SOCIAL WORK RESEARCH

IN A

SCHOOL OF SOCIAL WORK -

STUDENT PARTICIPATION IN A NATIONAL SURVEY

by

THOMAS J. SMITH

An original research project submitted to the
Faculty of the Maritime School of Social Work
in partial fulfillment of the requirements for
the degree of Master of Social Work.

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ABSTRACT

A report on a research project based on a sociological survey, conducted in Halifax, N. S. by the students of the Maritime School of Social Work, Halifax, N. S. under the auspices of the Women's Bureau, Department of Labour, Ottawa, Canada. It considers the place of research in social work today, the role of the research project in relation to this, and the value of such a sociological survey as a learning experience and contribution to social work research.

ACKNOWLEDGEMENTS

I wish to extend my sincere thanks to those who have helped me in the writing of this report.   In particular, I wish to express my gratitude to Miss Katherine M. Dunne, who was my faculty adviser, for her encouragement and helpful advice.   My thanks are due also to Sister Mary Clare and Sister John Elizabeth for editorial assistance and to Mrs. Shirley Haggarty for her patience in typing this report.

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INTRODUCTION

INTRODUCTION

The writer undertook this thesis in the begin-
ning as a report based on a sociological survey con-
ducted on a national scale by the Women's Bureau,
Department of Labour, Ottawa. As a second year student
in the Maritime School of Social Work, this writer has
participated in this survey on a local scale, in Halifax,
in the capacity of field investigator or interviewer
for the Bureau.

The Maritime School of Social Work participated
in this survey because it was felt by the faculty that
from it would come material that could be adapted and
used as a research project in social work. Because it
was a sociological survey and primarily intended to pro-
vide factual information for the Bureau, the methods
used to gather the information were in keeping with the
aim of the survey. As a result, the material while
yielding information of interest to social work, also
raised possible questions of concern to social work which
were unanswered in the survey.

In the process of choosing a topic for the report
to be submitted to the school in partial fulfillment of the

requirements for the Master of Social Work degree and adapting the material to this end, brought this question to light. If the findings were inapplicable to social work as they stood, what would be the part of social work research in adapting them to social work ends?

The writer's conception of the function of social work research at this point, was not sufficient to provide a ready answer to this question. The present report grew out of a search for clarification on this point. Having had no fixed viewpoint on the place of research in social work today, the role of the school in education for research by a project - especially one that is based on the findings of another discipline, the writer will attempt to trace the evaluation of certain unformed opinions into some fairly definite convictions about these questions.

In addition, this process of clarification was felt to be an educational experience in orientation to the field of research and that the writing of a report or thesis integrated this experience for the writer. The project itself is seen as the factor that started this process of integration, by providing the "discovery goal" that led to the finds as outlined.

Chapter I deals with the place of research in

social work today and attempts to answer the question of whether or not social work should have a research method of its own and whether or not it can provide this method without relying on the social sciences for research methods and specialists.

Chapter II attempts to find the place of the research project in social work education for research and the role of the school in that same process. Particular attention is paid to the educational experience provided for the student by the research project.

Chapter III deals with the sociological survey as one research project in one school of social work and its difference, if any, in the education experience for the student.

Chapter IV tries to summarize the meaning of the previous three chapters in relation to each other and the conclusions and recommendations based on the whole project.

It is realized, that many aspects of research have been left untouched in this treatment and that the educational value for the writer in undertaking this project may not be applicable to someone else. The writer presents one student's viewpoint on the value of a research project. He sees it as providing a basic orienta-

tion to research, as well as an educational experience
in social work.

As a background for a discussion of the research
project, the writer considers some aspects of research
as it exists today in social work.

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through the use of ... ... have contributed to making
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complicated this development.

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CHAPTER I

RESEARCH IN SOCIAL WORK TODAY

The great advances made in the natural sciences through the use of research, have contributed to making this a research conscious age. The increased status of research in the natural sciences, has not been paralleled in social work. Although there is increased evidence to suggest that research is becoming an accepted part of social work, it is not yet an integral part of social work, to the same degree as it exists in the other older established sciences.

The development of social work itself suggests several clues that explain the time lag in the integration of research and social work. Social work is just beginning to mature as a profession, to lay claim to being a science in its own right. The "science"(method) and the "art" (helping process) components in social work, have further complicated this development.

The content of social work knowledge shows a history of borrowing from other sciences and disciplines, particularly the behavioral sciences. Because the pressure was on meeting the immediate needs (giving service) of

social work, the findings of these sciences were more readily incorporated into social work knowledge. The findings of the social sciences were not adaptable in the same way. Herman D. Stein explains it this way:

> To some extent, the social worker's lack of interest in, and unfamiliarity with, social science literature are related to the nature of its content. Unlike psychoanalytic writing which is directly applicable to clinical practice, the subject matter of social science is not generally orientated to application. Social science is concerned with demonstrating what is true - why it is true and to what extent - and with raising hypothetical questions for theory and research. Social workers on the other hand, tend to seek answers to the problems of practice and therefore are disappointed when the social sciences fail to provide answers in such terms.[1]

The seeming antipathy between theory and practice and the insecurity of social work itself at this stage of development, may partly explain the dearth of research during this period. The early practitioners used their own experience and the knowledge of other sciences to gradually evolve a fund of knowledge and a framework of principles and concepts that came to be applied to social work as a whole. This concern with giving the most effective service in meeting the needs of everyday practice, empirically left little time for a sounder theoretical development.

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1. Herman D. Stein, "Social Science in Social Work Practice and Education, *Social Casework*, Vol. XXXVI, No. 4 (April 1955) p. 147.

The profession of social work in the beginning did not have the security within itself that permitted its members to look at themselves and evaluate their practice. In addition, social workers had a distrust of science in the helping process because the one seemingly contradicted the other. This distrust precluded a full acceptance of research in the early formative years of social work. At the same time, social workers' status in research was low, because of their dependence on other sciences for methods and failure to recognize what social work might offer the other sciences. Their status was that of a borrower, rather than a contributor. A lack of confidence within social work itself, prevented it from making either a contribution to social science research, or using research itself.

The current social work scene shows a recognition of the interdependence of research and social work practice and theory and a clarification of what each can offer the other for a more complete profession. Yet there is not a common agreement about who should conduct this research in social work. Most writers agree that there will be always some sort of collaboration and co-operation between social scientists and social workers in this field. But the role of each in this common endeavor has

not been clearly defined.

Because the relationship between research and
social work theory and practice is currently being more
sharply defined, it leads to such questions as: Does
social work need a research of its own? What constitutes
"social work research" as opposed to "research in the
social sciences"? What is the primary aim of research
in social work? What types of research are valid for
social work?

Answers to these questions will help fix the place
of research in social work today. A survey of social work
literature, dating from the early 1940's, shows that many
writers have attempted to answer these, or similar quest-
ions, without finding ready answers.

