

Nurseries, Industrial ✓

A REPORT OF A CONFERENCE ON

Day Care And The Working Mother.



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BALTIMORE REGIONAL JOINT BOARD

AMALGAMATED CLOTHING WORKERS OF AMERICA (AFL-CIO)

HELD JUNE 17, 1967.

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BALTIMORE REGIONAL JOINT BOARD
AMALGAMATED CLOTHING WORKERS OF AMERICA, AFL-CIO
HELD JUNE 17, 1967 **BALTIMORE, MARYLAND**

Jeanette Stats, Editor
Sam Nocella, Jr., Photographs

PROGRAM
DAY CARE AND THE WORKING MOTHER
SATURDAY, JUNE 17, 1967

TIME A.M.	ACTIVITY	SPEAKER
9:00- 9:30	Registration	
9:30- 9:35	Greetings	Mayor Theodore McKeldin
9:35- 9:45	Opening Address	Mr. Sam Nocella Manager, Baltimore Regional Joint Board—ACWA
9:45-10:00	The Working Mother—Magnitude of the Problem on a National Scale	Mary Dublin Keyserling Director, Women's Bureau U.S. Department of Labor Washington, D.C.
10:00-10:10	The Working Mother—Magnitude of the Problem on a Personal Scale	A Union Member
10:10-10:25	The Importance of Pre-School Programmed Group Development Centers in Juvenile Social Adjustments	The Honorable John E. Raine, Jr. Associate Judge of the Circuit Court, Baltimore County
10:25-10:40	The Working Mother—The Employer's Point of View	Mr. Ted S. Decker Vice-President of L. Greif & Bros., Inc.
10:55-11:10	Standards and Regulations— Why Are They Necessary?	Robert E. Farber, M.D. Commissioner of Health Baltimore City Health Dept.
11:10-11:40	The Importance of the Early Formative Years in Childhood Education	John Walton, Ph.D. Chairman, Department of Education Johns Hopkins University
11:40-12:00	Walk to Ground Breaking Site	
P.M.		
12:00-12:30	Ground Breaking Ceremonies	
12:30-12:50	Walk back to Baltimore Regional Joint Board	
12:50- 2:30	Luncheon Speeches by Officials	
2:30- 4:00	Workshops	
	Workshop I—The Child Health and Development Center and the Community	
	Workshop II—The Child Health and Development Center and the Working Mother	
	Workshop III—Services and Functions of the Child Health and Development Centers	
	Workshop IV—Standards—Facilities and Personnel	
	Workshop V—Financing the Child Health and Development Centers	
4:15- 4:30	Summaries of Workshops	
4:30- 4:45	Summation of Workshops	Frank T. Rafferty, M.D. Professor of Psychiatry and Director of the Division of Child Psychiatry Psychiatric Institute University of Maryland

FOREWORD

A MOST SIGNIFICANT EVENT in America's social history occurred in Baltimore, Maryland when the trustees of the Baltimore Regional Joint Board, Amalgamated Clothing Workers of America, Health and Welfare Fund and the men's clothing industry agreed in their contract negotiations to finance the building of day care centers for the children whose mothers are employed by those firms under the jurisdiction of the Baltimore Regional Joint Board, A.C.W. of A.

On June 17, 1967 at noon, ground was broken for the center to be erected in Baltimore, Maryland. The ceremony was attended by national, regional and local union leaders and union members; industry leaders; City, State and Federal officials; educators, as well as authorities in child day care and many other interested citizens.

The morning and afternoon of that memorable day were devoted to discussions of all aspects of day care. Speakers, workshop leaders, and panel members represented virtually all of the disciplines involved in providing good care for children and their views are presented in this report.

The purpose of this publication is twofold: *First*—it is to make available to other group as well as to other unions and industries a record that may be of help to them in similar undertakings; and *Second*—it is to commemorate an occasion which marked a turning point in the struggle of women workers for help in solving their most pressing problem—adequate care for their children while they work.

It is our profound belief that our most priceless asset is our children. We believe, also, that what can be done here can be duplicated in hundreds of places throughout the nation if there is the will and the commitment to do so. If our efforts here can help to stimulate similar efforts, then we, union and industry, will have taken a very long step toward the solution of one of our nation's most important social problems.

Our deepest thanks are extended to all who contributed to make June 17, 1967 a day that enlarged our minds and spirits as we embarked on our journey toward the fulfillment of a long-held dream.

A handwritten signature in cursive script that reads "Sam Nocella".

Sam Nocella, Vice-President
Amalgamated Clothing Workers of America, AFL-CIO
and
Manager—Baltimore Regional Joint Board, A.C.W.A.

**MR. SAM NOCELLA, Vice President
Amalgamated Clothing Workers of America
Manager, Baltimore Regional Joint Board**



ON BEHALF OF THE Regional Joint Board, A.C.W.A. Health and Welfare Fund, allow me to welcome you to this Conference called to explore a topic which I think is one of the most important social problems of the day—the care of the children of the working mothers.

I am sure that in this audience are gathered the best brains and the most expert technicians on the subject. I am also aware that a great deal of this knowledge has been disseminated and made available to thousands of people throughout the country. I am confident also that many of you have lived with this problem for years, have sacrificed and worked intensively; you have promoted and “seminared” without end; you have raised funds to carry on the good work; and you have contacted the political leaders of our country and they have smiled sympathetically and promised support: but the magnitude of the problem is still with us. With the possible exception of the Head Start Program, which was the first peacetime venture in this field by the Federal Government, there is still no general program. Most of the few day care ventures are private and discouragingly expensive. So the problem, by and large, has not been resolved. It remains a tragic consequence of our industrial age—a problem which has been neatly swept under the rug.

Why? We have all the necessary knowledge; we know what must be done, but yet we have no child day care centers. We have no child care centers but we know they exist in other countries and behind the iron curtain. Are other countries more efficient than we or do they love their children more than we do? No. I don't think so. They are realists and they reason that if you take the mother away from the home and employ her, something must be done about the children who are left without supervision and without the love and attention that only a mother can give. While the facilities provided by these other countries cannot give the children all the love they require, they can, at least, give them the necessary attention and supervision.

We, on the other hand, have promoted and cajoled the mothers to leave home and follow careers but we have done nothing about the children left behind. In all the want ads for female help, do you ever read of an employer promising to provide day care for the children?

What do we have against our children? Apparently we are always trying to save them but for some reason our methods often take very peculiar forms. For instance, years ago we took children into the mines and mills to teach them work as a matter of good discipline, for work, we believed, was good for the soul and the body. When we saw them dying prematurely, we then tried to save them by passing child labor laws. After the laws were passed we made sure they stayed in school. Then having given them the opportunity for good educations, our industrial system apparently decided they didn't need mothers or supervision. Now we take the mothers, put them in the factories and offices and leave the children to themselves, confident that they can meet their growing-up problems.

We go on year after year, spending a terrific amount of time and money on the problem of juvenile delinquency. Our youth problems are probably among the worst, but what can we expect when a whole generation has grown up with very little maternal supervision? Is juvenile delinquency on the increase? Of course. And it will get worse as long as we keep looking in the wrong places for solutions.

You know as well as I that a major cause of our social problems is the great American industrial machinery. Our great productive efficiency needs more and more manpower. It devours manpower omnivorously—with an almost insatiable appetite. What then shall we do? Continue talking, go on with our seminars, or begin to place the responsibility where it properly belongs—on the employer and the federal government?

We in the A.C.W.A. have a penchant for pioneering. Not just for the sake of pioneering but because we recognize needs. We recognized a need when we established unemployment compensation in 1924 for the men's clothing industry. Had we had it on a national level, much of the suffering during the depression years would have been mitigated. We launched co-operative housing and labor banking in this country for the purpose of providing low rent apartments and low interest loans for our members. We also paved the way for low rent housing which is generally accepted in the country today. Once more, recognizing a vital social need, we begin the establishment of day care centers for the children of the mothers working in the men's clothing industry.

