

CHILD WELFARE

II

Ruby Carlsen

INTRODUCTION

"The opportunity of a nation lies in the health and protection of its children", says President Hoover. This true fact is becoming more and more a realized statement, and its unmeasured truth is being brought to bear more strongly upon society and its place is being established in our government.

It is not the object of this paper to take the place of a doctor book or any reference book, however every fact which has a strong meaning is authentic. This paper is written from an interesting viewpoint of child welfare. It is historical in that it traces some interesting developments of child welfare from its early stages and up to the work at present. It gives the contributions of several prominent people who have devoted much of their life in helping to better the conditions of the millions of children in our country.

I have taken the point of view that the health and success of the baby depends upon the health and effort of the mother. Therefore a line can not be drawn between infant welfare and maternal welfare; but the emphasis is placed on infant and child care. We are especially interested in this paper in the child from birth until six years of age. It is not excluding any race, nationality or class, for a child is a child and should be given every

privilege that can possible be offered him.

Some of the achievements are emphacized here in the national as well as the local viewpoint. As each state is particularly interested and responsible for its children, I have given the present status and work in Oregon along this line.

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OUTSTANDING PEOPLE IN THE MATERNITY AND INFANCY

WELFARE MOVEMENT

Lillian Wald. Experience in the House on Henry Street in 1893 led her to focus her attention on a Federal Childrens Bureau. She with Miss Mary Brewster went into the tenement district of New York to live, to give their service as nurses. They founded the nurses "settlement". They learned of the unsatisfactory schooling conditions. They constructed play grounds for the children, and they also started the district nurse. Through this experience Miss Wald gained as a leader in all civic, educational and humanitarian movements. She addressed a committee of congress on the need of saving the nations children. Her dream was fulfilled when in the first White House Conference(explained later), there was allowed a center, somewhere in the Federal Government for all the needs known and still unknown of all the countries children. This bill created the Federal Childrens Bureau which was signed in 1912 by President Taft. The result of the children's Bureau shows that the public is beginning to realize the profound importance in our national life of saving the children that are born.

Jane Addams. Her work was at Hull House in the slums of Chicago near the close of the nineteenth century. She started her work with Miss Mary Keyser, which was similar to that carried on by Lillian Wald in New York, except that in Henry Street they did more nursing also. They had day nurseries

and kindergardens for the children, and later they formed clinics and clubs for the adults.

Miss Grace Abbott. She has been head of the Federal Childrens Bureau since 1921. When the committee on Public Health Organization recommended that all child health activities be consolidated under the Public Health Service, which would mean transferring the Children's Bureau of the Labor Department to the Department of Interior, shw made great protests. She said, "To remove the health work from the Children's Bureau would not merely remove one section of the bureau's activities, it would destroy it as a Children's Bureau".

The question was left up to the president (Hoover) who said in his speech of opinion: We approach all problems of childhood with affection." "Their's is the province of joy and good humor. They are the most wholesome part of the race, the sweetest for they are fresher from the hands of God".

Miss Julia Lanthrop. Because of her outstanding personal fitness and adequate training was appointed to be the first chief of the Federal Childrens Bureau in 1912.

Theodore Roosevelt. Before his first White House Conference he announced to his followers, " come and bring all your best thoughts with you. This conference is not mine. It is yours and the Childrens". He received enthusiastic responses and his results were the successful forming

of the first annual White House Conference, whose purpose is to promote the welfare of the child. From Roosevelt, up through Hoover, each president has contributed his share and showed great interest in this department.

Woodrow Wilson. He showed farsighted encouragement in the bureau and he concentrated the nations thought upon the preventable deaths of mothers and babies, which led congress to enact in 1921 the Sheppard Towner Act for Maternity and Infancy welfare and hygiene. \$1,240,000 were used each year for a five year period and then extended for another two year period. This act aroused great interest on the part of the public in the welfare and hygiene of maternity and infancy. The regular work of the state agencies and the United States Childrens Bureau has provided stimulation of the interest. In 1919 President Wilson gave the government \$100,000 to use as he saw fit in reconstruction work. From this sum the world famous childrens year was formed. Doctors came from various countries who had authority on maternal and infant welfare. Everywhere they preached the duty of the governments to stimulate local authorities to make childbirth safe.