The question of whether or not social work needs
a research of its own, cannot be answered simply. The
value of a piece of research to a profession will depend to
a great degree upon how well orientated it is to the needs
of that profession for as Philip Klein says in an ad-
dress to the 78th National Conference of Social Work, at
Atlantic City, 1951:

> We shall never do our research or our practice
> right until we concern ourselves with the study of
> needs; we shall never usefully study them by leaving
> the job for other sciences, nor by depending upon

their personnel for the important task. And we certainly, cannot convert their findings into practice unless we take a partnership responsibility in the definition and estimation of needs and of suitable services required to meet them.

This orientation will be accomplished only if the problem delineated and methods used are meeting the needs of social work. Klein continues to say that:

....social work research relates to the application of principles and theories, to specific tasks of remedy and prevention, these to be carried out by organisations either primarily created for such remedial or preventive purposes in legitimately carrying on such functions in addition to other primary purposes.

That social work needs its own research is accepted but is it ready to provide for the "application of principles and theories to specific tasks" at present? This presupposes a method that is in keeping with "remedy and prevention" from the point of view of social work. Yet social work research is at present largely dependent for its methods on other social sciences and for its application upon research specialists from these same sciences. This situation has arisen because social workers have not considered that they have enough scientific method in their profession to be responsible for their own research.

4. Philip Klein, Social Welfare Forum, 1951 p.136

5. Philip Klein, ibid. p. 136

Even though there can be always close collaboration between the social sciences and social work, this collaboration can be different if social work is convinced that it has its own method in research. Social work has its own method that has evolved from the contribution of other sciences and its own practice, but this fact is not fully recognised today.

What is sometimes overlooked by both social science research specialist and social workers themselves is that there is "science" in social work practice as well, if what is meant by "science" is a "rational approach toward organised effort".[6.] In the casework process itself there is a scientific method.[7.]

Even when social workers had not yet begun to formulate theory from their practice, there was always some form or variation of "study, diagnosis and treatment", inherent in the casework process. This scientific method is not, in itself, sufficient to provide a base for social work research methods but it does lend weight to the conviction that social work can evolve a

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6. Richard M. Seaman, "The Case Method in The Teaching and Training of Social Work Research", Social Work Journal Vol. XXXV, No. 4 (1954) p. 119

7. Samuel Finestone, "The Scientific Component In The Casework Field Curriculum, Social Casework, Vol. XXXVI No. 5 (1955) p. 195.

methodology of research. A comparison of this casework
process, with the scientific method of research, will
show a basic likeness between them.

Basic to research is problem formulation. Social
workers are experienced in formulating a problem, al-
though not as a part of the method in research. But
however, the caseworker has accepted this problem - formu-
lation - idea, as an integral part of the casework pro-
cess and situation.

From the time that client and worker first meet
and jointly begin to <u>define the problem</u> , through the
period of <u>evaluation</u>, to the proposed <u>treatment</u> measures
(all three elements in relation to function of the
agency) there is a "rational approach toward organized
effort".[8]

These three components in the casework process,
have their counterparts in the methods used in research.
In the National Probation and Parole Association Journal
for July 1955, Coverly Fischer points out that the
scientific method in research has four major elements.
He lists these as follows:

    1. Statement of the problem to be solved.
    2. Accumulation and classification of pertinent
       facts and information.
    3. Analysis of the material and formulation of
       a theory and hypothesis.

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8. Op. cit. p.119

    4. Experiment and observation, to prove or dis-
prove the hypothesis. 9

Social work needs to have its own research and has enough assurance of its own worth in relation to the social sciences, to be able to use the methods of these sciences without losing for itself, its own unique methods that have developed. When social work fully recognizes that it has a research method of its own, it will look to contribute to a greater degree to research in other social sciences. In this common endeavor the status of social work research, will be equal to that of research in these other social sciences.

This need of a special type of research in social work, applies not only to the pragmatic viewpoint of action and planning research as expressed by Klein. It would extend also, and perhaps more directly, to so- called "pure" research in social work. When it is realized that social work is a unique method in the science of human relations, in spite of professed borrowing from other sciences, the need for a more fundamental research to develop further that uniqueness, is clear.

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9. Coverly Fischer, "Research and Evaluation-Applying the Scientific Method to Problems In Business and Social Work", NPPA Journal, Vol. I, No. 1 (July 1955) p. 41.

In commenting on social work's need for its own research
in this area, Isaac H. Hoffman has this to say in the
Social Service Review, March, 1956 :

> Social work cannot attain true professional
> status unless it assumes a responsibility for its
> own knowledge content. In relation to this content,
> it must not only systematically formalize its
> practice theory, but also it must take in the task of
> developing a body of scholarly knowledge about these
> aspects of human behavior that are its own distinc-
> tive areas of specialization. [10]

This "task of developing a body of scholarly knowledge",
legitimately falls within the function of social work re-
search. Ideally, this should be done by research
specialists who have their roots in social work, but since
social work still lacks the personnel to carry out this
research, it will have to enlist the aid of social
scientists, initially. If this co-operation is to be of
greatest worth to social work, it needs to know clearly
what it expects from such co-operation and have a firm
conviction about its own contribution to the process.
When social work is fully aware of its needs and its in-
trinsic worth, it will be able to select and adopt from
the social sciences, those methods that will advance and
enhance its own research, at the same time that it adds
to it, methods acquired through experience.

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10. Isaac H. Hoffman, "Research, Social Work,
and Scholarship", Social Service Review, Vol. XXX, No. 1
(1956) p. 20 .

In spite of the increased development of research in social work at the present time, there is still much to be done to speed the process of integration. Social work, is at present, research conscious but those most concerned with advancing the cause of social work research i.e; agencies, councils of community agencies, professional social work associations and schools of social work, can speed this process of integration by clarifying the part that is to be played by each.

It is the purpose of the two succeeding chapters of this report to discuss the role of a school of social work, in relation to the recognized need for more research in social work. The role of the school will be developed with the research project as a frame of reference. Particular attention will be paid to one such research project in a school of social work - The Maritime School of Social Work, Halifax, N. S. The project at this school in 1955-56 centred around a sociological survey. The special implications of such a survey as a project designed to give pre-professional training in social work research will be developed in Chapter 3. Other than superficially, no attempt will be made to relate the findings of this survey, to the needs and goals of social work in rendering direct service.

CHAPTER II

THE RESEARCH PROJECT

The place of research in the curricula and
services of schools of social work is another
aspect of social work research which is being
examined today with real concern. A large per-
centage of social work research completed in
Canada to date has been accomplished by students
in schools of social work. Almost the only
social work personnel engaged in research have
been members of school faculties.[1]

The growing awareness of the interdependence of
research and social work has special implications for
social work education and poses a special problem for
schools of social work entrusted with providing this
education. Broadly speaking, this education or training
for professional social work is a foundation of basic
knowledge and skills in the methods of social work (case-
work, groupwork, community organisation and research). The
student may use this foundation as a framework for a deep-
er knowledge and newer and sharper skills acquired through
full time agency experience.