We recognize that our industry has gone through tremendous changes. Forty years ago the men's clothing industry employed 80 percent males and 20 percent females. Now the pattern has reversed—it is 80 percent females and 20 percent males.

Our actions to provide day care are a result of our close association with the problems of working mothers in our industry. We were close to their anxiety and worry about their children, and we knew of the lack of qualified day care centers in their areas. We were keenly

aware of the problems of absence from the job by these people. We saw what this problem was doing to the working mothers and we saw the need for creating conditions in which a female worker can work to produce a good commodity, free from tension and anxiety. We also saw the need of providing for a better educated community by aiding the educational system of our country; of producing better pupils by beginning instruction at an early age and preparing children for the school years ahead so that they would be better citizens of our community and our country. Our union, together with the clothing industry, will develop these centers for all these reasons.

Today, we will break ground for the first one of the three to be built simultaneously in this area. There are more than 2,300 children, ages 2-6, whom we must provide for in this undertaking. These three centers are only the beginning. Eventually we will have 15 centers in our area. Because our industry does light manufacturing, we are able to build these centers close to the factories so that a mother can bring her child in the morning and pick him up after work.

We will have a qualified teacher and a registered nurse in every center, together with a doctor on call to make sure that the child's health is rigorously supervised. We will provide them with breakfast and a main meal at 12 o'clock plus a snack in the afternoon. And in addition, we will employ all the new techniques of teaching children initiative and development to prepare them for the years ahead.

We know that this will cost a great deal of money but I am confident that the employers in the men's clothing industry are sufficiently foresighted to take care of this problem. We hope that our example will not be lost on the rest of the labor movement. We hope that it will put to rest that shibboleth of the past—that women have taken away men's jobs. With 31,000,000 women employed, men could not replace them. So we hope that, with your participation and your ideas, we can dramatize the existence of this problem, here and everywhere, to the end that other unions, other industries, and state and federal governments will bend to the task of making American children the best brought up children in the world.

THE HONORABLE THEODORE R. McKELDIN
Mayor of Baltimore City



I BROUGHT, FIRST OF ALL, a special gavel to give to Sam Nocella—he has done such a magnificent job. This gavel is made from the wood of the Constellation, the first battleship built in America and built here in Baltimore.

As you may recall, I nominated Mr. Eisenhower for President in 1952. He asked me to nominate him because I was the only Republican Governor below the Mason-Dixon Line. After that, I thought I would ask him to do something for me, so I asked him to bring home the Constellation from Newport, Rhode Island. It was rotting up there and people were referring to it as an old scow. So Mr. Eisenhower brought it back to Baltimore and we are restoring it. This wood is sacred wood to us. It has been washed with the blood of American seamen and it comes from what we believe was the first and greatest battleship this country has ever had—the Constellation. And so I present this gavel, if I may, to Mr. Sam Nocella.

I would like to direct my remarks on the Amalgamated Clothing Workers of America and their continuing efforts in behalf of child care to the 30 foreign businessmen who are with us today. I do this because I think in telling strangers to our shores, about the work of the Amalgamated Clothing workers of America, I tell not only the story of this fine Union, but the story of America. For the story of the success of the union movement in America, is one of the main reasons for the success of our country as a land of freedom for the individual. The unionization of workers has been based upon the principle that, while there is strength in numbers, the identity and importance of each individual should be maintained. The result is that the individual worker, through his union, has a voice in his working conditions and in his community.

It has been through this voice in community affairs that unions have been able to bring about many of the great social changes in our

country, and certainly a leading union in this development has been the Amalgamated Clothing Workers of America. This Union has done much for its members but it has also done much for our society at the same time. Not only has it maintained a close association with employers, even assisting them during depression days, but it has also constantly sought to take care of its people, to provide them with schools, with insurance, and now, with child care. Indeed, this union's interest in the welfare of the community is nowhere better seen than in its concern for the care of children.

The Amalgamated Clothing Workers of America was instrumental in doing away with child labor. In my day children went to work. I went to work when I was 12. We had no dropouts where I lived; we had walkouts—when you became 12, you just walked out into the factories. We had big families—only the poor could have big families—we had 8 boys and 3 girls. My father didn't go to school, his father was killed in the Union Army and he went to work when he was 7. My mother was a German immigrant.

When I became a lawyer, the first case I had was in juvenile court and the judge said to my client, "You slept 3 in a bed?" I said, "Judge, in my family, if I may interrupt you, we not only slept 3 in a bed but 2 on the floor." What do you do when you have 11 children and 4 small rooms called bedrooms. Your mother and father slept in one and for the 11 children, there were 3 bedrooms. Now you add that up and divide it yourself.

This Conference on child care and the new child day care center for which we break ground today, are but two in a long line of examples of this Union's concern and their efforts in this area, and thank God for this fine Union. When I tell you businessmen from foreign countries the story of the Amalgamated Clothing Workers of America, I am really telling you the story of what has made America great. It is an example of the vigorous work by all segments of our population to insure the freedom and the welfare of each individual.

Let me tell one of my favorite stories. When I was secretary to Mr. Broening (that is how I got started) I heard a man make a speech. In it he told a story about a very poor family where the child was sick and needed hospitalization but there was no money. A very wealthy man heard of this and immediately arranged for the little boy's hospitalization and doctor, and by prearrangement with his mother, he called for the little five-year-old, placed him on the front seat and took him off to the hospital. When he reached the hospital the five-year-old looked up at this man and said to him, "Why, you're God." And the man said, "No, I am not God." And the little boy replied, "Well, if you are not God, you must be working for God." And the man said, "I guess I am, but I am a very poor part-time worker, but from now on I am going to give him a lot more of my time."

What a magnificent job for God has been done by the Amalgamated Clothing Workers of America!

**MARY DUBLIN KEYSERLING, Director
Women's Bureau, U.S. Department of Labor**



I KNOW YOU SHARE WITH ME a great sense of excitement and pleasure at the privilege of being here today. Today is, of course, a very real celebration for all of us who have spent so many years working for advances to meet this problem we know is so important. The breaking of ground for this first day care center, to be opened under the auspices of the Baltimore Regional Joint Board of the Amalgamated Clothing Workers of America, is a very great occasion. It has immense significance, not only for the 370 children of mothers employed in the Baltimore clothing industry who will soon enjoy the benefits of this center, but for working mothers and their children throughout the Nation.

What is started here today we hope and pray is going to serve as an example to labor and management everywhere as to what can happen when they combine forces to respond to one of the most serious unmet needs of our time: the lack of sufficient and adequate day care facilities. And we hope, too, that this achievement will serve as an example to schools, colleges, hospitals, and other institutions that can do the same sort of thing; to combinations of unions and management; and may it serve also as an example to our government and to schools.

How heartwarming it is to know that similar centers for many more children are planned for Chambersburg and Hanover, Pennsylvania and for Staunton in Virginia, and that some 15 centers in this Regional Joint Board area alone are envisaged! I am confident that I speak for millions of working mothers, when I salute Mr. Sam Nocella, the manager of the Union's Regional Joint Board for his creative power in the innovation of these much needed projects. In opening negotiations with the industry, 4 years ago, for a contribution to the welfare fund to help make these day care centers a reality, in lending his brilliant organizing skill in the days of planning that followed, Mr. Nocella became a pioneer whose name will be written large on the pages recording social progress in America.

We are proud to be here to salute also the clothing industry management for helping to bring these centers into being. It is investing in America.

