

from

Daycare Organizing Committee  
171 College Street  
Toronto, Ontario  
923-2392

to

# daycare for everyone

vol. 2 no. 1 feb./mar. 1974



Loris Lesynski

BILL 160 PASSED — NO REGULATIONS

Municipality of Metropolitan Toronto

REPORT No. 1 OF THE SOCIAL SERVICES AND HOUSING COMMITTEE.

For Consideration by The Council of The Municipality of Metropolitan Toronto on January 29, 1974.

# municipal politics

On Jan. 29, 1974 John Anderson, Commissioner of Social Services, presented his report to Metro Council. This report summarizes the physical expansion of the day care centres and states the policy of the department with respect to daycare. The first concern is to firmly establish the welfare nature of the city's involvement with day care. While many reports of independent commissions and academic research have recommended that day care is a benefit to all children and broadly necessary for working parents, the department will "continue to consider Day Care Services in Metropolitan Toronto as a needs tested Social Service which is not mandatory legislation but exists at the will of Council . . . It is not considered in our context to be a right guaranteed to all or any parent or parents regardless of income". This means that not only is there no commitment to free, universal day care, but that no person, regardless of need, is guaranteed (or has a right to assume to have) day care services from the Metro department.

Day care, as provided by Metro, is a "rehabilitative, restorative and supportive service" to children of working parents of relatively low income. The clear implication is that day care is a second best alternative to the parent staying at home, that these parents are clearly failing as parents and that the children are in jeopardy due to this failure. The class bias is obtrusively clear, as is the failure to note the research that states that, on the average, there is no detrimental effect of day care, with much suggestion that it is beneficial to all children.

Beyond this, the report deals with the physical expansion of municipal day care. There is a trend towards more infant group day care (HURRAH) and day care in public schools. With respect to the use of public schools an important question is where the finances and staffing control will be found. As with all municipal centres, there is the need for community and parent control.

The department does recommend that grants be made available to small non-profit day care centres to assist them in obtaining their license and to put them on

a sounder financial basis when commencing operation. This is a great idea, similar to the provincial Bill 160, which should help increase the number of day care centres. The Metro department is now planning to move into providing some private home day care on a direct basis through the department. It is not stated whether these workers would be within the union (CUPE 79) and thus likely to have better working conditions and salaries than the currently miserable wages given to private home day care workers.

A chart shows that the present capacity of municipal day care centres is 1,836 future expansion will add another 610 spaces, for a total of 2,446 The number of subsidized children is 2,354 This is for a total population of approximately 2,086,000 people in Toronto and the boroughs, with approximately 162,050 children between the ages of 0 to 4 years.

The final section of the report dealt with changes in Form 7. This means that student loans will now be considered income (with allowances made for costs of tuition and books, etc.); that single parents on Manpower Training Allowance as their only income should only pay the minimum fee; that the debt allowance be increased to \$50.00 per month; that a provisional ceiling be placed on rent and mortgage payments - rent being limited to 200.00 per month for a one bedroom apartment with \$25.00 allowed for each necessary additional bedroom, and mortgage payments limited to \$300.00 per month; that parents with savings of \$5,000.00 cannot get subsidy and that interest on savings of over \$1,000 be counted as income; and that the maximum fee charged parents of children attending municipal day care centres be increased from \$5.00 to \$10.00 a day, again based on Form 7.

While there are many aspects to applaud about Metro Toronto involvement in day care - the increase in group infant day care, grants to non-profit groups, some loosening up on Form 7, and expanding the number of centres - the biggest drawback is the continued welfare attitude on the part of the city concerning day care services.

Susan Muckenfuss



Robin Williams

Ms. Julie Mathien  
Day Care Organizing Committee  
171 College Street  
2nd Floor  
Toronto, Ontario

Dear Ms. Mathien:

I especially enjoyed the last issue of *Day Care*, and agree completely with your stand about the conflict between OTF and AECEO.

However, there were a number of statements about the Nursery Aide Course at George Brown College which were misleading and deserve clarification.

The Nursery Aide Course does have two sections, as your article stated, but the division has to do with the sponsorship of the students and not the course content. Half of the students are sponsored by Canada Manpower; the other half are students who pay a fee of \$80.00. Both require Grade 10. Both receive the same material.

Due to the brief duration of the course, it is really impossible to give the students much information about infant care or any field practice with infants. The emphasis in theory and practice is on the preschool child from two to five years.

I hope you will clarify these issues to your readers.