Social work training has a generic base which,

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1. Margaret Trost, "Some Aspects of Research in
Social Work With Special Reference To Its Development In
the Maritime School of Social Work", Unpublished Masters
Thesis, submitted to Maritime School of Social Work,
Halifax, N. S., April 19, 1952. p.13

nonetheless, permits students to enter the field of their chosen specialization with relative competence. Field work is both an integral part of generic social work training and, at the same time, a means of adding special skills in a specialized method of social work. Such training is always at a graduate level.

The same has not been true of training in research. The lack of field placements has precluded the addition of special skills and strictly speaking an advanced training in research. The development and current stage of research in social work as a whole, may in part explain this place of research in schools of social work. Since there are few agencies specializing in research, there is little opportunity for students to add the special skills in research that comes through practice and experimentation.

It is also true, that few of the social work agencies offer an adequate opportunity for the student to apply the skills in research he already has acquired. When the student becomes a full time practicioner in an agency, if he does undertake research it is on a part-time basis usually. This is not true of the whole field of social work since, of course, many agencies engage in full time research concurrent with the provision of services.

The purpose of the research course, and the writing of a report on a project has not been, therefore, to provide a pre-professional training in research at a graduate level, but rather to provide a basic orientation to research methods and aims in general. The goal of such a course is development of research mindedness in students, starting with a positive attitude toward research in social work, and an awareness of what research has to add to social work knowledge in theory and practice. The student, as a result, is not expected to be able to _do_ research but "to be able to use research and to help in formulating hypotheses growing out of practice." [2]

The goal of the research process itself, is discovery of knowledge. "The discovery goal is the one element which holds the research process together and gives it meaning", relates William E. Gordon in discussing the value of a research project in the Social Work Journal. [3]

The student has a chance to realize the goal of the research process, through participation in a piece of research while in training at the school, and in the

2. Gisela Konopka, "Changing Definitions and Areas of Social Work Research", Social Work Journal, Vol. XXXVI, No. 2, (1955) p. 59.

3. William E. Gordon, "The Research Project, Its Educational Value and Its Contribution to Social Work Knowledge, Vol. XXXI, No. 3 (1954) p. 110.

designing and writing of a report on the project which serves as a partial fulfillment of the requirement for a degree in social work. How much of the goal he is able to realize, through participation in such a project, is dependent on the degree of participation and the interest of the student in the project.

The use of one project in realizing the discovery goal (i.e. knowledge) limits the area of research for the student but does not confine his learning to the area of the research, for at this stage the student is expected both to extract from the particular what is pertinent to the field of social work in general, and to apply to the particular, his general knowledge of theory and practice in the field. The limitation of learning from one project is realized by Richard M. Seaman, when he says:

> The status of social work research in the curriculum of present day schools is such that the opportunity for integrated learning is dependent upon a single research project, which frequently is not vital to the needs of social work practice. In contrast with this is the opportunity to integrate the learning of casework in experience with many social situations posing different problems.

At the same time, the project should be designed to provide the kind of training experience that will en-

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4. Seaman, op. cit p. 119

able the student to appraise research findings on their
merits, and use those which are of particular value to
him as an agency member. The project should also foster
the kind of appreciation for research that will moti-
vate the student to participate in research at his own
level of competence when the opportunity arises. The
project can do this when it makes the student aware of
the research being done in social work today and provides
a meaningful learning experience for him.

The project and its cumulative act - the writ-
ing of a report or thesis - has a good potential for the
growth and learning experience of the student, if it
has contained the essential elements in research train-
ing, as outlined by Gordon, in discussing the educational
value of the research project and its contribution to
general knowledge. He states as follows:

> I would retain, for the social work student, how-
> ever, that which is so easily lost in lowering re-
> search standards, namely, a spirit of searching or
> seeking, the spirit of carrying through until some-
> thing is found, and the sense of accountability or
> responsibility for the reliability of findings.
> These are the essential elements in the research pro-
> cess in any setting. Without the spirit of seeking
> we never try to find out; without the spirit of
> carrying through we never finish; and without some
> feeling of accountability in observing, intrepreting
> and reporting, the whole thing scarcely matters.

5. Gordon ibid. p. 111

While the whole process of research can be seen as a learning and development experience for the student, the greatest potential for growth is in the writing of the report or thesis. This final act focuses for the student, his learning and development as it has occurred in the process and integrates it for him in relation to himself, research and indirectly social work as a whole. This integration process has three stages - doing, concluding, which are reflected in the report itself.

Thesis writing is a maturation process [6], in which the student gets the first real feeling of being responsible for himself to his profession, through doing for himself, not as a student, but as a beginning professional. Certain limitations are introduced, e. g. time limit, structure and quality of thesis, etc., upon which the student has to act and against which he must organize in order to prove his responsibility. The process of proving this responsibility has been in motion since the student first entered the school, with the structure of two years' training geared to helping the student assume the total responsibility for his pro-

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6. Margaret Trost, op. cit. p.15

fessional development, as expressed in thesis writing.

The writing of a thesis might be seen as the stage where the student leaves in feeling, the school that has meant security to him. He begins to see himself in relation to the world of work that will be his place from now on. Because no student is so matured or fully developed when he enters the school that he does have to go through a period of personal growth and change at times preceding, at others concurrent with his professional development.

Change always induces fear of the unknown. In the process of growth, there have been changes that are frightening perhaps to the student. But in the two years at the school, which he now, figuratively, is leaving. This is why the writing of a thesis is fear inducing. For the first time really, the student recognizes his own responsibility for himself and begins to accept and carry it.

This process of recognition and acceptance is slow in the beginning because of the student's resistance to change and the unconscious fear of the unknown. Limitations imposed in the writing of a thesis or report, help to break down this resistance and channel it into a constructive effort on the part of the student. The

student's use of will in relation to these limitations
is a dynamic, inducing the growth that leads to the
final acceptance of responsibility inherent in thesis
writing.

The student is making an ending which he fears
but in each ending there is the seed of a new beginning
and will is the determinant factor in making the
transition from student to professional person.

> It (the thesis) serves a dual purpose of full-
> fillment and transition for the student. Besides
> compelling a capitulation of his past experiences
> with regard to the subject, it is also different
> from his other educational experiences. For on
> the one hand, the reorganization and the test of
> opinion makes personal his position on the subject;
> this necessitates a self-committment. On the other
> hand, he accepts formal responsibility for the first
> time for his opinions in his chosen field.[7]

In the succeeding chapter, the significance of one
project - a sociological survey - as a learning ex-
perience, will be discussed in relation to its meaning to
social work research and to the student himself. The
events leading to the choice of the survey as a project
will be summarized.

