "Talk REAL, not MOONSHINE. MOONSHINE SPELLS TROUBLE."

Then one day her moonshine really did spell trouble. She nearly lost her friend Thomas and her cat Bangs in a storm. They had gone out chasing after one of her fantastical creatures while she sat home and daydreamed. At the end of the story Sam learns that real can be fun too — that going out and doing things with and for people can be more exciting than sitting home by herself and daydreaming.

Another story where fantasy and family problems are tied into one another is **WHERE THE WILD THINGS ARE**. The story begins with Max's mother losing her temper at his "wildness" and sending him to his room without supper. He sails off "through night and day and in and out of weeks and almost over a year" to a land of grotesque and funny monsters whose king and champion he becomes. But he tires of this and comes home, callously disregarding their pleas of love — home to his bed and the still hot supper his contrite mother left him after all.

There is some nice writing in this book, like that quoted above, and some very true feelings. Max was so mad at his mother that he told her he'd eat her up. Recognizing his own ambivalence, Max has his monsters call after his departing boat, "We'll eat you up — we love you so." Another thing true but regrettable is that since Max's mother is authoritarian with him, that's the form his fantasy takes. It seems that in order to satisfy his psychological need for revenge for having been treated badly, he reacts in kind, becomes an authoritarian "king" of the monsters and treats them badly when he no longer needs them.

The two stories **SAM, BANGS AND MOONSHINE** and **WHERE THE WILD THINGS ARE** contrast really clearly the different kinds of fantasy trips boys and girls are likely to get into in our culture. Sam is a passive day dreamer; Max is the active ruler. In the end, however, it is Sam and not Max who is able to change her behavior and learn more positive ways of relating to other people.



The book area is one place where a division between noisy and quiet play seems legitimate. Large plants, mobiles made by the kids, and curtains could be used to seclude the library from more boisterous activities. Photographs of the kids and their paintings and murals would be nice on the walls, as they can be enjoyed quietly. Large floor cushions, overstuffed chairs, pillowed alcoves, raised benches, and soft rugs give the area a gentle, inviting tone. Also you could use a reading lamp which stands up and is anchored. Books can be on top of shelves, tables, rugs — all reachable. Near the table toy area may be a good location for the library, since both activities are quiet and require concentration.

Now that ecology is getting lots of wordy attention — even token commercials by some of the world's worst polluters — it's turning up as a topic for kids' books too. The grimmest of these, though not exaggerated, is by Peter Parnall, a really fine illustrator. **THE MOUNTAIN**, which he has dedicated to the creatures who once lived there, chronicles the sad story of the death of a beautiful mountain and its wildlife when dumb, insensitive people take it over for camping and turn it into a garbage-filled wasteland.

Dr. Seuss, too, has dealt with pollution in **THE LORAX**. This is a good story, as good as his best, of the devastation of a whole natural system because a greedy and ambitious entrepreneur cut down all the lovely trees to make entirely useless sneeds — **YOU NEED A SNEED**, his advertising claims. The birds leave, because their tree-houses are gone, the ducks leave because the water is poisoned, the air turns grey with pollution, until everything has fled or died. All to make a buck . . .



There is a need as well for more positive books . . . accurate books with a love for the natural environment to help a kid relate to it positively. A book like **PADDLE TO THE SEA** does this, although it's really better for older kids. A native boy carves a figure in a canoe, paints it lovingly, and sets it in the snow in a watershed area one spring to be carried to the sea. On its way through the Great Lakes and the St. Lawrence, Paddle-to-the-Sea passes by muskrat and mink, beavers building, a bear family fishing, and dragonflies and herons — all the varied wild life between Nipigon country and the Atlantic Ocean.

Robert McCloskey's books, **TIME OF WONDER** and **ONE MORNING IN MAINE**, read as though the author really lived in Maine and loved the trees and the beach, the gulls, the sea and sea life there.

PLAY WITH ME has a simple moral for us all — a little girl goes to the meadow to play and eagerly grabs at all the animals she sees there, trying to get them to play with her. The animals are frightened by her aggressiveness and run away. While she sits quietly watching a bug make trails on the water, they come back, on their own terms, to be with her.

The Alphabet Book (Toronto, University of Toronto Press, prepared by children at Kettle Point School on Kettle Point Indian reserve in Ontario). A paperback collection of drawings by Native kids in Ontario.