I know that all of us present hope that what is started here today will rapidly gather momentum throughout the entire clothing industry and other industries in all parts of the United States. It has to gather momentum, for the hard facts we as a Nation must face up to without any further delay is that we have been neglecting the care of literally millions of our children.

They are the children of mothers who work and for whom adequate day care facilities are just not available. Mr. Nocella said that there are 31 million women at work. The figures change so rapidly that actually, last year, it was 33 million women who were employed at one time or another, and the number will be even greater this year. Our economy would fall apart without them. They are responsible for 37 percent of all the goods and services currently being produced. And more than one third of them, over 10 million women, are working mothers with children under 18 years of age. Nearly 4 million of them have children less than 6 years old—4 million. While the number of all women who work has doubled since 1940, the number of mothers in the labor force has increased more than sixfold—more than sixfold increase in less than 27 years.

Mothers, like other employed women, work because their skills and abilities are needed by our economy and the money they earn meets basic needs of their families. A great many of them have very little choice but to work. Remember, we have 2 million working mothers who are widowed, separated, or divorced, and their families depend on them for meeting their needs. And so, too, do a good many families in which there are both mother and father. There are nearly 8 million families where mother and father bring home the money.

Let us look at those 8 million families. In 1965, the latest year for which detailed income figures are available, nearly two-thirds of the husbands of working women with children under 18 years of age, had income less than what we, in the Department of Labor, estimate is now needed by the average city family of 4 to maintain a family at a modest but adequate standard of living. Over a million of the husbands of working mothers didn't work at all, or had an income of less than \$3 thousand a year. Mothers in these families worked to save their children from the acute hardships of poverty. Nearly 2 million husbands of working mothers had annual incomes of \$3 thousand to \$5 thousand in 1965, an income level which spells very real deprivations for most families.

The Nation's working mothers are needed in the jobs they fill. They need the work and they try very hard to provide adequate care for their children when they are away from home. As of March 1965, these working mothers of our nation had 11 million children under the age of 12; children who need care. Four and a half million of these children were less than 6 years old and the number of these children

has increased considerably in the last 2 years and will continue to grow rapidly in the years ahead.

What is done to provide care for these children? As Mr. Nocella said, we do very little. Thank heavens, times are changing. Other industrial countries, as he mentioned, have faced up very much more realistically to the needs for services for the children of working mothers. We in the United States have left it almost entirely to the mothers themselves to try to make arrangements, as best they can, for the care of their children and the best they have been able to afford has all too often been sadly inadequate. This is borne out by a study made jointly 2 years ago by the Women's Bureau and the Children's Bureau working together.

Our study covered only the mothers who worked half a year or more in 1964. We wanted to focus on the mothers who were seriously attached to the labor force. We didn't make a complete study, but we did cover about 6 million out of the 10 million working mothers. These 6 million women had 12 million children under 14 years of age. What did we find with respect to the kind of care these children received when their mothers were at work?

Less than half of them were cared for in their homes, usually by the father or another relative, but we found that in a great many instances care was provided by a youngster under 16 years of age or someone else in the household who was not competent to provide the kind of care a child needs. Fifteen percent of the children in the survey were cared for in homes other than their own. Among the children under 6 years of age, one third were cared for in the homes of others and much of this care was very poor indeed. You and I know in how many instances there are 3 or 4 children in a neighbor's house receiving what one can, at best, call merely custodial care. One and a half million children were looked after by the mother while she was at work, at her place of work. We found that nearly 1 million youngsters under the age of 14 were on their own while their mothers worked. Of these, nearly half a million were between the ages of 6 and 11 and 40 thousand under 6. Just think of it—40,000 children below the age of 6 were trying to fend for themselves.

These are the kids a recent metropolitan daily described with these words: "When many of the mothers in the central downtown district go to work in the morning, they tie identification tags around the necks of the toddlers they leave behind. They do this in the hope that someone will guide the wandering child homeward at the end of the day because they cannot pay for care while they are gone." Truly, I am embarrassed to have to relate the findings of our study when we have visitors from abroad with us.

Our survey showed that only 1 in 50 of all the children covered were benefiting from group care. The numbers having this type of arrangement varied by age, being 4 percent for children under 3; 7 percent for children 3 to 5; and less than 1 percent for children 6 years of age and older.

We don't need further studies to tell us that the number of day care centers for the children of working mothers is shockingly inadequate. We need action and we need it now. We need more centers providing good care at fees working mothers can afford to pay. Let's face up to it, the majority of working mothers cannot afford the cost of good child care. That is why they have not been able to do better by their children. We must find ways, as a society, to meet our responsibilities to them when families cannot go it alone. We do this in the provision of schooling. Every child in America, we say, is entitled to the best education we can provide. Day care for the preschool child of the working mother has become no less imperative a social necessity.

The problem isn't going to go away if we continue to ignore it. As a Nation we can afford to do a better job. We can no longer afford not to. Our children pay the price for the inadequate care so many now get. When their health, development and welfare are neglected, their futures are undermined. And working mothers pay a high price in their haunting concern for their children whom they feel are inadequately cared for. Industry also pays a high price. Industry, which has invited women to join the working force, which has needed them and is served by them, pays the price in terms of unduly high levels of turnover and absenteeism which affect productivity. Low productivity is an inevitable result when a working mother is worried about her children. The cost to society? How can we calculate the cost of inadequate child care to society? Who can put a price tag on a blighted young life? Our children are our most precious asset. We owe them the best our affluent Nation can provide. The time is long since overdue for every force in our great United States to rally to meet child care needs.

The Amalgamated Clothing Workers Union is initiating today a wonderfully constructive approach. It is but one of many, many diverse means through which the tragic gap between needs and services can be closed, but it is a good one that deserves our warmest congratulations and support. The union, together with management, is saying that good care has become essential to the proper operation of industry and to the proper operation of our modern economy. The provision of good care for the children of employees in this important industry will provide them with greater opportunities to develop healthy personalities, bodies, and minds. These are opportunities to which all children are entitled.

May today's groundbreaking be a spur to each and every one of us here to work with greater intensity and zeal in helping to provide good year-round, day care programs for all children who need them. This, our democratic commitment now demands.

A WORKING MOTHER



AS ONE WORKING MOTHER, I thank all who are responsible for starting our child day care centers. There are so many children who do not get proper care. To find a good and dependable babysitter these days is very unusual. As a matter of fact, the ones who are dependable are so expensive the average working mother can't afford to employ them.

To me, as a working mother, the day care Center will mean a place where I can leave my children and know that they are getting good care and proper training. I will be able to work and not worry about them.

I think that the Center will be a blessing. Working mothers like me will be able to enjoy their work. We won't have to worry or wonder if our children are getting their lunch, or if their hurts and scratches are being taken care of. We will know that they are. Even more important, the more unfortunate children who must be left alone to roam the streets and those who are checked up on only a couple of times a day by neighbors (and there are many that this happens to)—they will have a place where they can really be cared for.

We are happy too that there will be trained and responsible people taking care of our children so that their health and education will be well taken care of.

So, again, in behalf of us all—our thanks for starting our child care Centers. I am sure that because our children will be getting proper care they will be better, more responsible, citizens, and we will be happier mothers and workers.

THE HONORABLE JUDGE JOHN E. RAINE, JR.
*Associate Judge of Circuit Court
of Baltimore County*



I DEEPLY APPRECIATE being asked to participate in this wonderful occasion.

I agree with the remarks made by Mr. Nocella and I agree with everything that Mrs Keyserling said, but I have been to a great many meetings dealing with juvenile problems and day care centers, and I have heard an awful lot of talking, but today something is going to be done about it. It is high time that we make real progress instead of just talking.