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7. ibid , p. 14

CHAPTER III

THE SOCIOLOGICAL SURVEY

The research project at the Maritime School
of Social Work, Halifax, N. S. for the year 1955-56
grew out of a national sociological survey, entitled
"A Survey of Married Women Who Are Working For Pay",
conducted under the auspices of the Women's Bureau,
Department of Labour, Ottawa. The field investigation
of the survey and the collection of data for the sur-
vey in Halifax was undertaken by the second-year
students of the Maritime School of Social Work as part
of the current year's research course. Some of the
events leading to the inclusion of the Maritime School
of Social Work in such a national survey will be
traced briefly.

Over the years, there has been increasing recog-
nition that the growing number of women in employ-
ment in Canada is more than a passing phenomena. Women's
organizations in particular, all across Canada, were
concerned with this problem and urged that the Depart-
ment of Labour in Oattawa set up a Women's Bureau, to

keep abreast of the changes that had occurred in the
rate of participation of women in employment. Some of
the statistical information available regarding the in-
creased number of women in employment can be summarized
as follows:

> Since 1901 the number of women in gainful em-
> ployment in Canada has increased fivefold and
> the percentage increase of women in the work-
> ing force has doubled.

> Today, almost a quarter of all Canadian women
> and girls over the age of fourteen work regularly
> for pay.

> These 1,235,000 women and girls make up almost
> 23 per cent of the total Canadian labour force.

> Every third woman in the labour force is married.

> In 1954, one fifth of all women in the labour
> force were from 45 to 65 years of age.[2]

The growing concern for a more detailed analysis
and study of the special problems encountered by working
women, led to the establishing of a Women's Bureau by the
Department of Labour in September 1954, to give particular
attention to the problem of working women. Its purpose
as stated is:

> The purpose of the Women's Bureau is to bring
> about a better understanding of the problems of women
> workers and their jobs and to promote good labour
> standards in all the fields of women's employment.[3]

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1. "Women's Bureau of the Department of Labour,
Canada", brochure Queen's Printer, Ottawa, (1955) p. 2.

2. ibid p. 4

3. ibid p. 3.

The Bureau carries out its purpose through co-operation
with other government branches and interested organi-
zations across Canada. It compiles and distributes in-
formation about working women and channels this inform-
ation to those interested government agencies and
national organizations.

One aspect of the current situation was chosen
as the subject of a pilot study - - "Married women in
employment". In June of 1955, arrangements were begun
by the Bureau and the Dominion Bureau of Statistics to
undertake a national survey in ten major cities of eight
provinces. Prince Edward Island and Newfoundland were
excluded.

Schools of social work and university departments
of sociology or psychology were asked to provide the
field staff in each city, excluding Ottawa where the
Dominion Bureau of Statistics, in addition to drawing up
the "Enumerators Schedule" [4] for the survey, also did the
interviewing.

On September 16, 1955, the Maritime School of
Social Work, Halifax, N. S. at a conference in Ottawa,
with the Women's Bureau, the Dominion Bureau of Statistics

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4. See appendix for copy

and Universities and other schools of social work, agreed to participate in the survey. It was felt that the material collected in the survey would serve as a base for a group research project of second year students in the research course.

The survey itself took place between 15 November 1955 and 15 February 1956.

The sample, drawn up by the Dominion Bureau of Statistics, for Halifax, was designed to yield a minimum of 70 completed interviews, including refusals, in 612 household calls. The sample for Halifax comprised 46 city blocks with a specified number of households in each.

This primary sample did not yield 70 interviews and use was made of sub-sample list.[5] The use of both samples yielded 65 interviews, of which 14 were refusals. Approximated 630 household calls were made. The survey had been scheduled to end on 31 January was extended to 15 February, because of the necessity for use of sub-sample.

There were several apparent limitations to the survey as it began. The timing- 15 November 1955 to 15 February - can be classed as a limitation, since the

5. For definitions of samples mimeographed sheet "Survey of Married Women Who Are Working For Pay". copy in appendix.

period extended through the busy holiday season. The women to be interviewed, since they were busy with their own affairs at this time, could be expected to be less than vitally interested in the survey.

The survey did not take into account the non-urban women who work in Halifax but live outside. Even though the greatest concentration of working women would naturally be in the metropolitan area, the rural point of view was not represented in the survey.

Also, since there are very few industries in Halifax employing women, the opinions of industrial working women were not fully represented.

A less apparent limitation was the question-naire itself. Since this was a sociological survey, this questionnaire was designed to yield the type of information that is of primary use to sociology. Some difficulty in adapting this information to the particular needs of social work was anticipated. This point will be discussed more fully in the next chapter. The use of the survey as a base for a social work research project is discussed in the latter part of this chapter. The aims, methodology and findings of the survey are described before this discussion is attempted.

The ultimate aim of the survey was to gather information which would help clarify the role of married women in employment.

The methodology of the survey included three areas of information (1) work history (2) factual data on women's current situation, and (3) reasons for, and purposes in working. The Enumerator's Schedule was drawn up to include these areas.

Field investigation methods included the use of this schedule or questionnaire in a personal interview with women who were eligible for the survey.

The technique of securing an interview involved calling at a specified household number, seeing if a married woman who was eligible lived there and securing her co-operation. The interviewer identified himself (herself) as a representative from the Department of Labour and introduced a copy of a letter from Miss Marion V. Royce of the Women's Bureau, and a brochure from this Bureau.

The interviewers then completed the schedule during the interviews and afterward included an analysis of each interview. This schedule was constructed to yield data based on the statements of the

women interviewed and the enumerators analysis of the
interview.

An outline of the structure of the schedule[6]
includes:

    SECTION I - <u>Statements of the Woman</u>
                           <u>Interviewed</u>
            Part "A" - Background
                         Information
           Part "B" - Current or Last
                     Job & Work History
           Part "C" - Husband's Job
           Part "D" - Home Responsibilities
           Part "E" - Pattern of Other
                     Interests
           Part "F" - Attitude Information
           Part "G" - Future Plans

    SECTION II - <u>Enumerator's Analysis</u>
           Part "A" - Purposes in Working
           Part "B" - Relation of Job to
                     Educational Experience
           Part "C" - Circumstances of Inter-
                     view

From the information yielded by the use of this
schedule, an attempt will be made by the writer to pre-
sent, in summary form, the major findings of the survey.

---

6. See Appendix.

A cross section view of these findings will be given to draw a picture of the "typical" married woman who is working for pay in Halifax.

Such a woman, if she existed, is between the ages of twenty-five and forty-four, married, and living at home with her husband and one or more dependent children.[5] She has Grade XI and probably some further training and has been working full time, at the time of the survey, for an average yearly income of 1,568 dollars. She has spent 40 per cent of her married life in employment. She lives in a rented apartment and has no paid services. She has responsibility for household duties with the possibility of some help from her husband. She makes no special arrangement for the care of her children while she works but prefers some type of a pattern care at home or by a relative. She has other interests outside her work and home and shares these with her family; she states an economic reason for working and realises fully her purpose in working. She prefers to work full time and says she has no great difficulty in working. If she lost her job, she would look for another but is not looking for different work at present;

---

5. Her chances of having children living with her was by a narrow margin. Of the fifty-one women interviewed, twenty-six had children; twenty-five did not.

she is working at a job that is in keeping with her
training and experience and is not taking or interested
in, training on the job.