We really looked hard for books on nature, the life process, science, how to do books. Most of the things we found that were at all applicable for preschoolers look like simplified textbooks: no

124-Kids' Books

humour, or warmth, just another boring technical trip with lots of names and labels to remember. There was one story of how peanuts become peanut butter, which would have been great had it not been for the incredibly bad illustrations featuring none other than your "average" 1940's white middle-class North American family (most people in the real world who gather peanuts are non-white.)

One of the nicest photography nature books I've seen has no words; it's called **LOOK AGAIN**. It's a series of beautiful photographs with a surprise on every page. **LIONS IN THE GRASS** is a book about dandelions that reads more like a poem than a biology textbook. It, too, has beautiful photographs, few words and lots of gentle humour.

Sooner or later I will have to mention the mass-market merchandise books published mainly, though not exclusively, by Golden Press. For the most part they are just boring, badly written, mediocre stories about some kind of "classic" nice white suburban families I've never met. You won't often find a strong homey feeling in a Golden Book, though there's a lot of sloppy and dishonest sentiment. This isn't surprising, since the book is expected to sell on the basis of its format alone; words get last consideration. Because of this, sometimes the illustrations are nice, although usually of the cute and precious kind that isn't my favorite. Their price and availability . . . in department stores, supermarkets, etc. . . are good enough reason for their popularity. The price of other children's books is pretty disgusting, except for the few paperbacks available, and almost everyone likes to have books of his/her own, in addition to using the library.

Much to my disappointment, the kids I read to don't always have the same favorites I do, although part of what they respond to is *my* enthusiasm. In fact, sometimes kids choose stories their parents positively don't like, leaving their parents with a struggle of conscience. I know a woman who goes and reads this kind to her girl, but stops and explains what she disagrees with as it comes up in the story. On the other hand, if there's a book you can't accept — it leaves you speechless with rage or horror — better not read it at all.

Take **THE INSPECTOR**, for instance. This is a grim and sinister tale without words of a short-sighted plain-clothesman with a magnifying glass hot on the tail of nothing, and his cute little dog. It's the dog who alone sees the monsters along their way, and, devouring them, becomes a monster in the end, casting a grisly shadow over the Inspector who is just beginning to get a glimmering that something evil is, in fact, going on. Under his nose, as it were. The **INSPECTOR** gave an adult friend of mine nightmares; some people appreciate that it allows for a little honest cynicism in the world we present to kids, which we otherwise tend to paint rather rosier than it really is. Librarians claim kids think it's funny. But if you can't justify its purpose to yourself, how will you explain it to a kid, even if every librarian in town recommends it?

Part of any book-time with kids is how they feel about you the reader, and how you feel about them. When I really don't feel like it, I won't read to kids — I might spoil the book for them out of my resentment. On the other hand, when everybody is happy and loving and enjoying sitting on a knee or being sat upon, almost any book is a pleasure.

It's fun for kids to make their own books, too. They can staple together their paintings and drawings and letters, or you can make cloth books with them, using simple potato-prints in textile paint, or glueing or sewing on other pieces of fabric, at random or to represent things. Then they can read their books to you.

It would be nice if this article were just a beginning to people's talking to each other about the books their kids read — I'd like to know where people disagree with me and what books you prefer. There is a need for more critical and more personal reviews than are published in the library journals, which only professionals read anyway. I imagine local papers would publish weekly reviews if a group of people would get together and write them.

OTHER THINGS BY AND FOR KIDS

The Kids' Book Kit: Six original works written and illustrated by young Toronto school kids, for children just learning to read and write. Also contains helpful suggestions for teachers and parents who want to reproduce children's work inexpensively. The kit can be ordered from **This Magazine is About Schools**, 56 Esplanade St., E., Suite 408, Toronto 215, Ontario. \$2.50 each. (Orders of 10 or more - \$2.25 each, 50 or more, \$2.00 each).

Kids Magazine, from: Kids Publishers, Inc., Box 30, Cambridge, Massachusetts, 02139. 50c per issue, One year (ten issues) \$5.00. This magazine is written, illustrated, and gotten together entirely by kids. Includes stories, poems, cartoons, photography, interviews by and with kids.