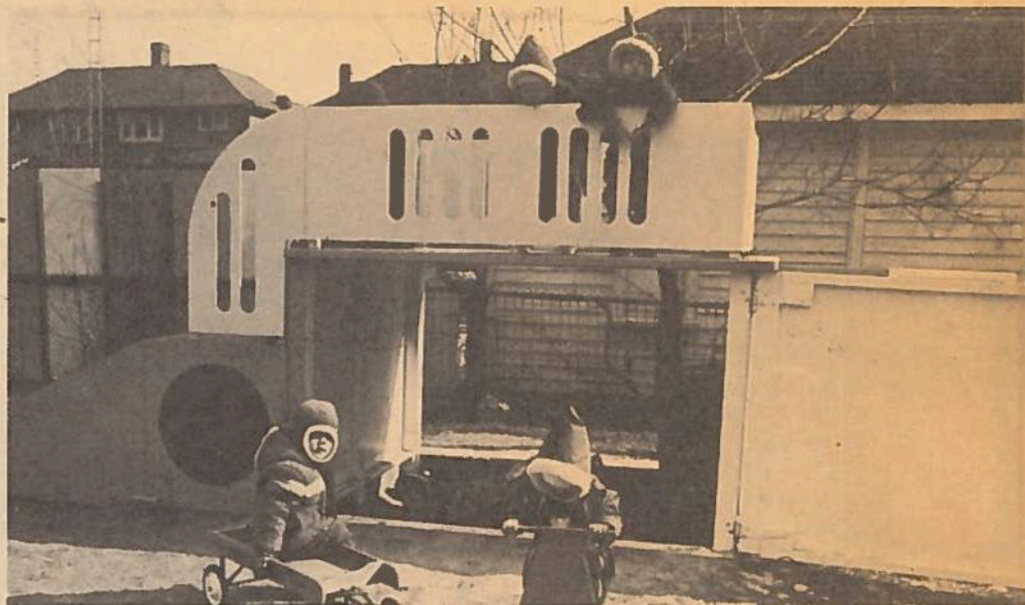
You might be interested to know that Nursery Aides, who often do the same work as a "qualified" teacher, work for even *more* abysmal pay than ECE graduates. They can expect minimum wage only.

Please count on my support for allowing ECE graduates to teach in Junior Kindergarten.

Yours truly,  
(Ms.) Eva Biderman  
Nursery Aide Coordinator



Robin Williams



Robin Williams

- As of November 1973, the licensed day nurseries in Ontario numbered 1,100.
- The total capacity of these nurseries is 42,400.
- There are 637,260 children between the ages of 0 and 4 in Ontario.
- The amount of money Ontario allotted to the construction of daycare centres in 1973-74 was only \$400,000.

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Much fanfare has been given the new daycare legislation in operation in British Columbia. Since many people are looking at the regulations as a model that could be applied here, we must examine them carefully.

There are a number of goodies offered under the new laws, not the least being capital funding to non-profit groups. Grants of up to \$20,000 are available on a matching basis. Proof of both community involvement and utilization must accompany the application. If the number of centers there corresponds to the number here, that shouldn't be too difficult. In addition, as of September 1973, grants of up to \$10,000 are available to Special Needs Centers, Out of Schools Centers and Nursery Programmes Centers.

"Non-profit daycare societies whose constitutions and purposes have been approved" can apply for equipment grants of up to \$2,500 free and clear. Upon closure of the center, the equipment must be given to other non-profit centers. Again, as of September 1973, the three types of special nurseries listed above can receive equipment grants of \$1,000.

One interesting aspect of the funding scheme is the advance payments which are available to new centers to help them over the first lean days. These aren't grants, but loans which must be repaid over an unspecified period of time.

The procedure for subsidizing operating expenses has undergone extensive changes. The unpopular Form 7 isn't used in British Columbia. Parents complete a form at home. The form indicates family, income and expenses, type of care required and number of children. An easily-read bar graph tells you what your monthly contribution to the daycare fee will be. There is a right to appeal for families who feel they need assistance but don't qualify on paper.

To collect from the Province, centers simply submit coupons which have been completed each month by the families whose children are subsidized. Unplanned withdrawals, vacations and illness of parent or child can be covered if the reason for absence is documented. No muss, no fuss, and the money that's saved by reducing the bureaucracy could probably set up three or four new daycare centers a year.

All family daycare can be subsidized. Persons caring for more than two children must be licensed; those caring for two or less must meet acceptable community standards of child care. Subsidy payments are made to the child's family. The family then pays the caretaker.

After several months of teaching at the Taunton Road Cooperative Day Care Centre for Infants and Toddlers, we have concluded that without the financial assistance for both capital and operating costs from the provincial government, non-profit day care in Toronto will never become anything but a barely adequate community service to parents with pre-school children.

Below is a brief summation of the financial problems of Taunton Rd. Co-op, problems we feel are fairly common in cooperative and/or non-profit day care centres, and the implications of such problems for the further development of the centre.

