



Women's Bureau Bulletin

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DAY CARE SERVICES FOR CHILDREN OF WORKING MOTHERS

One of the most striking changes in the composition of Canada's labour force over the last two decades has been increasing involvement of married women in paid work outside the home. In 1941 one married woman in 20 was so employed; by 1951 more than one in 10 had a job. This proportion had doubled by 1961 and has continued to grow. In June of this year the participation rate of married women, that is the proportion of all married women who are in the labour force, was estimated at 23.8 per cent. The labour force participation of women who are widowed, separated or divorced is still higher (estimated as 27.2 per cent in June 1964), and these two groups comprise well over half the women in the labour force. Of these women, married or once married, it is estimated that

- . slightly more than half are mothers of children 16 years of age or under;
- . one-fifth have only "pre-schoolers", children under six years of age;
- . another fifth have both children under six and some who are of school age (6 to 16);
- . some three-fifths have children of school age only.

Public feeling on the subject of working mothers is strongly divided in Canada. Although they are entering the labour force in growing numbers, there is still widespread reluctance to take up the question of substitute care for their children. Fear is expressed that better day-care facilities might encourage more women to seek employment. Meanwhile working mothers are often uneasy about their children, and their work suffers in consequence. At the same time in many communities there are strong evidences of inadequate care. Understanding of the problem and responsible action towards its solution have become urgent.

This bulletin has a two-fold purpose. It directs attention to

- (i) the growing need of day-care services for children that meet the standards laid down by authorities in child health, welfare and education, and
- (ii) the training opportunities available to persons interested in a career in such services.

* Revised to October 1964.

A summary of provincial legislation relating to day-care services and current information about the qualifications and training of staff are included. There are also two appendices, one outlining recent legislative developments relating to the day-care of children in the United States, the other a brief list of recent books on the working mother.

How the children are cared for

Arrangements for substitute care for the children of working mothers are highly personal. Parents make their own plans which tend to follow one of two patterns:

- privately arranged care, when children are left with relatives, friends, neighbours, a residential or daily home help, a baby sitter or someone whom the parents have located through a newspaper advertisement as willing to provide day care in her own home. For school-aged children such arrangements apply to after-school hours until the mother returns from work;
- organized group care for pre-schoolers in day nurseries or foster day-care homes, and for school boys and girls up to about the age of 10, supervised activities before and after school, plus a school-lunch program.

The day nursery provides care throughout the day, usually for three and four-year olds. Nurseries vary in size; some take considerable numbers of children, who are assigned to small groups according to age.

The foster day-care home is a private home where a foster mother under the supervision of an appropriate social agency gives day-long care, usually to two or three pre-schoolers, sometimes along with her own children. This type of care is often used for children who are too young for a day nursery or a nursery school or who for other reasons might not get along in a larger group.

The homes are licensed and inspected; the foster mother must meet certain qualifications which are set by the sponsoring social agency and she is paid by the agency. A case worker helps with the selection of a suitable home for each child, and a specialist in early childhood education and care assists the foster mother in planning the day's activities and in the care of toys and equipment.

A recent survey of working women carried out under the auspices of the Department of Labour¹ showed that only a minority of the mothers of pre-schoolers used organized day-care facilities. By far the majority did not pay for the care of their children, although many undertook reciprocal obligations of one kind or another. Frequently, a grandmother or other adult relative was left in charge of the home and the children while the mother went to work. Neighbours too were often helpful, keeping an eye on the children after school, and sometimes the father and mother followed schedules which left one or other of them at home with the children while the other was at work. Sometimes an older child was responsible for younger brothers and sisters after school.

1. Married Women Working for Pay in Eight Canadian Cities, Department of Labour, 1958. Queen's Printer, Ottawa.

There was a natural tendency for mothers to be protective in replying to questions about the care of their children. This may explain why there was little demand for organized child-care facilities. At the same time, many of the mothers would have welcomed some place where school-aged children could go after school and spend the time until their mothers returned from work.

In many communities there are growing expressions of need for further services but often considerable uncertainty as to the form they should take. The dilemma is expressed in a recent letter to the Women's Bureau from the Department of Social Welfare of one of the provinces:

"At the present time there is a general feeling that there is need for expansion of day-care services, but no one is quite sure what the need actually is, and what form the extension of the program should take."