Yellow Ball Workshop, c/o Yvonne Anderson, 62 Tarbell Avenue, Lexington, Massachusetts, 02173. Animated films including a wide range of inventive techniques and effects through the use of papier mache characters, sets of cut-outs, and flip cards "the simplicity of their approach to films and materials makes film-making fun for 5 year olds and adults." (Big Rock Candy Mountain review.)

Liberated Children's Stories on Cassettes or tapes: Old tales rewritten - like "The Three Little Pigs" go To The Land and learn to build a wolf-proof house, cooperatively. The wolf retreats in tears, plagued with self-doubt. "Cinderella" rejects the prince.

Tales produced by kids themselves - "Fire", and a documentary on "Homework". Now in production "Santa Claus Incorporated" Tapes from \$3.00

Neighbourhood Radio
628 East Georgia, Vancouver 254-0151



ACCESS TO FILM CATALOGUES

Canadian Association for Adult Education
143 Bloor Street West
Toronto, Ontario

Canadian Education Association
206 Huron Street
Toronto, Ontario

Canadian Film Institute
172 Wellington Street
Ottawa, Ontario

Child's Own Cinema
c/o B.C. Parent-Teacher Federation
No. 8 - 45 Kingsway
Vancouver 10, B.C.

Instructional Media Centre
University of British Columbia
Vancouver 8, B.C.
Phone No. - 228-4771
16 mm Motion Pictures at low cost

National Film Board of Canada
Films on the Family
Guide to N.F.B. Films
Montreal, P.O. Box 6100
Montreal 3

National Health and Welfare
Film Library Catalogue
Published and distributed by:
Information Services
Dept. of National Health and Welfare
Ottawa 3 (a list of 16 mm films at low cost)

FILMS FROM THE U.S.

Association for Childhood Education International
Films for Early Childhood Education
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20009 1968, 16 p., \$5.00

Education Development Center, Inc., Film Library
55 Chapel Street
Newton, Massachusetts 02160

Educators Guide to Free Films
edited by John Diffor
Educators Progress Service
Box 497
Randolph, Wisconsin 53956
1968, 784 pp., \$10.75 postpaid.
Cross index-subject guide and titles, good for references.
Lists 49,443 films.

The Film Exchange
2031 Pine Street
Philadelphia, Pennsylvania 19103
"The Exchange will provide both information on available films and a method of exchange for well-made student films.
Also rentals of student-made films provided." (Raspberry)

U.S. Children's Bureau
Selected Films on Child Life
Children's Bureau Publication No. 376
Government Printing Office
Washington, D.C. 20402
1965, 114 pp. \$40

A B. C. CHILD CARE DIRECTORY

New centres and preschools open all the time. Check your local Health Unit and Grapevine for new projects in your area.

DAY CARE CENTRES

Abbotsford

Mrs. Tarangle's Day Care
33460 Holland Ave.

Burnaby

Burnaby Nursery
4653 Hazel St.

Grace Lutheran Day Care
7283 Nelson Ave.

Kiddie Lane Day Care
8179-Government Rd.

Kindercare No.2 (formerly
Pied Piper)
5116 Smith Ave.

North Burnaby Day Care
3821 Piper Ave.

St. John The Divine Day Care
3895 Kingsway

Simon Fraser Co-op Day Care
Simon Fraser University

Simon Fraser Village Day
Care
3290 Ganymede Drive

Tiny Town Day Care
5747 Gilpin St.

Vancouver Heights Day Care
3885 Albert St.

Campbell River

Campbell River Group Day
Care Centre
Pentecostal Church,
Evergreen Rd.

Castlegar

Kootenay-Columbia Day
Care Centre
Box 1136

Chilliwack

Nurseryland
8975 Mary St.

Clearbrook

Dueck, Henrietta
2693 Braeside St.

Coquitlam

Cypress Child Centre
102 - K Cottonwood Dr.
Puss In Boots Kindergarten
Nursery School
1580 King Albert Ave.

Sherwood Forest Nursery
School
2299 Gale Ave.

Courtenay

Merry Andrew Day Care
St. George's Church
Fitzgerald St.

Cranbrook

Mountain Glen Day Care
Centre
511 6th St. S.

126-Directory

Dawson Creek

Dawson Creek Day Care Centre
901 Cornwall Cres.

Delta

Ladner Kindercare
4791 - 47th Ave.

Tsawassen Child Care Centre
5565 - 15-B, Delta

Golden

Golden Elf Day Care Centre
Box 886

Kamloops

Peter Rabbit Day Nursery
333 Tranquille Rd.