The description of the background, method,
methodology and purpose of the survey, has been in-
cluded to compare the type of learning experience in-
volved for the student, with the purpose of the research
project, as discussed in Chapter III, and to see if it
realises this purpose in the same way as does a casework
research project.

The learning experience, while having the same
essential elements when the project and thesis is
focused within the field of social work, contains some
different aspects when the project is selected from the
findings of another discipline. The difference in aim,
approach and method will result in a difference in
findings and application. The basic material or data,
from which the subject is chosen, will lend to the pro-
ject some different aspects which the student has not met
before.

Thus when a sociological survey is used as a base
for a social work research project, it will have a some-
what different meaning for the student. While the

mechanics of the thesis or report will remain the same,
the student will have a different kind of learning ex-
perience, in that part of the process, which precedes
the writing of the report.

The process, up to this point, includes these
differences:

1. Formulation of the problem to be researched
from the viewpoint of a different discipline.

2. A different source of data.

3. A difference in method of gathering data.

4. A different type of data gathered because
the difference in purpose of the survey slants
the finding toward sociology.

5. A different method in classification and
application of data.

The core of research in any discipline is
problem formulation. As a result, the type of problem
and the need for research on it will vary with the aim
of each discipline or science; in this case, sociology.

The learning of the student will include work-
ing with another science, using its method and source
of data for material and adapting this material to a
more specialized use. When casework or other social
work material was the base of a project, the student
was able to apply his previous knowledge and experience

to the material as it stood.

The use of sociological material involves
selecting and refining what is relevant to social work
use before the choice of a topic for research can be
made. In this aspect, it is a challenge for the
student in a different type of learning experience.

For a research project to have the greatest
benefit to a student's experience in orientation to
research, it should include these three elements: a
spirit of searching or discovery; a sense of direction;
and a sense of accountability for findings.[6]

When the project was more within his own
realm of competence, the student could depend to some
degree upon his own interest in a special topic for the
spirit of searching and upon his training and ex-
perience for direction. His sense of direction, while
influenced by the two preceding elements, would depend
upon his total training and development in social work.

In relation to the survey, the student might
be expected to have less spirit of searching and sense
of direction immediately and undertake it with less

6. Supra, p. 14.

enthusiasm and confidence. Another's purpose and com-
petence in method would have to sustain him, for
fundamentally the difference in a sociological sur-
vey and a method in social work research is in purpose
or aim. Because aim and findings of the survey were
not of basic concern to social work but more of general
interest, the student needed to be creative in using
these findings from a social work point of view. But,
the student has an additional responsibility to him-
self and profession in co-operating with another dis-
cipline in a common endeavour. His sense of account-
ability would therefore be enhanced if he is conscious
of this responsibility. The contribution of the survey
as a research project to the student's experience in
research might be summed up by saying that the dif-
ference in approach, forced him to be more creative,
and his additional responsibility to a different pro-
fession for his finding, sharpened his sense of ac-
countability; as well, he was able to see the potential
contribution of the social sciences to social work re-
search and social work's contribution to the social
sciences. An experience in co-operating with another
science in a common endeavor and the difference in the

learning experience characteristic of casework oriented
projects of former years, are two prominent features
of this year's project, based on a sociological sur-
vey.

CONCLUSION

In general, it may be said that as it stands, a sociological survey such as served as a base for the writing of this report does not have immediate implications for social work in practice. The findings, as gathered by sociological methods, based on sociological premises for sociological application are not readily adaptable to social work. A problem in research, to be of greatest benefit to the profession or discipline undertaking the research, must be formulated according to the needs and goals of that particular profession or discipline.

The survey just completed - "Survey of Married Women Who Work For Pay" - was set up with the ultimate aim of clarifying for sociology the role of women in our present day Canadian society. As such, it meets the needs of sociology but not necessarily the needs of social work, although it has general import for it. Social work is certainly interested in learning more of the role of women today, but to be able to use this knowledge effectively, it must have certain questions answered from a social work viewpoint.

It is not enough to know the facts but the cause
and effect relationship between these facts must be
known, by social work, to be of particular use in giv-
ing more effective service. Certain questions with
which social work might legitimately be concerned were
raised by this survey but there was insufficient data
to define the extent of this concern. For example; 75
per cent of the women interviewed thought they were
realizing fully their reasons for working and 65 per cent
reported a definite gain in working. They were fully
aware about working and said they experienced no dif-
ficulty in working. Were these satisfactions more ap-
parent than real. Was the singular lack of concern
about working evinced by most women, in itself a question
that social work could explore fully?

About one-third of the women listed some form of
care in their own home for their children. They prefer-
red care by relatives. There was no way of knowing if
this type of care was meeting the needs of the children.
Although most women felt their work had no adverse ef-
fect on their children, there is no way of assessing this
from the finding of the survey.

Another question raised, but not fully answered

by the survey, was the extent of need in Halifax for such services as day nurseries, homemaker services, etc. Did, for example, one-third of the women list forms of care in own home, because of a lack in Halifax of these services?

The theory of 'roles', is of general interest to social work, but since one function of social work is the provision of services for demonstrated needs, further study of the degree of need for services, in relation to married working women and their problems is indicated.

It is suggested, that if further study is undertaken to indicate the need for social work, this study be undertaken by social work research methods.

The value of this survey to research in social work is greater than its general import to social work practice. Research in the social sciences and social work have certain basic methods in common and deal with the same social phenomena - human needs- but on a different plane. The difference in orientation to needs, between social work and the social sciences, is reflected in the different manner in which the problem is formulated.

Social work research concerns itself primarily
with studying demonstrated needs and evaluating its
ability to meet these needs. There is "pure" research
in social work, too, which promotes theory, but it dif-
fers from the theoretical approach of the social
sciences to the problem of need. The social sciences
cannot proceed beyond the evolution of theory, for un-
like social work with its social agencies, it lacks the
means to translate this theory into effective practice.

This survey was skewed in favor of theory and
its findings and application reflect this skew. It did
serve to demonstrate the common concern of the social
sciences (in this particular case only sociology) and
social work for human welfare and point out an area
(research) in which these two can jointly participate
in this aim. It also points the way to another area -
social action - where social work and the social
sciences might co-operate in the future. The practical
knowledge of social workers and the theoretical insights
of the social scientists, if combined and implemented,
could enrich the cause of social action.

The joint participation between sociology and
social work or specifically, the Women's Bureau and the

Maritime School of Social Work, serves as a base for a
social work research project. The difference in learn-
ing experience for the students doing the research was
significant in relation to the function of the project
in providing the means of orientation to research in
social work.