Since the problem varies from one locality to another, community surveys of the ways in which the children of working mothers are cared for in their absence and the kinds of concern the mothers feel concerning the arrangements they have made may facilitate the development of better services.

Within the past few years social welfare agencies in several Canadian cities have carried out intensive community surveys to determine the nature and extent of the problem. Winnipeg is one of these cities, and the conclusions and recommendations contained in the report of the study committee, published in June 1962 by the Community Welfare Planning Council, have been accepted as a basis for developing further services in that city. The study committee stressed three particular areas of need:

- . before and after school and lunch-time supervision for school-aged children;
- . all-day care for pre-school children;
- . information about the damaging effects of improper care and also about the conditions of good care.

The report of a study of welfare, health and recreation services, sponsored by the Social Planning Council of Metropolitan Toronto, says,

"There is need for more day nurseries for pre-school children over three, for the development of a foster family day-care programme for children under three, and of an after school day-care programme for school-aged children under ten."

Parent Education

Parent education may be a useful extension of the work of a well organized institution for the day care of children. A pattern similar to that of parent-teacher groups in schools of various academic levels is usually followed, a committee of parents and staff, including the supervisor, being formed to organize social and educational evenings.

Specialists on the staff of day care services, for example the social worker, the dietitian or the nurse, may give valuable assistance in the planning of programs. Films on child care and development and talks by persons with special qualifications in the education and care of children may be presented, with opportunity for discussion.

Such programs foster a sense of partnership between the home and the day-care centre and thereby a continuity in attitudes towards the child. Often, too, the exchange of experience helps to throw light on some of the dilemmas of parenthood. Similar educational activities may be organized by groups of foster day-care mothers and the parents of children entrusted to them, with assistance from the staff of the supervisory agency.

Provincial legislation relating to day-care of children

To ensure adequate standards, regulations governing the conduct of day-care facilities for children need to be written into the law. These, moreover, should be under constant review in order to evaluate their effectiveness.

Following is a resumé of currently existing provincial legislation in Canada, for which the Women's Bureau is indebted to the Research and Statistics Division of the Department of National Health and Welfare:

Summary

Ontario is the only province in Canada with a system of provincial grants to municipally sponsored day nurseries. The provinces of British Columbia, Alberta, Saskatchewan and Manitoba, as well as Ontario, have regulations for licensing day nurseries.

Requirements for Licensing

British Columbia: In British Columbia, day nurseries, play-schools, kindergarten or similar institutions caring for two or more children must be licensed and, except in special circumstances as determined by the Welfare Institutions Licensing Board, a license may not be issued for the day care of more than five children in a foster home. Regulations under the Welfare Institutions Licensing Act cover licensing procedures, staff requirements and qualifications, age and number of children to be cared for, and building requirements.

Children admitted to these institutions must be between the age of three and school age. One supervisor is required for every 20 children five years of age or over. If some of the children are under five, there must be one supervisor for the first 15 children and another for every additional ten children.

A supervisor for a day nursery, play-school, kindergarten or similar institution must be suitable as to age, health and personality, have an understanding of the welfare of children and a specialized knowledge of and adequate experience in pre-school methods of child care.

The Regulations require 15 square feet of floor space per child in a private home used for day care and 25 square feet in any other building. Adequate equipment for indoor and outdoor play must be provided. Local building, fire, zoning and health regulations must be met.

Alberta: The Child Welfare Act in Alberta defines a nursery as a building, other than a home maintained by a person to whom the children living in the home are related, where care, supervision or lodging is provided for four or more children under the age of eighteen. The Act requires that nurseries be licensed. Formerly this was done under the Child Welfare Act but, effective July 1, 1963, nurseries are licensed under the Welfare Homes Act.

The person in charge of a nursery is required to keep a register of the following information: address and religion of the person from whom the child was received; date on which the child is removed; and name and address of the person removing the child. A financial statement must also be included in the records. The Superintendent of Child Welfare or the workers appointed by the Child Welfare Commission for the purpose may enter a nursery at any time and examine the records. An inspector appointed by the Minister of Public Welfare may at all reasonable times enter buildings and grounds operated as a nursery, and examine the premises and books.

The person in charge of a nursery must by the first of March in each year, report to the Commission the full name of every child in the institution on the thirty-first of December of the previous year and of any child who was in the nursery at any time during that calendar year.

Regulations under the Fire Prevention Act concerning institutions or nurseries cover submission to and approval by the Fire Commissioner of plans of any proposed construction and renovation, alterations or additions to buildings, and specifications regarding floor space, fire prevention and heating and wiring standards.