Snow White's Cottage
(new Address)

Tinkerbelle Nursery
1590 Lorne St.
Valleyview

Kaslo

Kaslo Day Care Centre
Box 443

Kelowna

Davidson, Velma C. (Mrs.)
1851 Bowes St.

Highland Drive Day Care
1350 Highland Dr.

Lakeview Child Care Centre
R.R. 6, Thacker Dr.

Langley

Country Care Play School
23061 - 56th Ave., R.R. 7

Ferryland Day Care Centre
19887 Bell Rd.

Langley Day Care Centre
20233 - 56th Ave.

Wee Wisdom Day Care Centre
19850 - 56th Ave.

Lantzville

Winnie The Pooh
Box 1136

Maple Ridge

Maple Ridge Day Care Centre
13202 Balsam Ave.

Stepping Stone Pre-School
and Child Day Care
22223 Lougheed Hwy.

Nanaimo

Nanaimo Children's Day Care
602 - A Halburton St.

Tiny Tots School
560 - 4th St.

Nelson

Nelson District Day Care
Centre Child Care Centre
40 High St.

New Westminster

Free Methodist Church Day
Care
320 - 8th St.

Loyal Protestant Association
Day Care
601 - 8th Ave.

North Vancouver

Appin Rd. Day Care Centre
1852 Appin Rd.

Bonnie Bairns Kindergarten
230 E. Carisbrooke Rd.

Children's House
3290 St. Andrew's Ave.

Little Gremlins Day Care
990 Fredericks Place

Lynn Valley
3201 Mountain Hwy.

North Shore Neighbourhood
House
225 E. 2nd St.

Queensbury Day Care Centre
1909 Queensbury Ave.

Penticton

Penticton Self Help Day Care
364 Martin St.

Prince George

New Caledonia Children's
Centre
College of New Caledonia

2901 - 20th Ave.

Ospika Day Care Centre
4110 - 15th Ave.

Prince George Day Care Centre
1677 - 7th Ave.

Strathcona Day Care Centre
1576 - 7th Ave.

Willows Day Care Centre
1500 Edmonton St.

Prince Rupert

Chatham Day Care Centre
85 McBride St.

Port Alberni

Alberni Valley Day Care
1511 Church St.

Port Moody

Port Moody Day Care Centre
2622 St. John's St.

Quesnel

Quesnel and District Day
Care Centre
Box 2328

Richmond

Richmond Child Day Care
Bennett and St. Albans Rd.
Brighthouse Pre-School
635 Gilbert Rd.

Salmon Arm

Shuswap Day Care Centre
First United Church,
Box 1192

Smithers

Smithers Day Care Centre
556 Queen St.

Squamish

Valleyview Day Care Centre
40230 Upper Skyline Dr.
Garibaldi Highlands

Surrey

Douglas College Day Care
9260 - 140th St.

Edenridge Day Care Centre
9927 - 132nd St.

Oak Ave. United Church Day
Care Centre
12740 - 102 Ave.

North Surrey United Church
Day Care

13905 - 108th Ave.

Whalley Day Care Centre
10562 - 132-A St

Terrace

Uplands Day Care Centre
4107 Thomas St.



FOR CHILDREN UNDER THREE

Castlegar

Little People's Nursery
Kootenay-Columbia
Society
Box 1136

Vancouver

Campus Co-op Nursery No.1
5760 Toronto St.

Campus Co-op Nursery No.2
5603 Agronomy Rd.

Campus Co-op Nursery No.3
Hut 83-A Acadia Rd.

Parent Encouragement Group
951 W. 12th Ave.