As I grew up in Towson, a very rural sleepy community in those days before World War II, I was a member of the Boy Scouts of America. We had our troop meetings in a little stone building known as the Epsom Chapel. It was the first place of religious worship anywhere in that area. There were no other churches and members of the Catholic, Protestant, and Jewish faiths alike, met in this little pre-Civil War building.

As World War II came along and more and more mothers went into industry, a nursery school or kindergarten started in that little building. Even before my children came along, I acted as advisor and gave moral support to the people who were running the Epsom Chapel Nursery School. When my children came, they went there and I sincerely believe and hope that they received real benefits. The person who was really responsible for the growth and development of the Epsom Chapel Nursery School has been stolen from Towson and is now with your Regional Joint Board. I consider you all quite fortunate in developing a program for child day care Centers to have the services of Mrs. Evelyn Yeakle, who for many years was really the power and the brains of Epsom Chapel Nursery School. If Sam Nocella is the person responsible for stealing her from Towson, he deserves all the praise you give him.

When people talk of a juvenile court, and I have spent many years in a juvenile court in an urban area, they tend to associate it with the kids of 17 or 18 who have black leather jackets and long hair and who have stolen cars because they have wrecked their own motor-cycles, or something of that nature—real hoodlums. Actually, juvenile court deals with the entire scope of children's problems. We deal with children of all ages and sexes, children from every social and economic background—children who are sick, neglected, emotionally disturbed or unable to adjust to the serious problems of growing up for some reason. It is very difficult to generalize when you are talking about such a wide scope of contact with children, but some years ago, I concluded on the basis of my own experience, that by the time the average child came to juvenile court, his sense of values and behavior patterns were pretty well established.

It was not infrequent at the conclusion of a case, as the parents were taking a child out of the courtroom, they would turn and say to me, "Judge, make my Sammy come in at 9:00 P.M. every night." My stock reply soon became, "You have had fourteen years, don't expect me to do it in about fifteen minutes." Early experience forms and molds the character, influencing the child's reactions and by the time the average child comes to a juvenile court, it is too late for a strange man in a black robe to be effective in changing that pattern.

I am not an expert, any pretense of expertise would be rapidly destroyed by my experience with my own 15 and 13 year-old children. I am not a Dr. Spock, or a child psychologist, but I have had pragmatic experience in the field and I am a firm believer that a day care program like the one being instituted by the Amalgamated Clothing Workers can and will have real value.

In 1964, the Russel Sage Foundation published a book reviewing child development research. It contains some very interesting analyses of the effects of early growth experience in a day nursery. Someone later on in the program may shed more light on this question, but the reading I have done indicates that there is really no conclusive statistical evidence that early group experience increases intellectual, social development, or physical skills. So my beliefs are based, not on any statistical studies, but on my own personal experience. Some studies do show an increase in social adjustment abilities, physical skills, or intellectual quotients but many others do not. Unfortunately, there are too many factors to be considered so the statistical picture really remains clouded. Different investigative measures approach the term "social adjustment" in different ways. How, for example, can you measure "social adjustment" between two children, one who participates in a day care center program and one who does not? However, the consensus of the experts, who have made the research studies, seems to be that especially good programs may bring about very important gains for the child and thereby for the community at large.

I don't rely, therefore, on statistical studies but it seems to me just common sense to approach this problem from this standpoint: Life

in general is a process of learning to adjust. Each of us in our neighborhoods must adjust to at least one neighbor. Husbands or wives must adjust to one another. There must be the adjustment of parents to child and child to parents. Each of us must adjust to the regulation of society as a whole and to the law and, certainly, supervised activity in a programmed group at an early age emphasizes that adjustment necessity, the adjustment factor. I believe that, to a degree, good living is really a matter of habit. If children start early enough developing the patterns of obeying the laws, rules and regulations that guide us and not just the civil law, but the social mores as well, then the habit will become ingrained, and the children will grow up to be better citizens.

I want to close with a quotation from the research report of the Russel Sage Foundation: "If the community is to rely on group programs for the preschool child to solve the problem of day care needs, to offset cultural deprivation, or to enrich development, it must be prepared to provide these programs with adequately prepared staffs sufficient in number to meet these needs for young children." I was delighted when Mr. Nocella reported that the day care centers planned by this group did provide for such a staff.

I quote further, "Consultation services should be available to help differentiate the children who are able to use the group experience in a positive way from those to whom a group setting may actually prove damaging. The provision of these professional safeguards makes group care of preschool children an expensive service, but one which can meet a real need both for the community and for the individual family."

The need is there as Mrs. Keyserling has clearly pointed out. The task is, as Mr. Nocella said, much more than mere ground breaking and the creating of physical facilities—it is a big job, it's an expensive job, but I am a sincere believer that it is a job well worth doing and I certainly wish you well.

**TED S. DECKER, Vice President
for Manufacturing
L. Greif and Brothers**



WE HAVE DISCUSSED the working mother from an employee's standpoint. We should now try to regard her from an employer's standpoint. I have tried to figure out why I was singled out to do this from among all the employers, and finally I have come to the realization that I *am* an expert. After all, I come from a family of 3 sisters and no brothers. My wife has 2 sisters and no brothers. I have 3 daughters and no sons and my associate in the manufacturing department has 5 daughters and no sons. So, I guess I am qualified in some way or another!

Our company was one of the first, if not the first, to employ women on all jobs in the clothing industry many, many years ago. We found ways and means, through job simplification and machinery development to employ women as 98 percent of our work force and that is about the percentage in our plant today. We are able to utilize both the mental and physical agility of the female employee in our industry. The trend, as was pointed out previously, has gone from 20 percent female employment in the industry to as high as 80 percent and the chances are this will grow. It is good employment. Our industry provides stability, good pay, good hours, and I think our working conditions are good. I believe the clothing industry, as represented in this group, provides good employment for women.

Our industry, however, is one that has line production. By that I mean the work flows from one operator to another and production is dependent on the operation moving from each worker to another and this causes us some problems. As an illustration, although this varies, in our company a man's suit coat has 156 different operations. If one operator does not perform, or is absent, overall production is seriously affected. This type of production requires us to have steady attendance. We must be able to depend on attendance and longevity on a job. We of course, are able to overcome a reasonable amount of absenteeism, tardiness, and turnover through the use of utility operators and extra people but we are not in a position to take care of violent ups and downs in attendance, turnover and tardiness. So the worker, in order

to keep her job, must be on time, she must come in every day within reason, and she should be able to work for more than a few years. It may be of interest to you to know that it costs about \$5 hundred to train an operator, so that when we lose one, it is very expensive.

The working mother has special problems above and beyond those of the working woman with no children. She, like all employees, has to be on time but sometimes her family is slow to get on their way, or someone doesn't feel too well, or the baby sitter doesn't show up. She, like all others, has to have reasonably consistent attendance, but she may be confronted with the problem of a sick child or a similar problem. When at work, she is concerned about what is happening to her child. Is he being well taken care of? Did the sitter show up? Did the neighbor come in and see? Is the child getting proper food? Who is he playing with? And while all this is going on in her mind, it is difficult to concentrate on her job. She is under tension. She knows she is supposed to do well on her job but she is having her troubles. This, as you can see, does not lend itself toward good communication between management and the worker because she is preoccupied. So we, who employ the mother, are often faced with problems of tardiness, absenteeism, turnover, and job concentration.

We know that taking care of the children during these hours is a very expensive proposition, and I think we will hear more about it as we go through our seminars today. Some years ago we were approached by our friend, Sam Nocella, about this problem, and we were never able to come to grips with it successfully until now. He is a very convincing man and very determined. He kept picking away at this problem and when we established the health fund several years ago and developed some surplus, he approached us again about this problem. We felt it was worth a try, that somehow we would make an experiment, we would take a crack at it. So we decided to take a cross-section of this Joint Board group and set up child care centers in Baltimore; Chambersburg, Pennsylvania; and Hanover, Pennsylvania as a beginning. In order to do this, it was necessary for us to establish a purpose and a goal. That purpose and goal is to take care of the children during working hours to enable the working mothers to have a positive daytime experience—no more, no less.

