

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

the natives to have an education. They are going to have it. I went out in the country and saw what the people themselves were doing. Those people are finding out that there is something that helps to keep their interest; that is, education, and they are determined to get it. Missionary students have started schools. In one school forty or fifty students were being taught. They were working on slates and all were interested in my seeing their slates. They appreciated my interest.

"There was a native college in Africa where the students who attend had to pass an examination harder than any college in America. There were seventy genuine college students, and a fine medical school is going to be established there.

"Every child of God has to have a chance. We simply have to go on working to do the best we can. It is spreading the kingdom of heaven. It means more light, the light of education for all, and each one can in his own humble way so do his task that he will help this work."

#### *Right Work the Test*

Doctor Dillard was introduced by Principal J. E. Gregg of Hampton Institute as "a friend of all men everywhere." Doctor Dillard said in part "farmers have to work hard; teachers have to work hard; but the hardest work of all, if he does his job right, is the preacher. Jesus Christ never did talk about groups of people. The right thing is to think about human beings. Think about that individual mother, that individual father, that individual child. Get out of the habit of talking about groups, of putting people into a mass. Talk of individual men and women.

"No calling is any higher than another calling in a way. The difference is not the difference in callings or work. The difference lies in the handling that you put into the work. I cannot conceive of a farmer doing nothing but plow his fields and care for his crops. I cannot conceive of a teacher teaching the children and nothing else. It is the spirit, the attitude, that we have; and, if your work is really preparing for the great positions of life, we have to look out for the way in which we do that work.

"We must think about our relation to others who will be affected by our work and by our attitude. We must not think about ourselves. The less you think about yourself in your work the surer that work is to be the right kind of work. Think about what you are to do with reference to the work itself. It must be good work."

#### ALMOST FIFTEEN HUNDRED DEGREES

Over seven hundred degrees were conferred by the University of Chicago at its recent June convention, which included 480 Bachelor's degrees in the Colleges of Arts, Literature and Science, Commerce and Administration, and Education; 21 degrees in the Divinity School; 60 in the Law School; and 146 in the Graduate Schools of Arts, Literature and Science.

At the four conventions of the academic year 1923-24 the degree of Bachelor of Arts, Philosophy, or Science was conferred on 901 graduate; that of Bachelor of Laws on 24; that of Master of Arts or Science on 342. Six received the degree of Bachelor of Divinity; 58 that of Doctor of Law (J.D.); and 124 that of Doctor of Philosophy.

The total number of degrees conferred for the year 1923-24 was 1,455; and the total number during the thirty-three years of the University's history is 19,080.

#### A PRESENT MENACE

As a matter of sober fact Fundamentalism is the most sinister force that has yet attacked freedom of teaching. Attempted coercion by commercial and political interests has never shown a tenth of the vitality and earnestness of this menace. In the southwest it has won sympathy and support in two other widespread movements. As is to be expected in an effort that is undoubtedly religious in original impulse but that inevitably becomes political in method and affiliations, it is used by other interests to cover their own purposes. While a dozen or more dismissals have occurred (two of them in state institutions), this fact does not begin to measure the evil effect of the movement upon the teaching profession, and in general upon the forces that ought to be cooperating for good in the nation.—Joseph Villers Denney, President of the American Association of University Professors.