Pooh Corner
First Baptist Church,
969 Burrard

Vancouver

Acadia Day Care
5589 Agronomy St.
Alma House
1712 Alma Rd.
Arbutus Day Care
2071 W. 16th Ave.
Cedar Cottage Neighbourhood Services
4065 Victoria Dr.
Champlain Villa Day Care
3560 E. 49th Ave.
Chinese United Day Care
430 Dunlevy St.
Creative Kindergarten & Day Care
2045 Pine St.
Cypress House School
1904 W. 16th Ave.
Family Services Day Care
616 E. Cordova St.
Franciscan Sisters Day Care
255 Dunlevy St.
Fraser Day Care
4963 Chester St.
Fraserview Day Care
7317 Victoria Dr.
Gordon House Day Care
1912 Nelson St.
Grandview Terrace Child Care Society
1555 Woodland Dr.
Kindercare Day Care
2525 Trafalgar St.
Kitsilano Neighbourhood Services
2305 W. 7th Ave.
Lakeview Group Day Care
2776 Semlin Dr.
Langara Child Care Centre
100 W. 49th Ave.
Little Mountain Day Care
51 & 61 E. 23rd Ave.
Marigold Day Care
1175 Broughton St.
Marine Gardens Day Care
445 S.W. Marine Dr.
Parent Encouragement Group
951 W. 12th Ave.
Peter Pan Day Care
4157 Oak St.
Pui Tak Day Care
261 Keefer St.
Reiter, (Mrs.) Elizabeth
1736 William St.
Renfrew Day Care
2855 E. 1st Ave.
St. James United Day Care
3214 W. 10th Ave.
St. Peter's Day Care
4580 Walden St.
Shaughnessy Hghts Day Care
1550 W. 33rd Ave.
Tillicum Day Care Centre
2727 Acadia Rd.
U.B.C. Kindercare
Hut 82, Melfa Rd.
Variety Day Care No. 2
1115 Pendrell St.
Western Institute for the Deaf
2125 W. 7th

Victoria

Bishop Cridge Day Care
27 Hayward Heights
Blue Jay Nursery School Day Care
2284 Windsor Rd.
B.C. Government Employees' Union
106 Superior St.
Centennial United Church Day Care Centre
Gorge Rd. & David Sts.
Cordova Bay Day Care
5166 Cordova Bay Rd.
Explorations, Fairfield
1617 Earle St.
Greater Victoria Nursery School, Day Care Centre
1075 Joan Crescent
Group Day Care Centre
2340 Lee Ave.
Jack and Jill Pre-Primary
623 Kelly Rd.
Jack Horner Child Activity Centre
4286 Caen Rd.
Jimminy Crickets Day Care
3410 Shelbourne
Lagoon Day Care Centre
3336 Metchosin Rd.
Little Gnomes Play School
305 Cadillac Ave.
Metropolitan United Church Day Care Centre
1411 Quadra St.
Palmer Rd. Nursery Day Care
1130 Palmer Rd.
G.R. Peakes Clinic For Handicapped Children
3970 Haro Rd.
St. Andrew's Day Care Centre
1002 Pandora Ave.
Saxe Point Nursery School
477 Joffre St.
Schoemen, Elizabeth (Mrs.)
932 Balmoral St.

Unity Day Care Centre
500 Admirals Rd.
U. Vic. Day Care Centre
2246 McCoy Rd.
Vic. West Neighbourhood Centre
519 Craigflower Rd.

West Vancouver

West Vancouver Day Care
1590 - 19th St.

Williams Lake

Williams Lake & District Day Care Society
Box 3123

FRESCHOOLS

Except for Victoria and Vancouver Island

(from a 1971 list)

Abbotsford

Gingerbread House
2084 Holly St.
Tarangle, Mrs. Annie
33460 Holland Ave.

Armstrong

Armstrong-Spallumcheen Co-op Pre-School
Anglican Church Hall

Burnaby

Donald Patterson School for Retarded Children No. 2
5310 Woodsworth St.
East Burnaby Co-op, Pre-school
United Church
7772 Graham Ave.
Garden Village Co-Operative Play School
Presbyterian Church
4950 Barker Cres.
Pied Piper Co-op Pre-School
Lozells Ave. United Church
Piper St.

Burnaby

Grace Lutheran Out-Of-School Day Care
7283 Nelson Ave.
Simon Fraser Village Out-Of-School Day Care
3290 Ganymede Dr.

North Vancouver

Capilano Out-Of-School Day Care
1230 W. 20th St.
Larson Day Out-Of-School Day Care
2605 Larson St.
Ridgeway Out-Of-School Day Care
420 E. 8th St.

Victoria

Bishop Cridge Centre for the Family
27 Hayward Heights

St. Alban's Day School
7717 - 19th Ave.
South Burnaby United Church Co-op, Play School Group
4593 Rumble St.
Wee Wisdom Co-op Play Group
Community United Church
4304 Parker St.