The centre began on a LIP grant (total grant was for \$19,842) that extended from February 1973 to September 1973 at which point we received \$1,980 from Metro Council. This grant covered our \$650 monthly operating deficit for October, November, and December. Since then we have covered this large deficit from an approximate \$2,000 saved during the LIP grant period. In March we will no longer have outside assistance of any sort, making our future look very bleak and perhaps non-existent. Our current monthly costs are \$3,200 with an income of \$2,550. To compensate for this \$650 monthly deficit, it is unfortunately necessary to raise the weekly fee from \$25 to \$35 per child, an enormous fee for any family to pay for a service that should be a universal right rather than a privilege.

Although the parents pay such a high fee, the centre barely breaks even, just

For the first time, In-Home daycare (paying a sitter in your home) can be subsidized upon consultation with the district daycare office. This may be the best answer to the need for 24-hour daycare and must certainly lighten the financial load of parents who work outside regular daycare hours.

To help groups and individuals deal with their daycare needs, the government has set up a Daycare Information Center. It provides 21 services, from maintaining lists of daycare services to working with groups to establish new centers. If the list and the spirit that seems to infect its style is at all accurate, it must be doing a fantastic job.

British Columbia has taken the right step in many areas. The legislation is community oriented, it seems to be easy to comprehend and use, and there is an advisory body for those groups who need it.

The form of the legislation is excellent, but the content bears a careful looking at.

First, let's examine the capital grants. They're generous enough, but are given on a "matching basis". This means that the non-profit group applying must raise an

amount of money equal to that which they receive from the province or assume a mortgage. Neither is an easy task, when one considers the current cost of building and renovations. However, to give credit where credit is due, the equipment grants and start-up loans are wonderful.

The operating subsidies being to tarnish slightly when you look at the actual figures involved. Example 1: a single parent with one child making \$400 a month would pay \$5 a month for daycare. Example 2: family of five with a monthly income of \$780 (just over \$9,000 a year) would pay a monthly daycare fee of \$105. These just about tally with the subsidies available here.

The maximum subsidies for Family and In-Home Daycare are very low — \$75 and \$38 a month respectively.

Why has British Columbia taken this cautious approach to daycare funding? Their side of the argument stresses community self-sufficiency. While this is certainly a worthwhile goal, it's not necessarily achieved by insisting on a cost-sharing plan that could potentially discourage

providing the basics, such as staff salaries, groceries, rent (\$100 per month) and supplies. Through our contacts with other non-profit day care centres, we have realized that our financial problems are by no means unique. Taunton is a infant centre, and requires a higher staff-child ratio and subsequently higher fees, but the situation is equally distressing for "over 2's" centres.

The implications of this financial picture are disheartening to parents, children and staff alike. The staff-child ratio will never rise above the minimal level, staff salaries will remain disgustingly close to the minimum wage and there will always be an appalling lack of decent equipment as long as the centres receive little or no outside assistance of any form. The extension of this is that professionally trained day care workers do not remain at any one centre for any length of time due to the lack of stimulation and the frustrating working conditions. In fact, many good pre-school teachers are starting to leave the day care field out of sheer desperation.

To accommodate some of the operating costs of day care the government has set up a system whereby parents can apply for a fee subsidy. If many of the children in a day care centre are subsidized, fees can be as high as \$40 per week (for the subsidized child) allowing for better working conditions in the centre. However, to qualify for the assistance, the parent(s) must fill out a means test known as "Form 7". This test

has so many restrictions and limitations that very often people who need assistance, be it complete or partial, cannot obtain it (for example — mothers on welfare, couples where both parents are students, and families that enjoy anything above a minimal subsistence level of living). Therefore Form 7 in its present state does little to alleviate the financial problems of day care. This use of a means test reinforces the welfare attitude toward day care — i.e. that day care is really used to prevent poor kids from growing up to be juvenile delinquents. Because the federal matching funds come under the Canada Assistance Plan there seems to be need for some means test, but this can be much more open, based on more realistic cost, etc. Thus more parents will be able to enjoy its benefits and also the day care centres could improve their services.

There are few other sources for centres to obtain money outside the parents' fees. As we stated above our centre acquired a federal LIP grant. Afterwards we received a small Metro Council grant. Outside of this no other funding has been available to us. Some centres have obtained money from the United Community Fund and other private sources such as universities, churches, etc. These grants however are few and far between. In our financial distress we ask "Where has the province been?"

In June of 1973 Bill 160 (an amendment to the Day Nurseries Act) was passed. This bill states that "where the

minister is satisfied that any corporation with financial assistance under this act is financially capable of establishing, maintaining and operating a day nursery and that its affairs are carried on under competent management in good faith, he may approve such corporation for the payment of grants under this act and the regulations". Both capital cost grants and operating costs would be included in this bill. It has been promised that money will go to cooperative and/or non-profit day care centres. What has not yet been made clear are not only the criteria for application but also when the money is going to be made available. In other words, no day care centre can bank on Bill 160 as of yet, 8 months after its passing. We understand it is being held up in Management Committee. The best we can do now is pressure the provincial government into action by writing letters to Premier Davis, Rene Brunelle (Minister of Community and Social Services), Dorothea Crittenden (Deputy Minister), Margaret Birch (Provincial Secretary for Social Development), and your local MP. These letters must go out at once because the new provincial budget comes out on April 1, 1974.