We are very concerned as we embark on this program that, knowing very little about it, we may become involved in a social, medical, psychological or an educational study, and we might wind up with costs that might prove to be beyond our capabilities.

If this undertaking is to be right, it must be feasible for the mother because she shares in the cost; it must be feasible for the employer and the union. We must realize that not all workers, not all members of the Amalgamated Clothing Workers of America, nor all the employees of L. Greif and Brothers, or Schoeneman or any other firm, have children aged 2 to 6, so the mothers who participate in this program must carry part of the burden. How much can they afford? How much can we afford, as employers, so that this will be a profitable enterprise for the mother as well as the employer?

We compete with other clothing firms in the rest of the country that are not initiating child care centers as of this moment. We also, and more importantly, compete for the consumer dollar so we must take a hard look at a very fine and wonderful program. If the cost proves too high, it is no go. To make it worthwhile for the employer, we feel that the child care center should reduce tardiness and absenteeism, reduce turnover, and eliminate or reduce the tensions of the working mothers in our factories. If it does not do this, it will not have succeeded.

All this, I realize, is above and beyond the child's problem. However, enlightened self-interest makes this experiment possible. I think that the Union, the mother and the employer, working together, can find solutions to those problems. We feel also that beyond the employer, mother, and the union, society, too, has an obligation to the children of working mothers. We are not alone on an island. If we solve some of the problems of child delinquency in our industry, we are still a very minor part of society. This kind of program needs financial support from all levels of government and labor, and any other funds that might be available for this type of thing. This is a joint venture. It is not a Union handout, it is not a giveaway. These funds must be spent well and soundly if they are to accomplish the result we all want. If this project works properly it will be a real contribution to us as employers, to the working mothers, to the children, and to society.

We look forward with a great deal of hope and some anxiety also, I might add, to this very noble experiment. We need realistic help from every source. I hope that we may have another seminar after these three centers have operated for a year, so we may review the results and plan future child care centers.

**DR. ROBERT E. FARBER, Commissioner
Baltimore City Health Department**



I AM VERY HAPPY TO BE HERE on this important occasion. The Amalgamated Clothing Workers of America is to be congratulated on planning this very much needed facility. The Baltimore City Health Department has been interested in promoting day care for many years. As Sam Nocella said earlier, there has been a lot of talk, but no action.

We have long recognized the need for care of the children of working mothers when their mothers are out of the home and at work. Today this need is greater than ever. The trend in our society is toward many more women going into employment. Simply to provide the essentials of life for their families, they must. Many husbands are unable to provide an adequate income to meet all the needs of the family and in addition, there are many women in our city today who are unmarried, or who have no husband for a variety of reasons, and they must work to support their children.

While the Health Department has been interested in promoting additional day care facilities, our primary focus has been to see that all day care centers meet high standards, not only for the safety and the wellbeing of the children, but also for their healthy development. Twenty-five years ago, in 1932, the City Council of Baltimore passed the first ordinance placing responsibility on the Commissioner of Health for developing rules and regulations governing the operation of day care facilities. In the beginning, the primary emphasis of this rule was on sanitation and communicable disease control. The original ordinance was passed as a result of public reaction to the deplorable conditions to which some children were subjected in some of the so-called day care centers back in 1932. Actually, there was an outbreak of scarlet fever which was traced to a day care center. You must remember that in those days, before penicillin and the other miracle drugs, scarlet fever was a very serious disease and often fatal. As a result, the early regulations emphasized the physical environment such as space per child, number of toilets, washing facilities, removal of fire and accident

hazards, provision of adequate sanitary facilities for preparation of food, etc. All of the children were required to have up-to-date immunizations against diphtheria, smallpox, tetanus, and whooping cough. In more recent years, poliomyelitis vaccine was required and during the past year measles vaccine was made a requirement for all children enrolled in day care in the City of Baltimore.

In addition, it is the responsibility of the teacher or the nurse of a day care center to inspect each child on arrival in the morning, to be sure he is not sick and thereby a risk to the health of the other children. The communicable disease control regulations applies also to the adult personnel who work in day centers, not just to the children. All adults are required to have an annual chest x-ray or tuberculin test for tuberculosis.

As the years have gone by, it has become apparent that standards for safe environment and communicable disease control are not enough. It was recognized that the first few years of life are extremely important, probably the most important years in a person's development. They are crucial, not only in the child's physical development, but also in his mental and emotional development. The aims of day care go far beyond just plain babysitting. In a good day care center the child must find conditions conducive to the development of intimate and good relationships between adult and child, as well as between child and child. As a result of this change of focus, recent regulations are becoming more concerned with activity programs and the availability of proper equipment and toys for children. Much consideration has been given to establishing standards for the qualifications needed by teachers and other adults who take care of the child while the mother is working.

In the beginning, I stated that the Health Department's primary role has been in standard setting and in the development of rules and regulations. However, I must hasten to say that we have an additional responsibility: We are always available for consultation or assistance to the day care operator, and as a matter of fact, we encourage this. In the past we have developed, with the help of others, special classes, seminars, and workshops for day care operators so that we can work together to assure the best possible care for our children.

Again I wish to say how happy I am to be here and to congratulate very sincerely, the Amalgamated Clothing Workers for doing what we have only been talking about.

DR. JOHN WALTON, Professor of Education
Johns Hopkins University



I WANT TO DISCUSS some of the ideas that have occurred to me based on what I have read and heard recently about the importance of education in the earlier years. I shall limit my remarks to the importance of the educational implications of these day care centers.

Now there are, to be sure, many reasons why you are to be complimented, many ways in which you can justify your interest and your investment in day care centers, for example, there are physical, health, social, economic, psychological, and humanitarian reasons why children of this age should have proper day care, but these matters have already been discussed by others on the program. My concern is to bring to you some realization of the educational possibilities, in the formal technical sense of that term, of day care centers.

Let me say, first of all, with all of the conviction that I can muster something that you may not believe because you are not accustomed to thinking about it this way. And that is that formal education, in the broad sense of that term, is now the most important business of the nation, much more important than industry, or commerce, or labor. It is the most important business in modern society, in developing countries or in the advanced civilizations of the world. You and I have not yet had the experience that makes this assertion a reality. Those of you who have been in education, as I have been all of my life, have long protested the importance of education. At the same time we have realized that we have only been on the periphery of society's concern and that our enterprise would get attention after other, more important things, were taken care of. What I am saying to you is that education has moved into the very center of society and is the major central institution and I think that fact is not realized. If you doubt this, look at the present condition of education throughout the country in this age of affluence, particularly in our larger cities.

The kind of effort that is going to have to be put into formal education is inconceivable to everyone I have talked to about the condition of the schools. I think it is up to us, who are interested, not to accept

the evasive answers of politicians about why they cannot do these things in education, and not to be soothed by the soporific pronouncements of languorous bureaucrats, both inside and outside the educational system. We should not look for solutions in the superior suburban schools or in the institutions of higher learning or in our institutes of scientific research or in our large and successful social welfare agencies to correct the flaws in our social structure. None of these can offer substitutes for formal education.

Let me make that point clear. There has been a tendency, even in public education, to emphasize all of the peripheral activities, important as they are (no one denies that health is more important than learning to read) but you don't take the focus off teaching children to read in order to take care of their health—you do both. Now as to the social emphasis—the social science people have a tendency to be more attracted to the more spectacular things. I see Sadie Ginsberg looking at me, and I am going to say some things she may not agree with, but education is not just social work and these day care centers are not just social work. Neither are they just psychology or just health. They are educational institutions. I think I can substantiate that by some of the evidence that is coming out today.