Regulations under the Public Health Act authorize local Boards of Health to inspect nurseries or institutions to investigate conditions which may have an effect on the health of the occupants or of the general public. Inspections may be made to investigate complaints, in response to requests from the Department of Public Welfare for a license recommendation, or as part of the public health control program of a local board of health.

Saskatchewan: In Saskatchewan, Regulations under the Child Welfare Act set out licensing procedures for anyone caring for one or more children. Before a license is issued, the Director of Child Welfare must report to the Minister of Social Welfare and Rehabilitation on the fitness of the applicant to operate a nursery and the suitability of the premises for such a purpose. Reports must also be obtained from the medical officer of health and the fire commissioner, the former stating that the premises conform to the requirements of the Public Health Act and the Hospital Standards Act, and the latter approving the provisions made for fire protection.

Other criteria established by the Department of Social Welfare and Rehabilitation as a matter of policy govern supervisory personnel and the admission and care of children. Supervisors must conform to established standards and be able to meet children's individual needs. There must be one adult supervisor for every 10 children, unless a majority of the children are under two years of age, in which case there must be one adult for every six children. No child under 18 months may be admitted and handicapped children only when staff are trained and sufficient in number to provide the needed attention. Care must be taken to ensure that children are free from communicable disease; any child showing signs of communicable illness must be separated from the group until arrangements are made for his care. Standards for physical surroundings are spelled out in detail, and, if transportation is provided by the Centre, it must conform to regulations concerning the transportation of school children in the area.

Manitoba: Under the Manitoba Public Health Act a permit is required to operate a day nursery caring for three or more children. Applications for permits must be accompanied by a report from the medical officer of health concerning the general sanitation of the premises; a report from the Provincial or Municipal Fire Commissioner on fire protection equipment; a scale drawing showing the rooms to be occupied by children and the number to be cared for in each room, and a certificate of character of the applicant issued by the Council of the municipality in which the proposed day nursery is to be situated. A permit is issued when the Minister of Health is satisfied as to the suitability of the premises and the fitness of the applicant.

A "permittee" is required to keep complete records. He must not accommodate more children than authorized by the permit and must engage sufficient competent staff, including a full-time registered nurse, if children under two years of age are regularly cared for. The premises must be kept clean and sanitary; each child must have at least 25 square feet of floor space in the playroom; separate drinking cups and adequate drinking water must be provided, together with a minimum of one wash basin and toilet for every 15 children. Regulations are set out for the inspection and visiting of day nurseries.

Ontario: In Ontario the Day Nurseries Act provides for the licensing and supervision of day nurseries. The definition of day nursery includes any institution, agency or place which for compensation or otherwise receives for temporary custody three or more children under seven years of age. The Act authorizes financial assistance also, to municipalities that provide care for children up to nine years of age, where the mother is employed outside the home during all or part of the day. The mother is defined as "The female person in whose care the child is or where there is none the male person in whose care the child is."

Under the Act grants may be made to municipalities in respect of day nurseries established according to the Act. The Council of a local municipality may pass a by-law to provide for the establishment of day nurseries directly by the municipality or by an organization named in the by-law and approved by the Minister of Public Welfare. In either case, to qualify for a provincial grant the municipal council must be responsible for the efficient and satisfactory operation of the nursery and must furnish the Minister with reports and any other information required. The grant is equal to one-half of the amount paid by the municipality for the operation and maintenance of a day nursery which meets these requirements.

Regulations require that every building used as a day nursery must comply with municipal health laws. Local fire protection regulations must also be met and a certificate obtained from the local fire chief stating that the premises are safe for children. Where more than 25 children are to be accommodated, there must be at least two playrooms with a minimum allowance of 30 square feet of floor space for each child. The playroom must provide a minimum of 60 square feet of space per child. Children must be provided with individual towels, combs, drinking cups, cots, and cubicles or hooks for clothing. One wash basin and toilet must be provided for every 15 children. Play materials and equipment, indoor or outdoor, must conform to standards accepted by the Institute of Child Study of the University of Toronto.

The supervisor of a day nursery must be sympathetic to the welfare of children, have specialized knowledge and adequate experience in pre-school methods, and be suitable from the point of age, health and personality. Additional experienced supervisory staff and sufficient household staff must be employed. All staff members must be medically examined before appointment and be re-examined as required by the medical officer of health.

