

THE DAY NURSERIES IN VIRGINIA

The day nursery provides a place where children are cared for during the day while the mother works away from home. Some idea of the character of the typical day nursery is to be had from the statement of essential minimum standards, as arranged by C. C. Carstens, Director of Child Welfare League of America, and approved by the Association of Day Nurseries of New York City.

Essential Standards of a Day Nursery

1. Hygienic plumbing.
2. Walls, ceilings, floors must be finished so as to be washable.
3. Examination of child by physician before entrance.
4. Examination of children by physician once a month, stripped if possible.
5. Daily examination of each child by Matron or Superintendent before admission to nursery.
6. Investigation of cases before entrance.
7. Continued investigation of cases where exceptional.
8. All children must be given two meals a day.
9. Dietary recommended by Federation should be used.
10. All children should wear nursery aprons, and infants should be dressed in nursery clothes where possible.
11. The clothes of each child should be hung in a well ventilated closet far enough apart to avoid contact. (Mess bags recommended.)
12. Separate towels, spoons, etc., for each child obligatory.
13. Only eight infants or sixteen runabouts should be under the care of one attendant. A kindergarten teacher should have an assistant for more than twenty-five children.
14. Simple records of each child must be kept. Annual reports should be printed following suggestions of the Federation.

Purpose and Work

While the purpose of the day nursery is primarily to care for the children during the day, it reaches out and spreads its in-

fluence into the homes of the children. One of the best ways to approach the mother is through the child's health. Here the nursery has an opportunity to teach both by word and example. The child's health is a problem of first importance. The children are examined every morning by the nurse and once a month by a doctor, or oftener if necessary. Often the mother is suffering from the neglect of fundamental health principles and when she is shown the principles which underlie the health of her child, she may learn to apply them to herself.

The other vital subject, which is not so easy to approach, is that of discipline, but this ties up very closely with the problem of regular hours and proper nutrition for the child.

The nursery keeps in touch with the mothers by making it a point that nurses shall talk with mothers when they bring the children, and by having special programs for the mothers. Some of the nurseries have mothers' classes which meet once a week. Here the others are taught the fundamentals of child care, and, if they are foreign mothers, they are taught English also.

There are other problems besides those of health and discipline, which must be considered most carefully. Dr. Chas. R. Lambert, of Columbia University, has put it aptly, "The bulk of human suffering does not come from bruises, broken bones or infections. Those are things that hurt least. What hurts from the cradle to the grave is wanting and not getting, unfulfilled ambitions and wishes on one hand, and no opportunities to attain them on the other. That is the gap that sometimes hurts and leads to moods and grouches in all ages and with men and women. It all comes to the question of how the individual learns to adjust his life to his surroundings."

Some children do not naturally drop their offending ways and if they can be taken early, they can be controlled and saved from suffering. This problem of human adjustment is considered most carefully by the nursery director, or person in charge, and every effort is made to bring the child into harmony with society and with itself.

The plan of work depends to a certain

FAMILY CARD Name of Nursery..... Case No..... Address

Name of Family.....Address Accepted Refused

SPECIAL INVESTIGATION Widower—Separated—Deserted—Divorced

Name of Father..... Name of Mother Address Address Religion Religion .. Nationality Nationality Legal Residence Legal Residence Age..... Occupation Age Occupation Where employed Days per week.....Hours per day..... IncomeSteady work Income Physical condition Physical condition

CHILDREN IN FAMILY

OTHER SOURCES of INCOME or SUPPORT

Name Age BoardersPaying Relief Agencies Rent \$.....Own home? Is income at all times insufficient or is this a temporary emergency?..... Any at Work?..... Income.....

Remarks upon general conditions and reasons why mother must work away from home if children are accepted; if refused state reasons why.

Date Signed Investigator

CHILD'S CARD Name of NurseryCase No. Address

NameBirthday School Grade

PREVIOUS MEDICAL HISTORY

VaccinatedMeasles.....Scarlet Fever.....Diphtheria.....Mumps..... Chicken-pox.....Small-pox..... Whooping Cough..Typhoid.....T. B..... Rheumatism.....Pneumonia..... Malaria.....Chore..... Operations..... Otitis Media

PRESENT PHYSICAL CONDITION

HeightWeight Heart % below normal..... Lungs General Development Glands Condition of Eyes, Lids..... Abdomen Vision Spine Condition of Teeth..... Orthopaedic defects Condition of Ears..... Genitalia Nasal Passages Sign if Contagious Disease Condition of Tonsils Need for laboratory tests?..... Condition of Skin.....

Recommendations for corrections to be made, treatment to be given or laboratory test to be made.

Date SignedM. D.

SUBSEQUENT EXAMINATIONS OR CORRECTIONS

Table with 5 columns: Date, Height, Weight, Noted by Dr. or Nurse, Signed. Multiple rows of dotted lines for data entry.

extent on the nursery, but the daily routine is everywhere very much the same. This is a typical day for any day nursery.

1. Inspection of each child by nurse in charge.
 - a. Babies are always bathed and are often dressed in nursery clothes. The other children are bathed, and dressed in nursery clothes if necessary.
2. Those old enough are sent to kindergarten and school.
3. The others have a period of play, then a nap.
4. Another period of play.
5. Hot lunch for all. (Those who are at school and kindergarten come to the nursery.)
6. Nap for all.
7. Play (each child is allowed to select the toy he wishes to play with.)
8. Light lunch.
9. Story telling hour.
10. Dressed in their own clothes, all ready to go home.