The learning experience is focused with the
writing of a report which is a potential for growth in
the student through intregration of previous knowledge
and the addition of new. Will in relation to limit-
ations, imposed , is a dynamic in this growth. These
limitations make realistic, the student's sense of
responsibility for self and toward his profession, as
he prepares to take on the role of a full time pro-
fessional person.

Relating to the survey itself, it is recommended
that further study be undertaken, preferably by social
work research persons. Since these mainly exist in
the schools of social work, and the student body, it is
recommended that if such a study should take place in
Halifax, the possibility of it being done as a project
for research in the Maritime School of Social Work, be
considered.

Since participation in a national survey is a

different and meaningful learning experience in re-
search for the student, it is suggested that, the
possibility of participation in other surveys, be ex-
plored. National associations, such as the Canadian
Association of Social Workers, might provide the op-
portunity for such a survey in social work.

It also suggested, that while the educational
value to the student is the primary aim of a research
project, some consideration be given to increasing its
value as a contribution to social work research and
indirectly to social work as a whole.

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objectives

★

The purpose of the Women's Bureau is to bring about a better understanding of the problems of women workers and their jobs and to promote good labour standards in all fields of women's employment.

★

The Bureau works with and through other branches of the Labour Department and the National Employment Service of the Unemployment Insurance Commission in all matters relating to women's work.

It is a centre for preparing, distributing and exchanging information on questions affecting women's employment.

It is also a channel of communication with women's groups, employer and labour organizations and government agencies interested in working women.

★

Among the subjects receiving initial consideration by the Women's Bureau are:

married women in employment

the occupations of women and their opportunities in new fields

the earnings of women

the special problems of younger and older women workers.

...ished 1954

...period of years the women's organiza-...Canada; speaking for large numbers of ...urged that a Women's Bureau be set ...Department of Labour.

...ating that the problems raised by these ...organizations *deserve* attention, the ...ent of Labour established, in September ...a Bureau which was to concern itself ...the particular problems of women workers.

...1901 the number of women in gainful ...ployment in Canada has increased five-fold ...the percentage of women in the working ...has almost doubled.

...y, almost a quarter of all Canadian wo-...and girls over the age of fourteen work ...larly for pay.

...see 1,935,000 women and girls make up ...most 23 per cent of the total Canadian labour ...rce.

...Their work is an essential contribution to the ...development of the Canadian economy and is ...bound up with the welfare of the nation.

facts and figures

★

Every third woman in the labour force is married.

In 1954 one-fifth of all women in the labour force were from 45 to 64 years of age.

★

The following table shows the wide variety of occupations filled by women. It should be noted, however, that they tend to concentrate in certain fields of work.

Occupation

Clerical ....
Service ....
Manufacturing and Mechanical
Professional ....
Commercial and Financial
Proprietary and Managerial
Agricultural ....
Communication ....
Construction, Transportation
Unskilled workers ....
Occupation unknown ....

★

The Bureau is concerned ... type of job—in ... dustrial establishment, ... the profession, ... vice occupations.

It is interested in ... to work, in the ... or single, whose ... the older women ... difficult problem.

facts and figures continued

★

The proportionate increase of women in the labour force by marital status, over the ten years from 1941 to 1951, was as follows:

Marital Status	Percentage Increase
Single women	9%
Married women	308%
Widows	13%

Over the same ten years, the proportionate increase of women in the labour force by age group was as follows:

Age Group	Percentage Increase
14 – 19 years	30%
20 – 24 ''	20%
25 – 34 ''	21%
35 – 44 ''	88%
45 – 54 ''	85%
55 – 64 ''	65%
65 and over	31%

★

The Women's Bureau welcomes suggestions, questions or requests for more complete information concerning its work from any interested individual or group.

Enquiries should be addressed to:

Miss Marion V. Royce,
Director, Women's Bureau,
Department of Labour,
Ottawa.

The
WOMEN'S BUREAU

of the
Department of Labour

Canada

SURVEY OF MARRIED WOMEN
WHO ARE WORKING FOR PAY

The samples for the Surveys of Married Women Who are Working for
Pay have been selected in eight major cities. The sample sizes are such
that a specified expected number of married working women will be included
in each sample.

City	Expected Take
Toronto	300
Halifax	70
Quebec	50
Montreal	300
Winnipeg	100
Saskatoon	40
Edmonton	60
Vancouver	150

Sample Design

Definitions

Dwelling   A dwelling is a structurally separate set of living premises
with a private entrance from outside the building or from a
common hallway or stairway inside. The entrance must not
be through anyone elses living quarters.

Household   Any person or group of persons occupying one dwelling is
defined as a household. A household consists of a family
group with or without servants, lodgers, etc. It also
consists of a group of unrelated persons sharing a dwelling
or even one person living alone. Hotels, and institutions,
may also contain a household or households consisting of
permanent residents.

The characteristic, a married woman who is working for pay occurs
infrequently in most cities, and is not found in only one specific part or area.
A suitable sample must, therefore, be scattered throughout the entire city. The
design of the sample incorporates a method known as multi-stage probability
sampling.

The first stage is the selection of a sample of blocks; the second
stage is the selection of dwellings within the chosen blocks; the final stage,
which entails a visit to the selected dwellings, is the selection, within the
chosen dwellings, of all married women who are working. Each dwelling has the
same chance of selection. A dwelling is not selected because Mr. Jones is
living there, or because it is thought to contain an average household; it is
thought to contain an average household; it is selected by chance so that with
all other dwellings selected in the same way, reliable estimates of totals can
be made.

A sample, rather than a census, is used to reduce the cost of the survey, and to provide current and reliable estimates with a minimum of delay.

Sampling Materials for Halifax

For the administration and direction of the survey in Halifax the following sampling materials are provided.

1) A map of the city proper on which the location of each selected block is shown. These blocks, which may comprise a group of city blocks, are numbered serially from 001 to 046.

2) A separate diagram of each block on which the street names of the block boundaries are shown. On the reverse side of each diagram the selected dwellings are listed by address. These and only these are the dwellings to be visited. If perchance the dwelling at the specified address is no longer a private residence (it may have been burned down, or demolished, or is now vacant, or converted to commercial use) no interview can be made, and no substitution or replacement taken. This will occur as the sample is designed not only to provide estimates of the number of married, working women, but also to reflect changes, such as demolitions, vacancies, and conversions to commercial use, which have taken place since 1954. The basic data used in the selection of the sample referred to the year 1954.

   If, at the listed address, there is more than one household, all households at the given address will be enumerated.

Enumeration Procedure

The sample size, that is the number of addresses at which calls will be made, is necessarily larger than the number of interviews of married, working women that will be obtained, as only a portion of these dwellings will house married working women. The procedure, described below, is designed to reduce the administrative problems and yet provide reliable estimates.