Suitable records must be kept, and a daily time-table conforming to the standards of the Institute of Child Study is to be set up and followed. Medical records are to be kept for each child. Before admission a child must undergo a complete medical examination, and be immunized as required by the local medical officer of health. Each child must be re-examined once a year. An isolation room must be available for any child showing symptoms of illness.

Day nurseries providing full-day care must provide a full-course hot dinner at noon and other food at intervals of not more than four hours. Menus are to be prepared one week in advance and food preparation supervised by a person with knowledge of nutrition.

Qualifications and training of personnel for day-care services for children

(A rewarding occupation for interested persons)

A mother who leaves her children in the care of a substitute should be assured that the person who assumes the responsibility is well-trained and competent. Adequate care involves more than temporary shelter for the child. It should provide the most favourable conditions for his progress,

physically, intellectually and emotionally. "Bad day care", says a recent article on the subject, "can be as damaging as the absence of care". A warm personality is the first requisite of the good substitute, but she should also have recognized qualifications in childhood education and care.

The present shortage of qualified personnel is one of the greatest handicaps in attempting to expand existing services or establish new ones. At the same time, the field is one that opens up interesting careers.

Day care services are dependent upon knowledge from the fields of child health, education and welfare, and the usual practice is to employ qualified people trained in one of these professional fields. Child health is the province of the nurse and the doctor. Child welfare is an aspect of social work training. The dietitian studies nutrition in home economics courses.

Courses in nursery education, sometimes called early childhood education; are available at various academic levels in several provinces. The only specific training in the field of day-care is given in short courses usually under university extension auspices. The information given below deals with these latter two types of training and indicates, where applicable, the courses recognized by the provincial authority for the licensing of day care services.

University students who look forward to work with pre-school children in any capacity should include psychology as one of their undergraduate subjects and should enroll in a course in child study if it is offered.

Courses in Nursery Education

British Columbia: The regulations of the Welfare Institutions Board of the Department of Health and Welfare recognize the following training courses for supervisors in licensed pre-school centres in the Province:

1. For the person who has a teaching certificate recognized in the province - A three-week summer Demonstration Course in Pre-School Methods, which is offered annually by the Extension Department of the University of British Columbia. It is desirable, but not obligatory, that this be supplemented by a private reading programme or by attending some of the series of evening courses listed below under (2).
2. For the person who has high school graduation or its equivalent - (a) A series of nine evening courses, (26 hours each) plus the three-week Summer Demonstration Course in Pre-School Methods given at the University. The evening courses consist of 13 two-hour weekly lecture-discussion sessions under the following titles:

Methods in Pre-School Education
Child Growth and Development (Psychology I)
Personality Development (Psychology II)

Play and Play Techniques for Pre-School Children
Music and Rhythms for Pre-School Children
Arts and Crafts for Pre-School Children
Language and Literature for Pre-School Children
Social Studies and Science for Pre-School Children
Parent-Teacher Relationships in the Pre-School setting.

These classes are given in Vancouver under the auspices of the Extension Department of the University of British Columbia and the Adult Education Department of the Vancouver School Board, and in Victoria by Victoria College Evening Division. Several courses are offered each year so that training may be completed over a two-year period if desired.

(b) A correspondence course, "Child Development and Pre-School Education," offered through the Extension Department, University of British Columbia, plus the three-week Summer Demonstration Course in Pre-School Methods given at the University. Students are allowed two years to complete the correspondence course, which consists of 27 lessons. They should have completed the first half of the correspondence course and at least have read the second half before taking the Demonstration Course in Pre-School Methods.

Full information may be obtained from the Superintendent of Child Welfare, Child Welfare Division, Department of Social Welfare, Room 311, Parliament Buildings, Victoria.

Alberta: The Department of Extension of the University of Alberta in Edmonton offers an evening course of ten sessions entitled, Child Growth and Development. The evening program includes also a course on Helping the Speech Handicapped Child.

Applications for these courses are accepted in the order in which they are received. There are no arbitrary academic pre-requisites. Information may be obtained from Evening Class Program, Department of Extension, University of Alberta, Edmonton.