Caulfield

Caulfield Co-op Pre-School
St. Francis-in-the-Wood Church Hall

Chase

Chase Nursery School
Community Hall,
Adams Lake Reserve

Clearbrook

Toews, Mrs. Eleanor
2815 Evergreen Street

Coquitlam

Como Lake Co-op Pre-school
Boy Scouts Hall,
Bluemountain Park

Creston

Creston Co-op Pre-School
713 Cavelle Rd.

Dawson Creek

Nawican Friendship Centre
Pre-School
1113 - 102nd Ave.

Fort St. John

Fort St. John Nursery Co-op
North Peace Mennonite Brethren Church
Cor. 99th St. & 105 Ave.
Pinewood Play School
9607 Pinewood Cres.

Hope

Anglican Church

Kelowna

Kelowna Co-op Pre-School
St. Paul's United Church
Lakeshore Rd.
Kelowna Co-op Pre-School No. 2
3131 Lakeshore Rd.

Kitimat

Happy Days Nursery School
Y.M.C.A. Building

Ladner

Bonny Bairns Pre-School
5135 Massey Place
L'Ecole Montrianna
5165 - 45th Ave.

Langley

Farmer Dell Co-op Pre-School
Otter Anglican Church,
Otter Rd. & Fraserway
Ferryland Pre-School Centre
19889 Bell Rd.

OUT-OF-SCHOOL**Vancouver**

Broadway West Baptist After School Day Care
3500 W. 7th Ave.
Champlain Heights Out-Of-School Day Care
3560 East 49th
Laura Secord Out-Of-School Day Care
2500 Lake wood
Lord Selkirk Out-Of-School Day Care
1750 E. 22nd
McKenzie School Out-Of-School Day Care
960 E. Ninth
Queen Alexandra Out-Of-School Day Care
1300 E. Broadway

Lardeau-Meadow Creek
Kootenay Play School
Lardeau Valley Community
Hall
Meadow Creek

Nelson
Nelson Civic Centre and
Recreation Commission
Playschool

New Westminster
Beacon School
125 McInnes St.
Immanuel Lutheran Pre-
School
427 - 11th St.
Queen's Park Co-op Pre-
School Group
Centennial Lodge,
Queens Park

North Vancouver
Cedar Brooke Co-op Play
School
555 W. 28th St.
Cooinda Village Pre-School
2520 Capilano Rd.
Corbett, Mrs. Perle
974 West Queens Rd.

Highlands Pre-School Centre
Highlands United Church
3255 Edgemont Blvd.

L'Ecole Montrianna
St. Agnes Anglican Church,
530 E. 12th St.

L'Ecole Montrianna
Mrs. Paula Walden
Capilano Community Centre
2520 Capilano Rd.

Little School
4126 Virginia Cres.

Lynn Valley Co-op Pre-
School
School Annex,
Harold Rd. & Mountain
Hwy.

Norgate Co-op Play School
Phillips & 15th St.

North Vancouver Community
Centre Play School
23rd & St. Georges

Peter Rabbit Pre-School
268 W. 6th St.

Ridsdale, Mrs. Mary
927 Canyon Blvd.

St. Andrews United Church
Pre-School
1044 St. George's St.

Upper Lonsdale Co-op Pre-
School
United Church,
3300 Lonsdale Ave.

Ocean Falls
Martin Valley Play School
Building adjacent to United
Church.

Oliver
Mundel, Mrs. Gisela
St. John's Lutheran Church

128-Directory

Peachland
Kratz, Mrs. Katherine
Somerset Ave.

Port Coquitlam
Kiddies Korner Co-op Pre-
School
2211 Prairie Rd.,
Trinity United Church

Prince George
Kindergarten for Hard of
Hearing Children
Christian & Missionary
Alliance Church
Ospika Blvd.
Kiwanis Little "K" Day Care
Centre
Cottonwood Island
Pre-School Centre for
Physically Handicapped
Children
School Building,
Winnipeg & 9th Ave.
Prince George Co-op Play
Group
First Baptist Church
483 Gillette

Prince Rupert
Regular Baptist Nursery
School
651 East 7th Ave.

Richmond
Gingerbread House Centre
564 Garrison Rd.
Happy Times Kindergarten
for Retarded Children
Minoru Sports Pavilion
Our Saviour Lutheran Church
Christian Day School
806 Francis Rd.