How does this preschool system fit into the general organization? I would eliminate the prefix pre. This, my friends, is not preschool—this is school. Why not call it a school? I would call it an early school or a first school. Early childhood education involves maturization, and socialization, and physical growth. These things are inescapable. They are there whether we want them to be or not. These are matters we must take care of in the day care centers and in all schools. But it is important to remember that day care centers, nursery schools, and earlier schools also involve pedagogical and academic matters. In these schools you must have teachers, not just social workers and psychologists and M.D.'s—you must have teachers. Just last week I read in the London Time Educational Supplement that in 1965 all the nursery schools in Denmark were for the first time, recognized as educational rather than as social institutions as originally conceived by Montessori.

Now, on what warranty do I make these statements with such assurance? I think we can find all kinds of evidence that we dare not ignore. If you look back in folklore, you will find that princes and prelates who have desired to control succeeding generations, have said "Give us the children until the age of 5, and we will not worry about their subsequent education." This may be a myth, but it is part of our folklore. If you look at the opinions of some of our leading psychologists today you will see what they say about the intellectual and academic importance of the earliest kind of childhood education in the formal sense. They agree that an individual's achievement in life depends very largely on what he has been helped to learn before the age of 4. They believe that millions of children are damaged because they do not learn enough during this crucial period. There is an article on this point in Harpers for January 1967 by Maya Pines, called "A

Pressure Cooker for Four-year-old Minds."

If the experts are right, you see how crucial it is. That much we know from some of the empirical work now going on in psychology. There is already enough evidence so that we dare not neglect the intellectual development of children in the earliest years. If I were to put my finger on the major thing I think is wrong with urban education and the inner city schools, it is that there is no one to help many children early enough in the formation and understanding of abstract concepts, which must start early because the child is alive intellectually as well as physically before traditional school age. It isn't that these disadvantaged people don't have enough to eat, that may be serious enough, it isn't that they don't have proper medical care, that is serious enough and please don't think that I am minimizing these things, it isn't many of the things that we have thought it was; it is that they do not allow for the fact that these children from deprived backgrounds have no opportunity to talk to adults or to hear adults talk in any kind of an intellectual way.

What hard evidence is there for this opinion? As I say, there is enough evidence so that we cannot ignore it and still consider ourselves responsible. The older notions of Arnold Gesell, as expressed in "The First Five Years of Life," or "From Five to Ten," probably are now fairly suspect. Now it looks very much as though children develop intellectually, as well as physically and socially, during those first years and that teaching the very young consists of pedagogy, as well as biological and social development.

Look at the Head Start Program. Almost 1,500,000 children have been enrolled in 2400 communities—probably the largest peacetime mobilization in hitherto unorganized groups. The curriculum was designed to give them some intellectual training. What are the results? They look pretty good. Without any exaggerated claims at all, one summary says that there has been a minimum of 5 to 10 points on I.Q. tests and 20 to 25 points on reading readiness tests. Now, these are the minimums. The maximums must range much higher and even the median gain must range much higher.

There are also some other very dramatic experiments going on which show that we must, if we expect maximum development, start teaching the young and start teaching them when they are very young.

One can discount all the enthusiasm of new ventures, discount the effects of novelty, take into account all the negative evidence, and still find ample justification in the hard data to show that there is significant improvement in the intellectual attainment of children who have intellectual instruction when they are quite young.

You can read in various magazines all the stories about what phenomenal success is achieved by teaching children when they are very young. This does not mean that we should not do anything else with the children and it does not mean that they should not play or have adequate social lives. But it does mean that part of the program in the day care centers, if I had something to do with it, would involve

teachers—and I would call them teachers. We know from some recent experiments that the best people to teach sex education in the schools, the people the students listen to more than anybody else, are the teachers. Now, they don't listen to them as well as they should, but they listen to them more than to anyone else.

Montgomery County has just gotten a recent grant of something like \$800,000, or is going to get it, to have small classes and two kinds of teachers in the classroom—diagnostic teachers and regular teachers to deal with their problem students. We are coming back to the primary focus on teaching, as much as we may dislike doing so, but this is precisely what we have to do. These day care centers, these early schools, whatever you want to call them, are going to become a part of our vast public education system although they may be privately organized schools. We should continue with all of them because education is being extended downward as well as upward, and by the year 2,000, 90 percent of our people will be in school all their lives, full or part-time, and I think you know what I am talking about.

Again, may I say this is an educational society, John Dewey said that education is life and today I think it would be more accurate to say that life is pretty much formal education. This is something people are going to be engaged in at the post-doctoral level, at the retirement level, or at the age of 1 or 2 years. This must come about because you and I know that after 5 years out of a Ph.D. or out of medical school, that your knowledge is obsolete—you must go back for more training just to stay abreast. That's at one end of the continuum. We now believe, and we have evidence for it that it is extremely important, that it is crucial, that children have the right kind of intellectual stimulation from the very beginning. If there is no one at home to do this, then it must be done in the kind of institution that you are sponsoring here.

A Day To Remember...





Jacob S. Potofsky,
International President
Amalgamated Clothing
Workers of America,
AFL-CIO

I AM VERY HAPPY to be here on this historic occasion.

Three years ago the Baltimore Regional Joint Board of the Amalgamated opened its new headquarters. In that building we dedicated a geriatric center to provide creative recreation and education for our retired older members, today we are gathered here for the groundbreaking of a child day care center. Thus, we have forged another link between the past and the future, between the old and the young.

As you know, this is one of three child day care centers that our Baltimore Regional Joint Board will establish. The other two are in Chambersburg and Hanover, Pennsylvania. This project is a joint effort with the industry. It combines three elements of service that we in the Amalgamated are dedicated to: First, service to our members; second, service to the industry they work in; and third, service to the community of which we are all a part. The lack of day care centers for children of mothers who work is a pressing need in this country.

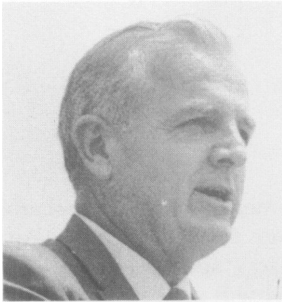
In the old industry, clothing used to be made by a work force of 80 percent men and 20 percent women. Now the situation is just about reversed. As industry encouraged women to come into the work force, it did little to meet the problem of caring for the children. Our Baltimore Joint Board is solving this problem. It leads the way in typical Amalgamated manner, through negotiations—through collective bargaining. Brother Vice-President, Sam Nocella, our Joint Board Manager, initiated this program in which the employer contribute to a fund to establish child care centers for children of mothers who work in the industry. This was agreed to in 1963, and now the ground is being broken for the first time.

I want to say, in behalf of the national organization, that we are appreciative of the cooperation of the industry in this enterprise. This is another Amalgamated first. We are proud, once again, to be pioneers. We have never been afraid to take a first step, whether it was in the peaceful settlement of disputes through arbitration, in unemployment insurance, in the establishment of medical centers, or in the establishment of labor banks and cooperative housing. This step, the creation of day care centers for the children of working women, is the first taken by any union, and it is long overdue. It will be helpful not only to working mothers but to their children who have sometimes suffered for lack of proper attention or, too often, have been victims of neglect. Eventually, however, this is a problem which can be really met only by the government on a nationwide scale. The Amalgamated knew that government involvement was the final answer when we set up our first unemployment insurance plan way back in 1923, and

you all know that 12 years later, unemployment insurance became part of the national structure and part of our Social Security Act. Today, as we inaugurate this first union-industry sponsored day care center, we have the same hope—that government will assume its responsibility toward all in the land by creating proper facilities for the young children of working mothers. After all, they are the future of our country.