Manitoba: In the Spring of 1962, the Department of Extension and Adult Education of the University of Manitoba offered an Institute of four sessions in Pre-School Education for persons teaching in nursery schools, private kindergartens or day nurseries. Then in the academic year 1962-63, an Institute on Child Development and Nursery School Education was presented in 16 sessions, with admission restricted to those currently teaching in pre-school units licensed under the City of Winnipeg Welfare By-law. The Department has no immediate plans to repeat this type of activity during the current academic year but remains open to proposals which might be initiated by the Home and Family Living Department of the University's School of Home Economics.

For information write to the Director, University Extension and Adult Education, University of Manitoba, Winnipeg.

Ontario: The Institute of Child Study of the University of Toronto, which was founded in 1926, has pioneered in research and study in the field of child development. The Institute offers a one-year post-graduate Diploma Course. The central theme is a study of the developing child and of the application of this knowledge in mental health principles of guidance. Pre-requisite for this course is a B.A. degree or its equivalent.

The Institute of Child Study is a research centre and includes an elementary school and a parent-education division in addition to the nursery school. Time is therefore given in the course for the observation of children of varying ages and for participation in psychological research and clinical study of the individual behaviour of children. The calendar of the Institute may be obtained from The Secretary, Institute of Child Study, 45 Walmer Road, Toronto 4, Ontario.

The Ryerson Institute of Technology, also in Toronto, offers a three-year course in Pre-School Education. The admission requirement is the Ontario Secondary School Graduation Diploma, with over-all average of at least 60 per cent in English and history of Grade XII and the mathematics and science subjects of Grades XI and XII. The first year of the course, which includes English, chemistry, physics, clothing, foods, child development and psychology, is the basic course of the Home Economics Division. In the second and third years the student specializes in child development and education, with supervised practice in approved day nurseries or nursery schools. A nursery school carried on in connection with the course offers opportunity for observation by second and third year students and they also assist with the operation of this School.

Active in the field of pre-school education, also, is the Training Committee of the Nursery Education Association of Ontario. The NEAO, which was incorporated in 1950, has affiliated local branches in 12 centres. One of the chief aims of the Association is "to work for the adoption of recognized standards for staffing and equipping nursery schools". The Extension Departments of the University of Toronto, the Ontario Agricultural College and McMaster University, cooperating with the Training Committee of the NEAO offer courses in pre-school education which prepare candidates for work in licensed day nurseries or nursery schools. Also, in the Ottawa and London areas, NEAO-approved courses in pre-school education are being offered by the local branches.

Further information may be obtained by writing to the President of the Nursery Education Association of Ontario, 983 Bay Street, Toronto 5.

Quebec: The Bachelor of Education course offered by the McGill University Institute of Education includes an option in Child Study. Students may complete the requirements for the Kindergarten Diploma at Macdonald College, Ste. Anne de Bellevue, and then specialize in early childhood education during the two final years spent on the Montreal Campus of the University. Information may be obtained from the Director, Institute of Education, Macdonald College, Quebec.

Laval University in Quebec City offers two different courses in pre-school education both of which are given in French only:

One course is open to candidates holding a provincial teacher's license. It is given in four Summer Sessions and leads to the "Diplôme en pédagogie préscolaire". The other is open to students aiming at the "Baccalauréat en pédagogie préscolaire". One hundred and forty credits are taken over a three-year period, including a supervised apprentice period. No post-graduate courses have yet been offered in this field.

For detailed information write to: Directeur de la Section, Pédagogie préscolaire, École de Pédagogie et d'Orientation, Université Laval, Cité Universitaire, Québec.

L'Institut Pédagogique in Montreal gives a one-year specialized course in early childhood education for French speaking students only. The course is open to candidates who hold a Teacher's License or who have successfully completed the first year of the course for a Class B License or the third year for Class A License. Persons with a B.A. degree may also be admitted. The student is granted, as the case may be, either the specialist's certificate in nursery education or the Class A or Class B License in the same field.

Information may be obtained from École Normale de l'Institut Pédagogique, 4873 Avenue Westmount, Montreal 6.

Also, it is worthy of note that Le Département de l'Instruction publique has issued a "Guide des Ecoles Maternelles", which may be obtained from Le Surintendant de l'Instruction publique, Département de l'Instruction publique, Service de l'Enseignement préscolaire, Québec.

Nova Scotia: Acadia University offers an elective nursery school and kindergarten course in the Bachelor of Education year, which is open also to undergraduates. The course includes lectures, laboratory periods and observation in the University's nursery school.

For information write to the Dean, The School of Education, Acadia University, Wolfville, Nova Scotia.

