

and children. Drs. Mary Salter and Karl Bernhardt administered the program. Salter was assigned the "strenuous commission" of meeting the British war guests at eastern Canadian ports and arranging their transportation to Toronto. Bernhardt then directed the British guests to placement homes. By the summer of 1940, twenty mothers and one hundred and fifty children had been brought to Canada. The Garrison Lane Nursery Training School opened in Birmingham, England on July 1st, 1942 as a training centre for British child care workers. Staffed by women psychologists from the Institute of Child Study, the school offered a three-week course in child study to British women who would run nursery school units throughout the country. By 1943, over three thousand units had been established.

As in Britain, women's wartime employment in Canada necessitated a rapid expansion of children's day care by the early 1940s. In July 1942 federal and provincial government agreements were signed to finance the creation of day care facilities; psychologist Dorothy Millichamp and the Institute of Child Study subsequently played a major role in the establishment and administration of wartime nurseries throughout Ontario. Millichamp was appointed Director of government day nurseries in Ontario immediately following enactment of the federal-provincial agreements. Responsible for locating facilities, equipment, and staff as well as developing programs, Millichamp reported having made "considerable progress" already by April 1943 with four day nurseries in operation in Toronto and "more...to be established soon." By October, the city had nine day nurseries and Dorothy Millichamp assumed responsibilities as Organizing Secretary for wartime day nurseries throughout the

province. Recognizing the establishment of these nurseries as a "valuable means of demonstrating childhood education to an increasingly interested public," Millichamp was careful to select only trained personnel for the facilities. The nurseries were staffed by women graduates of the Institute's Diploma Course in Child Study and the "untiring efforts" of hundreds of female volunteers. The Canadian Women's Volunteer Services contacted the Institute of Child Study as early as the fall of 1941 requesting the Institute begin "emergency intensive" training courses for volunteers working in nursery schools and creches. A programme consisting of six lectures on the principles of child training was established and supplemented with observational and practical experience in the Nursery School at the Institute of Child Study. Reports toward the end of the war estimated that over five hundred women eventually participated in voluntary work with the wartime day nurseries in Ontario.

Women's position in psychology declined abruptly following the Second World War with the influx of men into the profession, the re-orientation of the discipline to experimental psychology, and the intensification of discriminatory attitudes and practices in the field. Female enrolment in undergraduate psychology courses dropped from over 80% in 1940 to 48% by 1959. The number of women in graduate programs plummeted and female faculty in the Department of Psychology at the University of Toronto declined from 30% in 1930 to 11% by 1950. No women psychologists were appointed to professorships from 1947 to 1961; women's participation in the membership of professional associations slumped by the mid 1970s to 22% of the CPA and 16% of the OPA.

The predominance of women in psy-

chology from 1920 to 1945 was ultimately closely connected to the status and orientation of the field prior to the Second World War. As a new discipline and profession, psychology lacked the prestige and legitimation associated with older disciplines. Consequently, few men entered the field. Oriented primarily towards the study of child development, psychology undoubtedly held little attraction for men. For women, however, this orientation closely paralleled traditional female interests and thus represented a new and legitimate area of potential employment in a period when women were entering the public workforce in unprecedented numbers. While few women ever attained positions in the upper echelons of psychology during the inter-war period or enjoyed a full equal status within the profession, women psychologists nevertheless occupied a highly active, visible, and varied position in the field. Their presence was far from marginal. In fact, women were crucial to the development and advancement of psychology in its formative years. One wonders if Toronto could have been a leading centre in psychology in Canada had it not been for the participation of women psychologists in the discipline.

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Content

voices joining together making sense
sounding nice I guess that's harmony
so nice outside inside I feel nice
content to know you are out there
but you still love me even though you
can't see me or hear me or feel me
I still love you too
I wish you weren't out there but you are

I won't phone this time I'll wait
very patiently I trust you sort of
I guess it is others that I don't trust
if that be the proper word insecure as I
am
I need you too
so nice so nice just like a summer day
we could go for a walk have a talk
hold hands laugh and drink from a
fountain
or contentedly read a book stay home
watch tv wonder what we are going to
live on

fall into bed explore one concept of love
I want you still voices joining together
making sense
abruptly I hear loud noises trucks cars
the reality of the news so sad but too
bad
people right outside my window going
right on living while I stopped to dream
filling me with more content
content can swallow miles
and even though I can't see you, hear
you or feel you
I still love you