It will not be until parents, workers and everyone concerned push together for the immediate implementation of Bill 160 that we can even begin to think about worthwhile non-profit day care in the province of Ontario.

Marie Hagedorn  
Patti Kirk

# DAY CARE THERE

# AND HERE

groups from applying or prove crippling in the long run. In our experience, there are no problems maintaining self-sufficiency when constructive funding is available. This means that generous capital grants (not sting-along L.I.P. projects) and reliable operating subsidies (essential for parents) must be a part of our government's fiscal policy if we're going to have a daycare centre in every neighbourhood.

Julie Mathien

Despite its flaws, this legislation is solid gold when you compare it to what we're offered in Ontario. (Is there any place you'd rather be?) Our own provincial government seems to be conscientiously stalling the first decent bit of funding legislation we've had.

Bill 160 is imprisoned somewhere in the giant maws of the management board. In addition, fairly reliable rumor has it that the *maximum* allotted this year will be \$250,000.00 — hardly enough to supply the whole province, especially when you consider that the money is for capital expenses, i.e. bricks and mortar, the price of which is daily zooming skyward.

Between April and September of 1973, thirty-five groups took advantage of British Columbia's funding scheme. If the same thing happened here, each group would get about \$6500.00 and the money would be gone in six months. Furthermore, there is the distinct possibility that our funds, too, will be on a matching basis and that the non-profit corporation applying will have to assume the 20 per cent of the operating costs that Metro now pays. However, we can't even plan around these contingencies until we know the regulations.

If the province lets this legislation die, it will be doing the cause of daycare a great disservice. We suggest that you write expressing your concern to:

René Brunelle,  
Minister,  
Community & Social Services,  
Queen's Park.

Dorothea Crittenden,  
Deputy Minister,  
Community & Social Services,  
Queen's Park.

Your M.P.P.  
Queen's Park.

Margaret Birch  
Secretary of Social Development  
Queen's Park

# SCHOOL DAZE

I once heard an older woman speculate that if all the housewives in the city went on strike for a month and the men were required to do the housework and look after the children, a day care centre would spring up on every street corner of Toronto overnight.

Today, however, there is hardly a day care centre on every block. There are only 170 day care facilities in Metro and waiting lists remain depressingly long. The reasons for the continued lack of day care facilities are many and varied. The myth that women must stay home with their preschoolers or inflict permanent harm on them is just beginning to die. In addition, the strict standards for day care facilities are so costly that most community groups cannot afford the renovations necessary without financial aid.

One live possibility for day care facilities in the city is the empty space created by declining enrolment in the public schools. Predictions are that by 1980 the public school population in the city of Toronto will have declined by 20,000 thus freeing some 600-650 classrooms.

Of course, this space will not be evenly distributed across the city. There will be some areas in which there is no vacant space and some schools in which there are many empty rooms. In addition, school use of space is the top priority and all space used by community groups will have to be returned to the school should the need arise. Certainly other community services will be in competition for this space when it is vacated. Nevertheless, it looks as if it is safe to assume that a great deal of school space will be freed in the coming five years.

The way in which this space should be used is now being discussed by the Toronto Board of Education's Planning Committee on the Parallel Use of Vacant Educational Space. The issue is further complicated because allocation of space is not the sole responsibility of the Toronto Board. The Province is expected to issue a set of guidelines regarding the use of underutilized school space this coming spring. Whereas the Board is leaning toward the view that unused school facilities should belong to the community and be used by the community, it is unlikely that the Province, at a time of belt-tightening, will have such a generous view. The Province is likely to recommend the pooling of educational resources and the sale of some underused school buildings.

Still, it is safe to assume that some vacant school space will become available for use by community groups in the next

few years and day care appears to be a high priority to the members of the present planning committee. In fact seven schools in Toronto are already operating day care facilities of one sort or another within school buildings. Let us take a look at the types of programs being operated in these schools.

Daycare programmes in the Toronto public schools are scarce but various. They exist in one form or another in Church St., Duke of York and Sackville Public Schools, Kensington Community School and Eastdale Secondary School. Brockton High School has a child care course which ties into the junior kindergarten programmes at Brock and Pauline Schools.

For convenience, we can arrive at a couple of common denominators. Those where an outside group has obtained space in a school to run a programme (Sackville and Kensington) and those started to teach students "to become better parents" (Eastdale and Brockton). Duke of York provides before and after school and lunchtime care and after many disappointments is on the verge of setting a programme for two to five year-olds. Church Street has an all-day kindergarten. These last two were started in response to parent and neighbourhood requests.

Church St. and Duke of York Schools have taken steps to solve the problem of daycare for the school-age child.