Herbert Hoover. He publishes his thought that if we could have but one generation of properly born, trained, educated, and healthy children, a thousand other problems of government would vanish. He says the problem of our children falls into three groups: first, the protection and stimulation of the normal child; second, aid to the

physically defective and handicapped child; third, the problems of the delinquent child. President is extremely interested in upholding the White House Conference. He recognizes the rights of the child as the first rights of citizenship and on this thought has drawn up his nationally known "Children's Charter", of which a copy is here included.

An outline of the position of children in early times gives us an idea of how the laws were improved to reach our present conditions.

Child Labor

The employment of children in industry dates from earliest historical times, but did not become a social problem until the nineteenth century.

Working conditions for children were terrible.

In 1802 an act of parliament limited the working day to twelve hours.

In 1819 a law was passed forbidding employment of all children under nine years in cotton factories, and limited the hours for children under fourteen years.

In 1825 an act was passed which provided Saturday a half holiday for child workers in cotton factories.

In 1833 factory inspection was introduced.

Two hours schooling per day was required for all children.

In 1842 employment of children under ten in mines was prohibited.

In 1844 an act limited the hours of children under thirteen to six and one half hours per day, and required school attendance for half day.

In 1848 the hours for children under thirteen were limited to five and those of younger persons (13-15) to ten. This act may be regarded as the bases for all modern regulations of child labor.

In 1878 all previous legislation was consolidated into one great factory act.

At the time of the great industrial expansion in the first decade after the civil war, the factory system became a serious matter in the United States.

Now practically all the states have adapted safe taxes to protect child labor.

A uniform child labor law was adapted by the National Child Labor Committee which in several instances has been enacted by state legislatures.

Another official movement in 1912 was the Children's Bureau under the department of labor.

The Children's Bureau- established under the department of commerce and labor (1913 placed under department of labor) Under the law, the bureau is authorized to investigate and report to the department of labor all matters pertaining to child welfare and child life, such matters as: birth rate, infant mortality, juvenile courts, accidents and diseases, child labor, labor laws of the states. The bureau is under the direction of a chief, appointed by the president. The first chief was Miss Julia C. Lanthrop.

The Sheppard-Towner Act- or Maternity and Infancy Act, passed by the 67th Congress was for the promotion of the welfare and hygiene of maternity and infancy. \$1,240,000 annually for five years- a period which ended in 1927.

From these early reports we can see that for many years adults did not take the right attitude towards the welfare of children. Even in 1912 it was still a question whether child and maternal hygiene were necessary divisions of state public health programs. Now the necessity is known, obstetrical procedures, feeding and care of babies are topics of medical society programs. Newspapers and magazines carry columns on the care of mother and baby, and these essentials are brought to the public from official sources. The welfare of child and mother is a topic of increasing interest at conferences of public health nurses and social health workers also. The states carry on the work, but there is national wide interest, and therefor money contributions are received.

Now individual states have: conferences, clinics, classes for mid-wives, classes for mothers, classes for girls in care of infants, prenatal conferences, group demonstrations, home visits by nurses, surveys of mortality and births, talks and lectures by nurses and doctors are held, and literature is distributed.

WHITE HOUSE CONFERENCE

The present White House Conference is the third called by the United States Presidents in the interest of children. The first, called by President Theodore Roosevelt was in 1909, to consider primarily the care of dependent children. It was on Christmas day, 1908, that Roosevelt sent out invitations to 200 child welfare workers in all parts of the U. S. , inviting them to attend a conference on Dependent Children in Washington. At the Conference, fifteen recommendations were adopted. They emphasized the importance of individual needs of children to provide for each one of them. Some of the were: that child-caring agencies should be incorporated, with State approval, and the State should inspect their work; that a Federal Children's Bureau should be created "To investigate and report upon all matters pertaining to the welfare of children."; that the causes of dependency should be studied and, so far as possible, removed; that for children, who must be removed from their own homes, foster homes in families are, as a rule desirable.