The United States

Several universities and colleges in the United States offer courses in early childhood or nursery education, and some schools of social work plan to offer specialized courses in the field of child care and day care.

Information about accredited courses in early childhood education may be obtained from The Elementary School Supervisor, U.S. Office of Education, Washington, D.C.

Appendix I

Recent legislative developments in the United States with respect to day care for children

Recent amendments to United States Social Security Act recognize the protection of the children of working mothers as an integral part of child welfare services and authorize the allocation of federal child welfare funds for State licensed day-care services for children. Payment is to be made to the State government on a matching basis. The conditions of aid set out in the Act would encourage and safeguard high standards of service. They are summarized in an article entitled, "U.S. Federal Aid for Day Care Services", by Ruth I. Brown, M.S.W., Research and Statistics Division, Department of National Health and Welfare in Canada's Health and Welfare, Vol. 18, No. 2, February 1963:

To qualify for federal funds a State must

- arrange with the appropriate State authorities for the necessary educational and health services for children receiving care;
- have an advisory committee on day care to include representatives from State agencies concerned with day care or related services, and from professional, or civic or other public or non-profit private agencies, organizations or groups concerned with the provision of day care;
- ensure that the provision of day care is in the best interests of the child and the mother, that a need for care exists, and that a reasonable fee is charged; if the family is able to pay a part or all of the cost;
- give priority to members of low income or other groups in the population and to geographical areas having the greatest relative need for extension of day care.

The Children's Bureau looks to the new program not only to increase the number of day-care centres but to stimulate increased cooperation among public and voluntary agencies, particularly in relation to child placement programs; to help the States to make effective use of licensing and consultation to improve the quality of day care; and to help to develop and maintain standards for meeting the special needs of children in various age groups. Also the Bureau hopes that advantage will be taken of the section of the new amendments authorizing special grants for training personnel in child welfare.

Within the terms of the Federal legislation each State develops its own day care services, the licensing authority in most cases being vested in departments of public welfare. For example, on November 22, 1963, the State of California Department of Social Welfare, 2415 First Avenue, Sacramento 95818, issued Departmental Bulletin No. 637 (DC) addressed to County Welfare Departments, defining the criteria to be followed in that State in order to qualify for allocated funds for day care services as from January 1964.

With respect to qualifications of staff for child care services, the Bulletin states that employees whose salaries and related costs are charged to this program must meet the standards established for the State's appropriate Child Welfare Service Class. Class specifications have been worked out for the Child Welfare Supervisor and the Child Welfare Services Worker, each at two levels of responsibility. The specifications include a definition of function, the job characteristics, typical tasks and minimum qualifications in education and experience. In all four classifications social work training is the basic educational requirement.

Appendix II

Some recent important books on the working mother which may open the door to further study:

Working Mothers and Their Children, a Study for the Council for Children's Welfare by Simon Fudkin and Anthea Holme. Michael Joseph, London, 1963.

This English publication reports an enquiry on working mothers, their jobs and the arrangements they had made for the care of their children. It is based on the findings of an extensive questionnaire which was answered by 1,209 mothers with 1,946 children. Most of the book is devoted to analysis of the answers received, but the authors have also outlined recommendations for future action and research in this whole field.

The Employed Mother in America, by F. Ivan Nye and Lois W. Hoffman, Rand McNally, Chicago, 1963.

This book gathers within one volume the findings to date of American research on the subject of maternal employment and recommends areas for further research. Organized in four sections, it deals with (i) the environmental factors that facilitate maternal employment and the motives that make it attractive to the individual; (ii) the effects on the children; (iii) husband-wife relationships of employed women compared with those of the non-employed, and (iv) the adjustment of the mother in her changed and changing role.

Married Women Working by Pearl Jephcott with Nancy Seear and John H. Smith and under the direction of Professor Richard Titmuss. George Allen and Unwin Ltd., London, 1962.

This book is based on two studies carried out over a period of nearly five years under the auspices of the Department of Social Science and Administration of the London School of Economics and Political Science. One of the studies was a detailed enquiry in the factory of a well-known firm of biscuit-makers, now relying mainly on married women workers; the other, a more general one, was undertaken in the surrounding borough. Based on the assumption that the domestic and industrial issues of married women's employment are two aspects of a whole, the study is a unique contribution to understanding of the problem raised by this new trend in the female labour force.

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