Faced with the elimination of the daycare programme for their five-year-olds, parents at Victoria Day Nursery (most of whom lived in the area) appealed to Church St. School for help. The school's response was to institute an all-day kindergarten. The programme has run successfully for two years. It is, in fact, two half-day programmes with before and after school care and a hot lunch.

Eight years ago, parents at Duke of York Public School started their own before and after school and lunchtime care. They're now ready to open their preschool programme in, we hope, a matter of weeks. Next year (onward and upward), an infant centre is planned. We have an interesting precedent here: it is written into the school's "agreement" with Metro that parents on welfare are allowed daycare subsidy.

Sackville Public School and Kensington Community School have allowed outside groups to use space in their schools. Both programmes involve community children.

York Montessori is housed in the basement at Sackville. It's a pleasant, casual Montessori programme that has been run-

ning mornings for three years.

Kensington Community School was planned with daycare as part of the overall programme. The school allowed the daycare programme at St. Christopher's House, which needed more space, to move in when the school was built.

A word to those worried about parallel use of extra educational space: both these programmes work in an atmosphere of mutual co-operation.

Eastdale Secondary School and Brockton High both give a Childhood Education option as part of their programmes. The women at Eastdale assist four mornings a week at a half-day nursery situated in the school itself. The Brockton students (female and male) have five child-care classes a week and then do eleven periods a week "practice" in the junior kindergartens at Brock Avenue and Pauline Schools.

These programmes were established with a definite "education for parenthood" emphasis. While this is laudable, it seems that programmes of this kind are always instituted in lower-income areas. The implication, naturally, is that without a course, the kids in these neighbourhoods will be less adequate parents than their counterparts in Forest Hill.

Louis Glait, Principal of Brockton High School says, "These kids don't know the emotional and psychological needs of the young child. They have no knowledge of proper toys and don't know about nutrition." It seems to us that almost any teenager and many a parent would fit into this category regardless of where they live. Parenting courses are a great idea, but they should be available across the city.

Furthermore, as far as Glait is concerned, these courses are not to be seen as a step to more advanced child care courses on the community college level. Even though the students would have enough credits on graduation, they're not encouraged to view these courses as an alternative because it's assumed that they wouldn't be able to handle the academic work.

Happily, these preconceptions don't exist at Eastdale. H. Soney, the supervisor of the programme has a great deal of confidence in her students and they, in turn, act autonomously in helping to run the nursery. They interact well with the group of three to four-year-olds. Soney feels that many of her students could handle a community college programme.

Glait has approached the Metro Department of Social Services with a proposal for a municipal daycare centre adjacent to

Brockton. This would eliminate the trek to and from the junior kindergartens and would allow the students to work with pre-schoolers of different ages. So far, the Department has been encouraging.

Perhaps we should take time here to mention briefly the two municipal centres operating at Jesse Ketchum and Davisville Public Schools. They're located on school sites but are operated by Metro Toronto. The proposed centre at Brockton would be run in the same way, but would benefit from its proximity to the school. Students would volunteer in the centre and perhaps prepare food or make playground equipment as part of their training.

The major problem in developing an educational site for day care is, of course, funding. Any group that wants to start a daycare centre must deal with the myriad health and fire regulations. These are not necessarily the same for daycare and public school programmes and the cost of the renovations may well be beyond the means of most parent and community groups. The Board of Education's Work Group of Early Childhood Education has recommended that the "operator" be responsible for capital costs (renovations will be supervised by the Board) and pay a monthly "fee for service" to cover operating expenses. This could be an expensive package.

The possibility of going the same route as Brockton is slim. Even if Metro were willing to assume its share of the cost, the municipal daycare system offers little opportunity for parent control.

The Board of Education can't be counted on, as daycare facilities don't come under the heading of educational space. Although there have been noises made about approaching the Secretary of Social Development for a new grant structure, nothing concrete has been done to this date. Furthermore, anything run under the Board's auspices gets us deeper into the AECEO-OTF mire, although the Work Group has stressed conciliation.