Ruskin
St. Michael's Children's Centre
B.C. Electric Comm. Hall

Sorrento
Sorrento Pre-School
Steveston
Steveston Play School
Steveston Community Centre
411 Moncton St.

Surrey
Lower Fraser Valley Cerebral
Palsy Nursery School
9815 - 140th St.
Surrey Nursery School
14775 - 109A Ave.
Surrey Nursery School No.2
9743 - 120th St.

Vancouver
Alexandra Neighbourhood
Pre-School
1726 W. 7th Ave.
Audiology & Speech Unit
Pre-School
2838 Heather St.
Canadian Memorial Co-op
Play Group
1811 W. 16th Ave.
Child Study Pre-School Centre
2855 Acadia Rd.
University of B.C.
Douglas Park Community
Hall Pre-School
801 W. 22nd Ave.
Dunbar Memorial Co-op Play
Group
4747 Dunbar St.
Dunlevy Nursery School
430 Dunlevy Ave.
G.F. Strong Rehabilitation
Centre Pre-School
900 West 27th Ave.

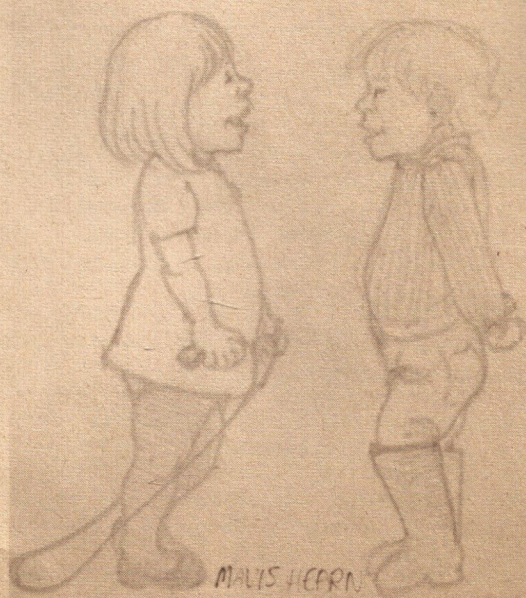
Grandview Community Cen-
tre Play School
3350 Victoria Dr.
Hillview Co-op Pre-School
St Timothy's Church
1933 Nassau Dr.
Jewish Community Centre
Nursery Kdgt.
950 W. 4-1st Ave.
Kensington Community Hall
Nursery School
5165 Dumfries St.
Kerrisdale Community Hall
Play Group
5851 West Blvd.
Kitsilano Co-op Play Group
Kitsilano Community Hall,
2495 W. 12th Ave.
Kiwassa Neighbourhood Ser-
vices
600 Vernon Dr.
Mount Pleasant Community
Centre Play School
3161 Ontario St.
Musqueam Pre-School Co-
operative
4003 Musqueam Ave.
The New School
3070 Commercial Dr.
The Ozwynn School
5840 Oak Street
Rainbow Play School
Hut 93, Acadia Rd.
Renfrew Park Community
Centre Play School
2929 E. 22nd Ave.
St. John's Nursery School
1401 Comox St.
Southern Slope Co-op Pre-
School
61st Ave. E. & Prince
Albert St.
Tom Thumb Co-op Pre-
School Group
3741 W. 27th Ave.

Vanderhoof
Vanderhoof Co-op Nursery
School
United Church Hall

West Vancouver
Champion, Mrs. Vivian
3190 Benbow Rd
Gleneagles Co-operative Play
School
St. Monica's Church Hall,
Horseshoe Bay
Hollyburn Co-op Pre-School
2478 Bellevue Ave.
Inglewood Co-op Play Group
St. Christopher's Hall,
11th & Inglewood

White Rock
Camarc Place Nursery School
16939 - 26th Ave. R.R.4

Yale
Yale Pre-School
General Delivery



Action, citizen, 2-3, 7, 22-23, 45
 Administration of a centre, 75-77
 Adventure playgrounds, 73, 111-113
 Art Supplies, 106-107
 Attendance records, 75

Babysitting, 32
 Bibliography, 22, 29-30, 42, 74, 80, 89-90, 99, 107, 114-118, 125
 Buildings, 67-68, 73
 Business day care, 38-43