1. The Initial Visit - Someone at Home

a) If there is a married, working woman living in the dwelling and the information required can be obtained, a schedule or schedules will be completed. If only part of the information can be obtained a call-back to complete the interview will be required. This will include the case where a single schedule is not fully completed, or where there are two or more married working women and all the schedules were not completed.

b) If there are married, working women living in the dwelling but the information cannot be obtained for any of them the address of this dwelling will be inserted on a special list called the "Sub-sampling List".

2. The Initial Visit - No-one at Home

a) If there is no one home and no information as to whether there is a married, working woman living in the dwelling can be obtained, successive call-backs will be required until contact can be made. Dwellings will then be enumerated (1a) or added to the Sub-Sampling List (1b).

Successive call-backs are expensive. The enumerator should be encouraged to arrange his call-bakcs for times when the respondents would probably be at home. The number of call-backs depends on the allowable costs and the enumeration time available. However, a minimum of two call-backs should be made to obtain at least an initial contact.

3. Sub-Sampling List

When all selected dwellings have been interviewed or contacted, there will be a number of completed schedules and a list of dwellings (the Sup-Sampling List) in which married, working women live. A sub-sample will be selected systematically from this list to provide at least the difference between the expected number of completed interviews (page 1) and the number of completed interviews made on the initial contact (1a).

A sub-sample from this list must be made even if enough completed interviews were obtained at the initial contact. This is a necessary pre-caution to ensure unbiased estimates as the characteristics of married working women may differ according to their availability for interview.

As an example of the procedure outlined above suppose that in Toronto 100 completed interviews were obtained on the initial contact and that 400 potential interviews were listed on the Sub-Sampling List from which a sample of 200 is required. A sub-sample of one half of this list would be selected for interview by choosing a random start between 1 and 2, (suppose it is 1) and selecting the first address on the list, (that is the Sub-Sampling List which is formed by combining all the enumerators' Sub-Sampling Lists) and every second address thereafter. In general a systematic sample is drawn by first selecting a random number between 1 and k where 1/k is the sampling ratio. If the random number turns out to be (n) then the nth, (n/k)th, (n/2K)th, etc. units are drawn into the sample.

Suppose that from a complete list of 900 dwellings it is desired to select a sample of 15 dwellings or 1/60th of all the dwellings. A random number between 1 and 60 would be obtained by consulting a table of random numbers. This number and every 60th number thereafter would specify the dwellings to be selected. Using the attached table, the random number 36 was chosen, thus the sample would consist of the 36th, 96th, 156th, 216th .... dwellings on the list.

The schedules completed for dwellings on the Sub-Sampling Lists should be uniquely marked as the data for these dwellings must be weighted separately.

In review, the enumerator will contact each listed dwelling in each selected block.

1) If the dwelling is a commercial or institutional dwelling with no private dwelling within it, - no interview is obtained.

2) If the dwelling contains one or more private households the enumerator will interview all the households.

3) If a contact is made, either on the initial visit or after at least two call-backs, and no interview is obtained, the address of the dwelling will be entered on a Sub-Sample List. This List will also contain the addresses of those dwellings that could not be contacted even after a number of call-backs.

4) A sub-sample of dwellings will be selected from the Sub-Sampling List. Its size will be at least the difference between the required number of interviews and the number of interviews completed on the first contact.

Tabulations

The tabulation of the data must be made in two stages.

1) The data obtained from first interviews will be tabulated under the desired classifications.

2) The data obtained from interviews of dwellings selected from the Sub-Sampling List will be tabulated separately under the same classifications used in (1). This data will then be weighted by the universe of the sub-sampling ratio and added to the corresponding totals in (1). This will provide a balanced sample of dwellings and households.

The distributions obtained from this sample will refer to a universe defined as "persons living in private dwellings within the City of Halifax".

Prepared by:

Sampling and Analysis Section,
Special Surveys Division,
Dominion Bureau of Statistics,

November, 1955.

SURVEY OF MARRIED WOMEN WHO ARE WORKING FOR PAY

**UNDER THE AUSPICES OF THE WOMEN'S BUREAU
DEPARTMENT OF LABOUR, OTTAWA**

Interviewer ....

Male .... **Female** ....

Married .... **Single** .... **Other** ....

Schedule Number	
Block Number	
Household Number	
Date of Interview	
Length of Interview	

Department of Labour, Canada
Women's Bureau

SURVEY OF MARRIED WOMEN WHO ARE WORKING FOR PAY

Enumerator's Schedule

SECTION I - STATEMENTS OF THE WOMAN INTERVIEWED

PART "A" - BACKGROUND INFORMATION

1. Married ....   Widowed ....   Divorced ....   Separated ....

2. Dependent children: Yes ....   No ....

3. Worked in Canada for pay or profit for the equivalent of three
   months or longer in the twelve months preceding the interview:

   Yes ....   No ....

4. Age group:

   14 - 19 years ....   35 - 44 years ....
   20 - 24 years ....   45 - 54 years ....   65 and over ....
   25 - 34 years ....   55 - 64 years ....

5. Country of birth: ....   Year of entry to Canada ....
                                              (If applicable)

6. Level of education. (Specify country if outside Canada)

   Grade completed (elementary or secondary school) ....

   Other formal education:

      College or university   Vocational, and/or
                                               Professional Training

PART "B" - CURRENT OR LAST JOB AND WORK HISTORY

7. (a) Currently working for pay or profit: Yes ....   No ....

   (b) Where or for whom works (worked).

       Description of work.

       What the business, firm or employer does.

       Working (worked) for more than   Working (worked) at two jobs
       one employer ....   at the same time ....

       Working (worked) for pay or
       profit in own home ....

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

Daily working hours
Total hours worked per week
Specific days worked in the week

(d) If "no" for (c): Part-time ....   Seasonal ....   Casual ....

> Arrangement of hours, days, weeks, etc. worked

Why? (give details)

(i) lack of full-time regular jobs

(ii) lack of adequate training for available full-time regular jobs

(iii) home responsibilities

(iv) personal preference

(e) What the person interviewed:

(i) likes (liked) about her working hours

(ii) dislikes (disliked) about her working hours

(f) <u>Earnings from employment</u> or <u>net earnings from business operated
by the woman interviewed.</u>
Approximate earnings in the twelve months preceding the
interview (in round figures to the nearest $100).

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

    3 months, but less than 6 months   ....

                                     12 months ....

    6 months, but less than 12 months ....

9. Has the woman interviewed ever contributed to a pension fund in
connection with a job?

                Yes ....   No ....

10. <u>Work History</u>

    (This space to be used by the enumerator for preliminary
notes on work history.)

years

Work History Chart

(a) Approximate age when the
    woman interviewed first
    started to work
    regularly ....

(b) What she was doing before
    that time. (Enter
    previous activity)

    ....

    ....

(c) Kind of work she did in
    her first job.
    How long was she doing
    that kind of work?
    (Enter on chart periods
    of six months or longer.)
    What did she do then?
    Why did she change her
    kind of work?
    Why did she stop working?
    Etc.
    (Get work and out-of-
    labour force history.)