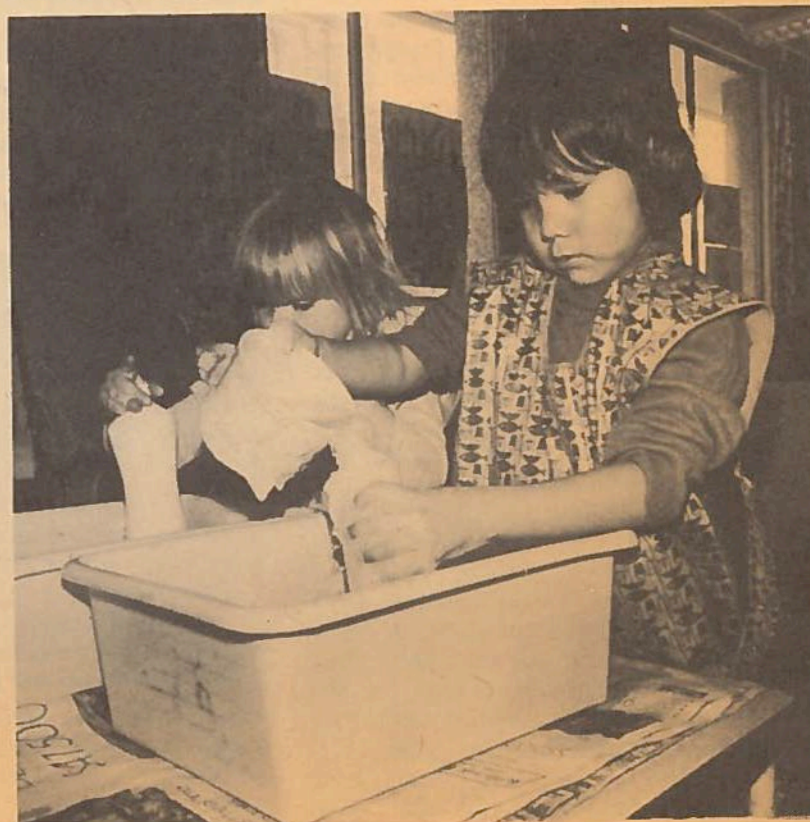
Ontario's Bill 160 is a distinct possibility if it ever sees the light of day. Right now there are at least three groups ready to apply to the Province specifically for the purpose of renovating school space for daycare. Groups receiving money under Bill 160 will have to be user-controlled.

And that, unfortunately, is about it. There could be a daycare centre in, well, many public schools IF funds were available to set up the programmes. There's space; there's a need; so where's the money? Myro Novogradsky Julie Mathien

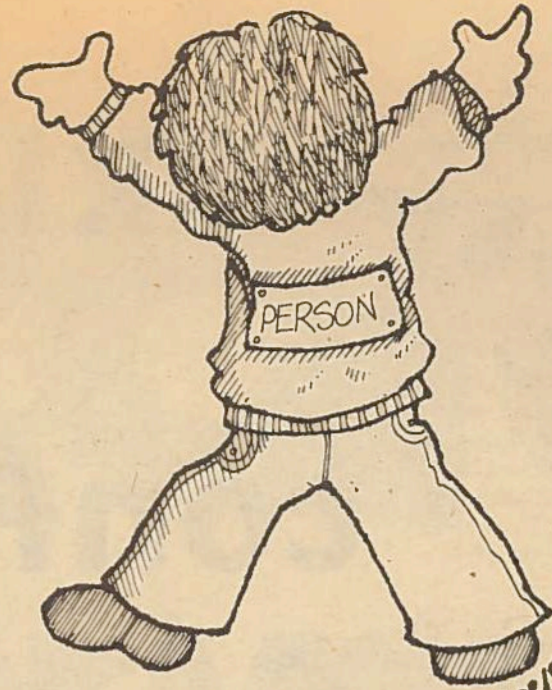
Robin Williams



Robin Williams



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Loris Lesynski

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Children are complex people. They have varying needs, moods, personalities. They also come in two distinct physiological types — female and male. Unfortunately this last characteristic is too often used to determine appropriate behavior.

Many articles have been written by people concerned with the sex-role stereotyping in our schools, day care centres, books, language — i.e., society at large. This article will deal with some approaches that are being used to try to break sex-role stereotyping in day care centres. The ideal is always easier than the reality.

Children are excellent statisticians. If they see only one woman and ten men doing a job, they quickly understand that it is "man's work". This is a serious limitation in most day care centres due to the lack of male ECE graduates. As children are great imitators, one of the easiest ways of breaking down sex roles is to have the staff of a centre half female and half male. Every staff member would be expected to

assume responsibility for all areas, or at least deliberate role reversal, i.e. female staff in the construction area and male staff in the housekeeping/doll area. (It surprises more parents than children that men are as capable as women of holding, loving, and changing diapers.)

Many other programs can still be carried out. In the construction area, it is as important for female children to learn hammering, sawing, etc. This often means active encouragement with older children, as they are already familiar with "appropriate" sex roles by the age of three.

Usually there is less obvious sex stereotyping in the neutral areas of science and music. No one would dare suggest that a female child become a nurse if she displays interest in science or that a female child interested in rhythm music should choose the piano instead of the drums. Or is that still happening?

The use of the quiet room is less neutral. Obviously, reading or playing with

puzzles quietly is important to all children. However it is important not to use the quiet room as a punitive method of quieting boys, while the girls ask to go.

As far as books are concerned, do choose as many that have female leads as male. If you don't have any, simply change the sex of the leading male character to female and follow through with the proper pronoun. After all women can be any role — that is the whole belief for worrying about sex stereotyping in children.