Standards for Admittance

Who shall be admitted? is the next big question. This is often very hard to decide, especially when the number of applicants

exceeds the number of places open, and the day nursery always tries to help those who need it most. It does not care for children to make it possible for the mother to go away from home to work, but for those children whose mothers *must* work away from home. Very thorough investigation is made of conditions before any child is admitted. In Ohio, where day nursery work has been carefully organized, information cards (page 189) must be filled out before a child is allowed to enter a day nursery.

This is more of an ideal than a typical condition, but every nursery does require a physical examination before the child can be admitted, and some information about needs and home conditions is insisted upon.

The problem of finance is taken care of in various ways, but these are the ways common to all:

1. Private subscriptions.
2. Donations.
3. Supported by a factory.
4. Charity organization.
5. Churches.
6. Entertainments by directors.
7. Tag Day.
8. Patrons. (Smallest contribution of all.)

VIRGINIA'S DAY NURSERIES

Name of Nursery	Location	Date Established	No. of Nurses	Other Employees	No. of Children	Ages Admitted	No. Hours Open	How Supported
Sunnyside Day Nursery.	Richmond	1920	1	1 Assistant Nurse	30	6 months to 8 years	5:30 A. M. to 6:00 P. M.	By Patrons By the City By Entertainments given by the Board
Belle Bryan Day Nursery.	Richmond	1890	3	1 Matron	60	1 month to 12 years	7:00 A. M. to 6:00 P. M.	By Tag Day By Endowment Fund By City
Schoolfield Day Nursery.	Schoolfield	1905	1	Assistant Nurse part time. 2 Matrons. 1 Maid. 1 Cook	40	6 months to 12 years	6:00 A. M. to 6:00 P. M.	By Dan River Cotton Mills
Norfolk Day Nursery.	Norfolk	1900	1	1 Assistant Nurse Maid	28	6 months to 10 years	7:00 A. M. to 7:00 P. M.	By City By Donat's By Parents
Norfolk Baptist Ch. Day Nursery, (col.)	Norfolk	1920	Supervised by Nurse of "The Kings Daughters"	2 Practical Nurses	20	3 weeks to 7 years	7:00 A. M. to 7:00 P. M.	By First Baptist Ch.

In Virginia there are seven day nurseries. The five white nurseries are:

Belle Bryan Day Nursery, Richmond, Va.; Sunnyside Day Nursery, Richmond, Va.; Fulton Day Nursery, Richmond, Va.; Schoolfield Day Nursery, Danville, Va.; and the Norfolk Day Nursery, Norfolk, Va.

The two colored nurseries are: First Baptist Church Day Nursery, Norfolk, Va.; and Miller Day Nursery, Portsmouth, Va.

A letter was sent to each asking for information about its work. Five of the seven were heard from, and the preceding chart, (page 190) summarizes the information that was collected.

The children are given about the same attention in each of the day nurseries. They are inspected in the morning by the day nurse, and the babies are bathed and dressed in nursery clothes, if their own are not clean and comfortable. The older children are sent to school and kindergarten. After a hot lunch, there is a rest period when most of the smaller children sleep. The afternoon is given over to play. The girl scouts often come and entertain the children by telling them stories, reading or playing games with them. A light lunch is usually served before the children go home.

The work in Virginia has been growing slowly, but as the importance of giving the pre-school child proper care is being stressed more and more, it is believed that every town in Virginia will have a day nursery, or better, a nursery school where more stress is laid on mental development.

We have heretofore provided chiefly for the physical well being of the pre-school child, but it has been found that if the child is to be truly happy, his mental side must be developed as well as the physical.

In cooperation with Professor Patty Hill of Teachers College, Columbia University, a nursery school demonstration was carried on at Manhattanville. It was very successful. Since that time similar demonstrations have been carried on in the Flat-hurst Nursery of Brooklyn, and in the Green House Nursery of New York, with equal success. In the Green House Nursery School, they have worked out a set of mental tests for babies. This has not been used enough to get any definite results.

The children are divided into classes, according to age and mental ability. The object is to help the children attain the fullest possible development, both physical and mental, to guide his social relations and to help him to form right habits, habits that will function in the home and in after-life as well as in school.

The importance of this new movement is shown by the fact that Columbia University has recently opened a department for training teachers to meet the demands in the newly established school. To the day nursery or the nursery school we are looking to give the children of working mothers their birthright of intellect, care in happy wholesome surroundings, for the hope of tomorrow lies in the children of today.

MARY LIPPARD.

AFRICA MAKES PROGRESS

"The thing that impressed me most was the tremendous variety of nations," said Dr. James Hardy Dillard, of Charlottesville, Va., president of the Jeans and Slater Boards, in his recent address before a mass meeting of ministers, teachers, and farmers, held in Ogden Hall, Hampton Institute.

"The nations differed among themselves more than the nations of Europe—in habits, customs, language, and religion. I was longest in Kenya, an English colony five times as large as the State of Virginia. There were at least a dozen nations and languages in Kenya, not to speak of the differences in the people. The national differences are very striking.

"Another striking thing is the improvement in the condition of the women. The men used to do the fighting and the women did the work. Of their own accord this has stopped. This a great step forward. There are government workers going about showing people how to raise things better. The natives raise good tobacco and cotton. In one country the production of cotton is growing appreciably. England is determined to raise her own cotton."

Africans Seek Education

"The one thing that struck me on the way down the coast is the determination of