What the Baltimore Regional Joint Board is doing here is another landmark in our Union's effort to aid our members, not only in the shop but in the community as well. A better standard of living means not only better wages, shorter hours, paid vacations and holidays, and insurance for retirement programs, but it also means better housing, equal opportunities, adequate educational facilities, and improved health care for the entire family. Through these new child centers we are furthering one of the most important things in life—a stronger family through better care for children. I don't know of any greater service that we can perform for our members.

I would like to close by paying my respects to Vice-President Sam Nocella, his fine staff and splendid organization in this area. Baltimore is one of the cradles of the Amalgamated. In the early days we had such leaders as Hyman Blumberg; our Executive Vice-President, Frank V. Dorathic; and Vice-Presidents Dorothy Bellanca and Ulisse DeDominicis both of whom have passed away; Sidney Hillman—all of them distinguished pioneers in our union. In Sam Nocella we have another Amalgamated leader in their tradition — able, strong, and imaginative—a man full of energy. I am confident, in fact I know, that our membership in this region appreciates his devotion and his dedication to the interests of the people and to the welfare of the industry. For myself and for the general office, I congratulate him and congratulate you on this pioneering venture and wish you good luck and Godspeed.



**Melvin Cole,
Executive Secretary
to the Governor of Maryland**

GOVERNOR AGNEW asked me to express to you his regret at not being able to be with you today. As you have just been told, he is in another state. There is no phase of government that Governor Agnew is more intensely interested in, and I believe he has shown this in his term so far, than in the broad field of education.

I heard him say, just the other night when he was trying to define what education was, something that I think he would say if he were here today. He said he was committed to the definition of education that says education is a debt we owe to the future generation. It is a debt that you and I owe; it's a debt that we all owe to younger people who will follow in our footsteps.

Governor Agnew has assigned me to work in the educational segment of his staff. He has charged me with helping to develop in this State, a network of education that will reach every community, from kindergarten to the university level. He has charged me not only with that task, but with fitting it into a cooperative teamwork pattern so that there will be no difficulties for young people as they move from one phase of education to another. I can't think of any more fitting tribute to that motive and to that purpose than what you are beginning here today.

If the Governor were here and could participate with you in these groundbreaking ceremonies, I am sure he would tell you that we have more of these to build in Baltimore, and we have more of these to build in the State of Maryland. As you may know, we have the money in the budget to build the first 6 of them, but you are leading the way—you are setting the pace. I think it's a tremendous tribute to organized labor, to industry and to the local labor forces in the Maryland area that it will be a shining landmark for all the people in the world building the path.

The city of Baltimore has been a great city, it is a great city, and it will stay a great city. For proof of this all you have to do is look around you. I say this primarily for the information of our visitors from other nations who are with us today. You are standing almost in the center of one of the parts of this State that we're rebuilding so that it will be a shining landmark for all the people in the world who want to come and see it. On this spot we're building a place where the very young may get the kind of start that's going to make them the leaders we will need in our society in the next few years.

Let me express again to you Governor Agnew's best wishes and pledge to you our cooperation as an executive staff. We will be happy to do anything we can to hasten the completion of this building, to help in developing your program, or in any of your future endeavors.

The Luncheon...

Milton B. Kress, M.D., Medical Director, Health and Welfare Fund.

"This Conference will do much, I hope, to launch us in the proper direction toward our goal of day care for every child of a working mother in this country and toward providing these children with the proper tools to make them better citizens, and toward strengthening the structure of our society."





**Mr. Jacob Potofsky,
General President, ACWA,
AFL-CIO, CLC.**

"Thank God we have lived to see some of our dreams come true. This is another dream and this dream belongs to Sam Nocella."



**The Hon. Esther Peterson,
Asst. Secretary of Labor.**

"... the project the Union is launching today in cooperation with the industry is really a significant step toward meeting this great need and certainly, it adds a new dimension to our American way of life."



**The Honorable
Clarence Dickinson Long.**

"I think we are recognizing that the most productive years of a child's life, the time when impressions are the strongest, for good or for bad, are prior to the age of seven."

**Mr. Eugene Feinblatt,
Chairman, Baltimore
Urban Renewal and
Housing Agency.**

"I can say, in all sincerity that never has land in an urban renewal program been put to a better and more significant use than the land on which you were standing this morning."



The Honorable Thomas J. D'Alesandro III,*
President, Baltimore City Council.

"My congratulations to the industry and the Amalgamated Clothing Workers for once again showing the way, not only for labor, but for all segments of our community in facing up to one of the most serious challenges in our society—the establishment of day care centers."

*Elected Mayor of Baltimore, November, 1967.



The Honorable Samuel N. Friedel.

"I understand that the establishment of this child care center is financed by the Amalgamated and the industry, with no Federal, State, or city funds—you are doing this yourselves and everyone should know what you are doing here."



The Workshops

WORKSHOP I

THE CHILD HEALTH AND DEVELOPMENT CENTER AND THE COMMUNITY

Chairman: *Mr. Thomas C. Taylor, Executive Director of the National Capital Day Care Association*

Mr. Taylor:

OUR WORKSHOP was focused on Mrs. Lansburg's paper. As the recently elected President of the National Committee for Day Care, she is highly qualified to give us the facts. She brought out the need for day care not only for the children of working mothers but for the children of other mothers in the community. She pointed out that day care programs encompass half-day programs as well as full-day programs and that good day care is focused on the child. It includes his health, education and welfare. We are just learning that there are many more things than we formerly thought we can teach very young children. Research shows that they begin to learn in the first few weeks of life and they learn a great deal. Grandma, who has so often been the baby sitter and who may have reared 10 or 12 children herself, is not necessarily the answer. Our discussions brought out the point that children need more than this.

Our group was concerned about transportation to day care centers and advocated locating them as conveniently as possible. One of our visiting foreigners told us a little about the problems in India. He really wound it up for us by saying that America with all of its resources always comes up with all the answers and he was glad to learn from this morning's talk that we even had the answer to juvenile delinquency!

WORKSHOP II

THE CHILD HEALTH AND DEVELOPMENT CENTER AND THE WORKING MOTHER

Chairman: *Mr. Norman Finkle, Executive Director of the Samuel Paley Day Care Center in Philadelphia*

Mr. Finkle:

OUR DISCUSSION DEALT with the relationship of parents to the Center. We began first with a definition of day care as a preventive service, an enriching service for children, and a service to support the stability of family life. We felt some definition was important so that we might assess why there should be a partnership between parents and Center and what the extent of that partnership should be within the definition.

It was stated that the center should create a climate for communication so that parents' questions can be answered, and that there

should be an opportunity for the development of working relationships since this is a partnership. The point was made that the Center does not take over the parental role but rather supplements the mother in her role.

We touched on such matters as the parents' concern—their need to feel sure that their children are being given good care. We talked about different ways of staffing centers: For example, to what extent do you use volunteers? Do they serve as staff or do you use them to supplement regular full-time staff?

We talked about the stress felt by parents who work and how this is a factor in the relationship between centers and the parents.

Finally, we agreed that this is a wonderful beginning and we are all very happy. There is a kind of euphoria about this moment in the history of day care. We anticipate the development of the Center with guarded optimism. While we are aware of some of the problems that we will probably face, we feel confident that as management, union, parents and the staff work together to solve them, that we will indeed develop quality day care.

WORKSHOP III

SERVICES AND FUNCTIONS OF THE CHILD HEALTH AND DEVELOPMENT CENTERS

Chairman: *Mr. Robert Dumbro, Director, Child Life Program, Johns Hopkins Hospital*

Mrs. Barbara Haas:

THE CENTER NEEDS TO PROVIDE educational, stimulating, innovative, and developmental programs worthy of the name "Child Health and Development Center." The quality of the staff actually seem to be the most essential single factor in the quality of a day care center. There must be constant communication between parents and staff so that parents can be helped with their child rearing problems.