The housekeeping/doll area should have equal participation from male and female children. If playing house, have a male child play at staying home, cleaning up, etc. — not constantly being father going to work or being served by mother. Encourage dress up and fantasizing in the males.

All children need to learn to run, jump, fight, and play group games. Become conscious if the girls are more reluctant to really run and encourage them too.

All children need to learn to settle their own arguments and to care for other children. Boys as well as girls should be encouraged to comfort a crying child, or help form play groups.

All this means that the adult must be very conscious that every child becomes able to handle all the roles we are expecting of the adult — decision-making, affection giving, caring, and acting on the world. Even if you do all this the children live in and are aware of the real (sexist) society we live in. It becomes a responsibility to explain why there are few female construction workers, fire fighters, cops, etc. The child will still learn there are sex roles but will hopefully learn that it doesn't have to be that way.

Susan Muckenfuss

# users' day care

Our commitment in this paper has been to non-profit, user-controlled day care. Non-profit because day care is a social service. This should mean that the government would assume responsibility for providing free universal day care.

Even if this were the case, the question stands: who should control the day care centres? The answer involves those who have the commitment to the children. Ideally, the children themselves, as users of the centre, should have some say in the operation. This is fairly difficult to achieve due to their lack of verbal ability in meetings. Therefore the people most directly involved with the children are the parents and staff of the centre.

Day care is an aspect of parental care. It is not the abdication of responsibility for their children. The staff are with the child 8 to 10 hours a day, so they too have a large investment. However, it should be realized that the parents have a long-term (about 18 years) commitment, whereas the staff will be with the child for three or four years.

There are also a number of community people who have some involvement with or use to the day care centre. These are usually people who either work in a different aspect of day care, are former parents of the centre, or doctors, lawyers, etc., in the community. Therefore these are the people who should be involved in the running of the centre, from program decisions to the hiring and firing of staff.

This obviously eliminates bureaucracies that have no direct involvement with the children at any particular centre. (Paying



Robin Williams

the bill is not exactly personal involvement with the child.) Some agencies may help with financing and bookkeeping and on those lines may be useful but should not be given final control.

Many non-profit centres actively encourage parent involvement in the program with no formal structure for parent involvement on the decision-making level. This does ameliorate some problems — i.e., if you put in time at a centre you are usually given a say in the day-to-day activity. However in this situation parents usually have no say in the hiring and firing.

Parent control has usually been seen as appropriate to co-operative day care centres. Those centres that can require parent involvement in the day-to-day activity automatically have more parent control whether it is formalized or not — though it usually is. This has been used to say that only middle-class centres, and therefore middle-class parents, are actually concerned and able to have user-control.

However, in the last few years several user-controlled centres have been set up under L.I.P. projects in working-class areas and have a high proportion of children receiving subsidy from the city. While few of these are co-operative in the sense of having parents come in during the day, they have attempted user-control through boards of directors, advisory committees, etc. The results are the same — about the same proportion of parents come to the parents' meeting of the working-class as to the middle-class centres. This indicates that user-control is a viable aspect that should be part of all daycare centres.

Susan Muckenfuss

**Ima Daycarecook tells:  
How I Feed My Family  
of 28 on Pennies A Day**

"What's for lunch?", four-year-old Wayland runs into the kitchen, ahead of the others. "Spaghetti", I reply, serving up the food. "Oh yummy!" says Wayland, "Magetti!" Then he turns to me with a bit of advice. "You should try it sometime. You'll like it. It's good for you." Wayland runs out again, I laugh and finish dishing the "magetti" into serving bowls.

I've been cooking at Sheridan Daycare centre for six months and Wayland's right — the food I serve there is good for you, and yummy. Little does Wayland know, however (or care, for that matter) that the food is also inexpensive. I feed 16-22 kids and 4-6 staff (all of whom eat lunch with the kids) on an average of \$27 per week (two snacks and a hot lunch, five days a week).

How, dear readers, do I accomplish this amazing, inflation-defying feat week in, week out, month after month? I think the main reason is that every bit of that \$27 worth of food is eaten. There's very little waste and few leftovers (hurray). Snacks (fruit in the morning and a healthy treat in the afternoon) are limited to two or three pieces or slices each and there's no dessert. However, the kids can and do eat as much of the lunch as they want. I pretty much stick to a rotating menu I made up this fall, of foods the kids like and eat. Occasionally I try something new and if it goes over well, I substitute it for one of the items on the menu.