Canada Assistance Plan, 49, 56, 71-72, 73
 Catalogues, Toys, 107; Films, 125
 Childbirth, 30
 Children's House, 93
 Community Care Facilities Licensing Act, 46, 53-56
 Community Controlled child care, 2-3, 23, 26-27, 50-51, 55
 Constitution, Society, 78-79
 Cooperative child care, 11-28, 49-51, 62
 Corporations, 40-43
 Course, B.C. pre-school teacher's training, 82-86, 73
 Creches, 34-35, 83

Dancing, 100, 118
 Day care centres, list of B.C., 126
 'Day Care Centres Now' (running commentary), 94-102
 Dolls, stuffed toys, 98, 103

Education, books on, 89-90
 Employers' Day Care, 35, 38-39
 Environment, 67-68, Section: 91-118
 Equipment, regulations and standards, 53-54; administration, 75; manufacturers, 106-107; costs and budgets, 104; reading, 115-116

Family Day Care, 31, 33, 66, 87-88
 Films, kids', 125
 Food and nutrition, 99, 117
 Foreign day care, reading, 114
 Foster care, 50
 Foundations, 73
 Franchise day care, 40-43
 Free play, 102
 Funding, 71-73

Gardening, 95
 Glossary, government offices and officials, 56-57
 Government, 7, 73; B.C.'s and day care, 46-51; offices and officials, 56-57, 58-59
 Grants, 72-73
 Group Day care, 31; B.C. list, 126
 Gymnastics, 97

History, 34-37

Income tax deductions, 74
 Incorporating, 77-79
 Industrial day care, 35
 Infants, 33, 87-88

Information centres, day care, provincial, 56, 59; federal, 71, 73
 In-Home Care, 32
 Insurance, 76
 Interim Permit, 53
 Interior space, 67-68, 101-102; reading, 116

Law, 48, 53-55, 62, 74
 Libraries, 102; Toy library, 109
 Licensing, 14-16, 46, 48-51, 53-55, 60-66

Mini-Skool, 41-43
 Music, 100; reading 118

NDP changes, 2-3, 51, 69, 72
 Nursery Schools, 31-32, 83; B.C. list, 127

Occupation, Day Care, 1-3, 22-23

Payrolls, 77
 Play Dough and other recipes, 108-109
 Playgrounds, 110-113; reading, 115-116
 Preschools, 14-16, 31-32; B.C. list, 127
 Professionalism, 23, 82-84, 94
 Protection of Children Act, 50
 Puppets, reading, 118
 Puzzles, 105

Real Estate Developers, 33, 39, 67
 Recipes, 108-109
 Record Keeping, 75
 Resource people, 59
 Roles, sex, 98-99

Science, 95
 Service, Office and Retail Workers' Union of Canada, 45
 Sex Roles, 98-99
 Sites, 67-68
 Sit-in, 2-3, 22-23
 Social Service Employees Union, 86
 Societies, 77-79
 Staff, 23, 81-88
 Subsidy for day care, 31-32, 47-49, 51, 55, 69-70, 76
 Supervisors, 81-88

Toy Library, 109
 Toys, 103-107
 Training Course, 82-86; Dept. of Manpower, 73
 Tumbling, 97

Under Three Year olds, 17-19, 22-23, 33, 60, 83, 87, 88, 126
 Union day care, 43-45
 Union, Day Care Workers, 86

Water play, 96
 Working Women, 35, 45
 Working Women's Association, 45

Yoga, books about, 118

Zoning, 33, 67

CONTENTS

| | |
|--|-----|
| TALKING | |
| DAYCARE BLUES | 1 |
| INTRODUCTION | 5 |
| COMING TOGETHER (CO-OPERATIVE DAYCARE) | 11 |
| AND OTHER WAYS (OFFICIAL CATEGORIES OR DAYCARE, HISTORY, BUSINESS AND UNION DAYCARE) | 31 |
| RULES AND REGULATIONS (GOVERNMENT, THE LAW AND DAYCARE, LICENSING, SUBSIDY, FUNDING, SITES, ADMINISTRATION) | 46 |
| DAYCARE WORKERS (TRAINING, THE COURSE, UNION, THEORY) | 81 |
| INSIDE CENTRES (STUFF TO DO, STUFF TO MAKE AND BUY, EN- VIRONMENT INDOORS-OUT) | 91 |
| KIDS BOOKS | 119 |
| DIRECTORY OF BC. CENTRES AND PRESCHOOLS | 126 |