Dr. George Browne:

DR. BROWNE spoke from the point of view of the psychiatrist in relation to the emotionally handicapped child. He emphasized the importance of environment in the development of the child from early infancy through adolescence. He said that the needs of the child vary with age and level of schooling. He pointed out also that a structured, integrated program which coordinates the parents' and the day-care center staff's relationship to the child can help establish a stable environment for the young child which can furnish the youngster the foundation for a healthy adult life.

Dr. Robert Derbyshire:

DR. DERBYSHIRE said that an effective day care program could not be conducted without the cooperation of all three participating groups—employers, union and union members. Dr. Derbyshire made the following points:

- (1) That employers should encourage workers to use the day care center.
- (2) That it is most important that individuals using these centers be educated as to the function and purpose of a child care center.
- (3) That there should be awareness of the social changes between generations such as children entering labor force at a different age than their parents.
- (4) That frequently there may be community reaction to "alien" organizations.
- (5) That neighborhood people can be involved, for example, using local high school youngsters as day care trainees.

Dr. John Money:

THE UNION DAY CARE CENTER must produce its own progeny—a new generation of programs. Affiliation with an educational institution, such as Johns Hopkins University, would help make this possible. It would also provide continuity and help to assure high standards. An example of such a relationship can be found in the Harvard School of Business relationship with participants in its business enterprise research programs. The University could provide training at all academic levels from the 1-year diploma for paramedical auxiliary personnel to the Ph.D. Such a training program would ensure a steady flow of well-trained personnel to the Center, a vital factor in light of the crucial manpower shortage in this field.

University affiliation would also give the Center the freedom and flexibility essential to the development of innovative programs, characteristics not as readily found in governmental or other non-academic settings. The freedom to move in new directions is basic to the process of self-renewal and healthy growth.

Mr. Hugo Piccinni (Workshop Participant):

MR. PICCINNI EXPLAINED the Union concept of social programs for members. He described the range of programs from the Geriatrics Center for older retired workers to the Center for the children of the younger members. He said that the children are the first concern of the day care Center—then increased productivity for the manufacturer and the relief of the working mother. Certainly there is no "profit motive" for the Union.

It is hoped that the children can be helped to become good useful citizens and encouraged to utilize fully all of their capabilities not primarily as future tailors, teachers or doctors, but as people. The Union does not want to keep their Center to themselves. By this is meant that whatever knowledge is developed will be freely given to everybody and that the Union will be open to suggestions from other sources.

The Union members are paying for this service as they do for social security and pension programs and therefore the enrollment will be limited to children of members. The Union would like other groups to mount similar programs better but it is important to record that the Center is a Union-management sponsored and operated program and its primary loyalty will be to the Union.

Mr. Robert Dumbro:

WE CAME TO THREE principal conclusions in our workshop. The first being that management, Union, and Center officials and staff must be unified in understanding how they will meet the educational, social and psychological needs of the preschool child and his Union family. Second, that ideally the Center should operate 24 hours a day, serving not only children in families of the Union employees, but also children in families of the immediate neighborhood. Third, that the Center should be affiliated with a University, and provide a teaching and research program to make maximum use of this Center's program in this community, in this State, and in this Nation.

WORKSHOP IV

STANDARDS—FACILITIES AND PERSONNEL

Chairman: Mrs. Margaret Cline, Headstart, Mid-Atlantic Region

Mrs. Cline:

I WOULD LIKE TO BEGIN with a heartfelt thanks to the Union for providing this Conference. I would like to give them a thousand cheers. I know I speak for all mothers who work and for all professionals in day care. I happen to be both and I thank the Union.

Our statement is very brief. Until there is a public commitment to children in the United States—the richest country in the world in terms of money as well as in terms of words and statements, will not take adequate care of its children. We can write the standards we want for day care but we cannot provide these standards. We need a true commitment for the children of the United States.

WORKSHOP V

FINANCING THE CHILD HEALTH AND DEVELOPMENT CENTERS

*Chairman: Miss Louise Higgins, Chief—Catholic Social Service, Inc.
Wilmington, Delaware*

Miss Higgins:

LIKE EVERYTHING having to do with finances, this was a lively discussion but we didn't come up with any specific answers. Many suggestions were made. We tried to encourage suggestions for new ways of using funds currently available on local and federal levels. We discussed affiliating with a University to help in supplying teachers. We advocated passage of Senate Bill #1570 and the Burke Bill that would permit Federal money to be spent for day care centers.

At present a variety of sources are used in meeting the costs of day care as the result of the variety of administrative structures and community needs. Funds for day care projects are available from a number of Federal agencies. These funds may be used not only for providing direct care for children in day care facilities but for other day care related services such as the training of personnel and research and demonstration projects in various aspects of day care.

FRANK RAFFERTY, M.D.
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SUMMATION OF WORKSHOPS

I WISH TO ADD my tribute to the ideals, leadership, and to the hard work of Mr. Nocella for bringing about the beginning of this important project. I also want to note that there has been a tremendous amount of good sense manifested at this meeting by the mothers present. In each workshop it was frequently mothers who brought up the best issues.

We have come together today because of a common interest in the child. Each of us has been here with an enlightened self-interest. We have had the enlightened self-interest of the union, of management, of parents, of government and the interests of the professionals in health, education and welfare. It is characteristic of the United States that through the working and fermenting of enlightened self-interest we are able to bring about a representative free society of considerable quality. Enlightened self-interests are usually expressed as problems to be overcome, and today's meeting could be called "The Conference of the Ten We-CANNOT-AFFORDS."

We cannot afford to leave our children in a place where we will not be sure that they are safe.

We cannot afford \$20.00-\$25.00 per week for baby sitting services.

We cannot afford to add excessively to the cost of our commercial product.

We cannot afford to have turnover, poor attendance, tardiness, sickness in our working mothers.

We cannot afford our labor union members to be oppressed by high costs of child care and by worries and anxieties about their children.

We cannot afford to have a poor day care program.

We cannot afford to destroy children by poverty, neglect, lack of information or good intentions.

We cannot afford to think that a beautiful building and custodial care for children is enough.

We cannot afford to bite off more than we can chew in programming for the child day care centers.

We cannot afford to depend on federal funds.

These are the we-cannot-afford problems. Solutions to problems are frequently not visible nor attainable in the urgency and anxiety of the moment. Often to see a solution we may have to find an entirely different perspective.

For example, we have assumed that the child was a sweet, lovable little character whom we loved. Occasionally he was a great nuisance who cost us more than we could afford; all too frequently he came when we didn't want him. He often needed us when we had something else to do, etc.

Now this view of the child has not led to the best programs for children.

Perhaps we should take a perspective that considers the child as a socioeconomic resource. We know how to take a cold hard look at our economic resources—we know how to achieve a quality product and how to monitor the processes of quality control. We know how to finance and to market a good product. Perhaps the solutions to some of our problems will come if we think of our children as the most important natural resource of our society that must be developed and conserved with utmost care. The products of this care will be the quality manpower pool that will continue to operate and improve this complex democratic society.

This particular assembly line is a long one. Many people, many specialties, and many sources of funds are involved in it. This process must have quality control. Until recently, we expected families to turn out a quality human product without support, without the interest of the community, without assistance from others, and without anyone providing the kind of quality inspection, that is necessary in every one of your factories and in everyone of your jobs.

When we do view children as indispensable resources in the obstetrical service, in day care centers, in public schools, in colleges, or in our courts—we will be able to say: We can afford whatever we need to prepare our children for life in a self-determined, free, intelligent, and equal society.

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