I do all the shopping too, so I'm able to get exactly what I want in the correct amounts. I buy virtually no processed or pre-packaged food. I buy bread, eggs, fruit, vegetables and cheese in Kensington Market. I go to the same cheese store each week and they usually can find me a mild cheese for about 75 or 80 cents per pound. I serve two cheese-based meals each week and this is one of the main ways I keep the cost of meals down while providing lots of good quality protein. I buy most of the rest of the food — split peas, soynoodles, beans, nuts, whole wheat macaroni, oats,

# kitchen

# confessions



Robin Williams

flour, etc. in natural foods stores but many of the products are now available elsewhere. I make my own granola and bake two or three times a week. We have corn bread, whole wheat muffins, bran cake etc., for snacks. I mix up jugs of skim milk (from non-instant powder) in the blender and mix half and half with fresh whole milk. We end up with 2 per cent milk and save another few dollars a week.

What kinds of food do I serve? We have meat and fish once a week each, two cheese dishes per week, and eggs and split pea soup once each every other week. The vegetables regularly served and eaten are fresh broccoli, spinach, cauliflower, green beans, carrots (raw and cooked), celery and cabbage and tomato salad.

Now, how do I get the kids to eat broccoli, spinach, and green beans? **Cheese.** I discovered, somewhat by accident, that green vegetables are absolutely delicious with cheese melted on them. After I steam vegetables, I throw a bit of sliced cheese on them, put on the lid and let the cheese melt. The kids love green vegetables this way. One of our favorite treats at Sheridan is heaps of fresh, sliced, steamed green beans with hunks of melted orange cheese and a bit of garlic, served over brown rice.

I'd love to go on about the theories behind the way I cook — the importance of protein, North Americans' lack of B vitamins, why whole foods are better for you and cheaper than processed food, etc., but time and space limits me. If you're interested in reading more about whole foods, nutrition and vitamins, I'd suggest Adele Davis' *Let's Eat Right To Stay Fit and Diet for A Small Planet* by Frances M. Lappe. There are lots of books on the subject but those are the two I have used the most.

I hope some of my suggestions will be of use to you all in preparing meals at home and at daycare. By the way, you should try green beans and cheese sometime. You'll like it. It's good for you.

Jude Angione

*Day Care Hamilton 1973* and *Our Daycare Centre: Conversations with Parents and Staff of a Co-operative Daycare Centre* are two booklets created and published by Northwest Communicare Services in Hamilton Ontario. They are both EXCELLENT. *Day Care Hamilton 1973* surveys the existing day care facilities in the Hamilton area as well as dealing with most of the policy issues around day care, such as the cost, infant care, primate home care, union involvement, etc. Northwest Communicare is a cooperative, non-profit day care centre run by a board of directors consisting of parents, staff and community members. Their philosophy comes out clearly in both booklets. *Day Care Hamilton* deals with the public issues while *Our Daycare Centre* deals with the personal aspects and problems of running the centre. *Our Daycare Centre* is one of the best descriptions of cooperative daycare that gets away from the idealistic statements into the reality of being involved in such a centre. Again they are both excellent reading for anyone concerned with day care as a parent, government agency, worker, or just wanting an introduction to the area.

They are available free by writing Northwest Communicare, 69 Pearl St. N., Hamilton, Ontario.

Susan Muckenfuss

*Daycare: how to plan, develop, and operate a daycare centre* by E. Belle Evans, Beth Shub, Marlene Weinstein.

*Daycare for Infants: The case for infant daycare and a practical guide* by E. Belle Evans and George E. Saia.

With increasing frequency daycare centers are being set up by parent and community groups rather than professionals. Very often these groups start with an idea of the kind of centre they want and need, but haven't had enough experience to fill in the details. Very often, as the planning progresses, the philosophy solidifies, and instead of hiring staff to create a centre, the group will hire staff to work in the centre



Loris Lesynski

However, even the most competent group has a lot to learn in the early days. The two books *Daycare* and *Daycare for Infants* have a wealth of information to help ease the creation of daycare programmes. Both are written with an American context in mind, but have a basic, common-sense approach to daycare in general.

*Daycare* was published in 1971 and has been available in Canada for about a year and a half. It has an amazing range of information — from finding and developing a site to filling out medical forms. In addition, it gives a variety of models of types of daycare and auxiliary services. There are also examples of high and low-budget programmes. The photos are good. They show what can be done with a lot of ingenuity and diligent searching on trash nights.

The main flaws are a bias towards top-heavy administration and a dependence on outside services and consultants. This could be intimidating to groups just beginning to think about daycare.

*Daycare for Infants* has the same features as *Daycare*. It also includes a section on the benefits of infant daycare and one chapter each on infant centres in Europe and abroad. Canadian Mothercraft's is one of those described, unfortunately in the chapter "Daycare in America." The examples given are either research or welfare oriented. There must be infant programmes somewhere in the U.S. set up by "just folks."

*Daycare for Infants* is much less intimidating than its predecessor, and, may in fact, lean too far towards optimism. Certainly the low-budget co-op model is unrealistic — almost everything but the salaries is labelled "donated." However, there is still an incredible amount of good information and you come away convinced that a good daycare centre is the best of all possible worlds for a baby.

Julie Mathien

# REVIEW