(d) Approximate age when:
    (i) she married;
    (ii) her first baby was
         born;
    (iii) her last baby was
         born.

2-
4-
6-
8-
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18-
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24-
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28-
30-
32-
34-
36-
38-
40-

PART "C" - HUSBAND'S JOB

11. (a) Where or for whom husband works.

    Description of work.

    What the business, firm or employer does.

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

Daily working hours
Total hours worked per week
Specific days worked in the week

(c) If "no" for (b): Part-time .... Seasonal ... Casual ....

Arrangement of hours, days, weeks, etc. worked

(d) Husband not working and why:

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

    Other reasons (specify)

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

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

    less than 3 months ....

    3 months, but less than 6 months ....

    6 months, but less than 12 months ....

    12 months ....

PART "D" - HOME RESPONSIBILITIES

13. Persons living in the household:

The woman herself   ....   Other relatives (list,
Husband   ....   showing relationship to her)
Number of sons   ....
Number of daughters ....

Number of roomers   ....
Number of Boarders:

    Lodging and meals   ....
    Meals   ....

> Numbers 14, 15, and 16
> DO NOT APPLY
> if the woman interviewed has no
> DEPENDENT children

14. Number of dependent children: ....

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

(Do not list sons or daughters who are earning their own living and still at home.)

Attending schools, college, university, etc.	Age and sex of each dependent child											
	Age	Sex	Age	Sex	Age	Sex	Age	Sex	Age	Sex	Age	Sex
Not in school												
Nursery School or Kindergarten												
Grades 1 to 8 inclusive												
Grades 9 to 13 inclusive												
College or University												
Other (specify)												

Special information re adult children (over 16 years of age) who are neither self-supporting nor continuing education or training.

15. <u>Care of children while the mother is employed</u>
    (note specific arrangements including details of cost, if any)

16. In what ways is the mother:

    (a) Satisfied with arrangements for child care?

    (b) Dissatisfied with arrangements for child care?

17. <u>How does the woman interviewed run her home when working for pay?</u>

    (a) Routine of household duties.

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

(c) <u>Paid services used by the woman interviewed</u>

Paid Services	Explanation	Approximate Cost
Laundry		
Diaper Service		
Housecleaning		
Meals		
Other		

(d) In what ways is she:

    (i) Satisfied with the above arrangements?

    (ii) Dissatisfied with the above arrangements?

18. <u>Housing</u>

House ....   Apartment or flat ....

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

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

How many rooms of housekeeping? ....

Who else shares responsibility for housekeeping? ....

PART "E" - OTHER INTERESTS

19. <u>Pattern of other interests when working for pay.</u>

(a) Personal interests, activities or hobbies.

(b) Active participation in clubs, organizations, church
activities (denomination not necessary).

(c) Other recreational activities shared as a family group.

(d) Comments about time available for interests other than
her job and family responsibilities.

PART "F" - ATTITUDE INFORMATION
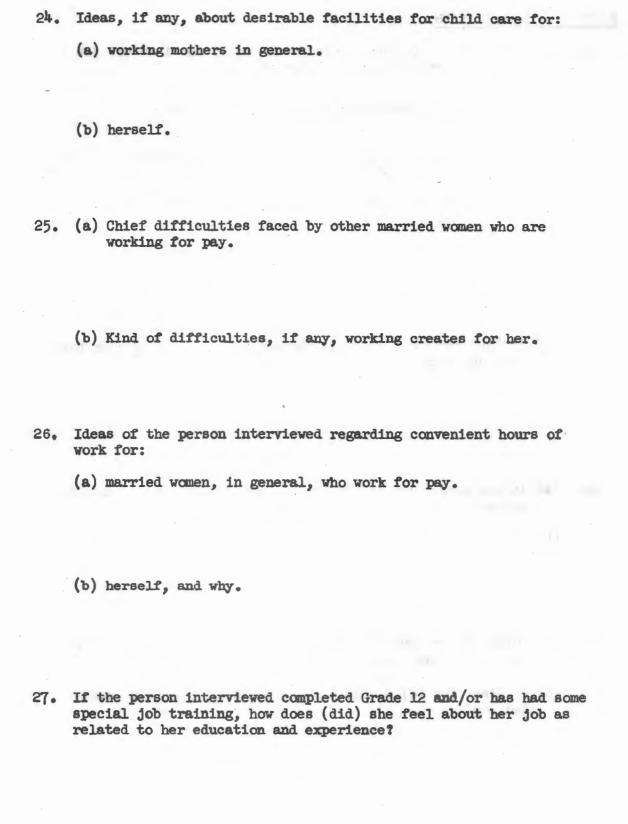
20. (a) Purposes the woman interviewed has in working.

   (b) To what extent does she feel she is achieving these purposes through work?

21. What the woman interviewed thinks she has:

   (a) gained by working?

   (b) lost by working?

22. (a) What does the husband think about his wife working?

    (b) What do (dependent) children think of their mother working?

    (c) What do other relatives and friends think of her working?

23. (a) Comments of the woman interviewed regarding the effects of her working on her children:

    (i) in terms of gains.

    (ii) in terms of anything they have lacked.

    (b) What reservations, if any, has she with regard to leaving her (dependent) children while she is working?

24. Ideas, if any, about desirable facilities for child care for:

(a) working mothers in general.

(b) herself.

25. (a) Chief difficulties faced by other married women who are working for pay.

(b) Kind of difficulties, if any, working creates for her.

26. Ideas of the person interviewed regarding convenient hours of work for:

(a) married women, in general, who work for pay.

(b) herself, and why.

27. If the person interviewed completed Grade 12 and/or has had some special job training, how does (did) she feel about her job as related to her education and experience?

PART "G" - FUTURE PLANS

    28. (a) What the person interviewed would do if she lost her job
           (look for work or not look for work.)

        (b) How long she expects to go on working for pay.

    29. (a) Whether or not the person interviewed is now working, is she
           actively looking for work at the present time? Yes .... No ....

        (b) If "yes for (a) - how, and in what kind of work is she
           interested?

        (c) If "no" for (a) - does she intend to seek work at some future
           time and under what circumstances?

    30. (a) Is the person interviewed taking any education or training at the
           present time? Yes .... No ....

        (b) If "yes" for (a) - what?

    31. (a) Would the person interviewed be interested in job training?
           Yes .... No ....

        (b) If "yes" for (a) - what type of training would she choose
           and why?

SECTION II - ENUMERATOR'S ANALYSIS
(NOT to be filled in at time of interview.)

Note any discrepancies in statements of the person interviewed.

A. Reasons why the person interviewed is (was) working for pay or profit.

B. Does (did) job measure up to educational and occupational training.

     Yes ....   No ....

                          Choice (explain)

                          Limitation of employment possibilities (explain)

C. Other comments