From May 5-8, 1919, the second Conference was held at the request of President Wilson, through the Children's Bureau of the U. S. Department of Labor. President Wilson himself could not participate because he was attending a Peace Conference in Paris; but he said he hoped that the work would so successfully develop as to set up "Certain irreducible minimum standards for the health, education, and work of the American child." Miss Grace Abbott was

secretary of the conference.

This conference was not confined to the problem of dependent children, as was the first, but was divided into five sections as follows: Economic and social basis for child welfare standards; child labor; health of children and mothers; children in need of special care; and standardization of child welfare laws. Tentative standards were presented and later revised at this conference.

In July 1929 President Hoover called another conference with the purpose of getting at the facts of child welfare, so we may have a measure of the quality of children in terms of their physical health, their mental equipment, and their social well-being. He thinks that in the ten years since the last conference, children are living under better home conditions, are better nourished, better educated, and better equipped to meet the demands of adult life. The president appointed his committee of twenty-seven men and women to make a survey to determine present progress and future needs. The work was divided into four major divisions: I Medical Service; II Public Health Service and Administration; III Education and training; IV The Handicapped. The object of each committee is what the name implies, but is listed in greater detail in the pamphlet on "White House Conference on Child Health and Protection".

"MAY DAY--NATIONAL CHILD HEALTH DAY"

Within the last decade, definite steps have been taken by our government to look into our nations future standing, and we are realizing that the steps to be taken by our future leaders are directly influenced by the work of our leaders of today. It is from these considerations that our nation now observes May Day as National Child Health Day.

President Hoover well illustrates the importance of the children in developing our nation when he says, " if we could have but one generation of properly born, trained, educated, and healthy children, a thousand other problems of government would vanish. We would assure ourselves of healthier minds in more vigorous bodies, to direct the energies of our Nation to yet greater heights of achievement."

The governors of every state issues proclamations calling on their people to observe May Day as the outstanding day for the care of the children--mentally and physically. The president invites all agencies and organizations interested in Child Welfare Work to unite in awakening the people of the nation to this need.

The final aim is the same each year, but the program is usually carried out in a different manner each time, so it will be possible to enter into as many of the phases of this great problem as is possible.

In many communities a full time health program is carried out. Schools, churches and various other associations

celebrate that day in putting on pageants and health plays in their respective communities. It is a celebration in the form of a festival, with lasting effects. In the cities parades are often in order; hospitals hold open house; and a special exhibit of health books are planned by the public libraries.

With the spread of the knowledge that May Day brings along the lines of medicine, public health, education and social welfare, the impulse of this conference will grow stronger in every community to make our nations children stronger for the task which is laid for them.

A few illustrations of what each years May Day brings are:

1929 is symbolical because it was celebrated in honor of childhood and youth at play. The vision they expressed was of play in its physical and spiritual joy.

1931 was based on the findings of the White House Conference on Child Health and Protection. The general purpose was to fulfill the aims of President Hoover's White House Conference on Child Health and Protection as expressed in the Children's Charter and intended for the benefit of every child regardless of race or color or situation wherever he may live under the protection of the American flag. Topics discussed at this meeting were: child supply, health organizations, public health nurses, community clinics, community needs for securing prenatal, natal, and postnatal advice and care for mothers, hospital

facilities, and immunization.

1932 was based upon the health of children, with special reference to nutrition. It was focused upon the needs of children in order that:

Each child may be sheltered in its own home and share secure family life during 1932.

Each child may have the essential food elements in each day's diet.

Each child may have an adequate amount of clean and safe milk.

Each child may have plenty of sunshine, sleep, rest and recreation.

Each infant in 1932 may be born healthy, of a healthy mother who will live to love her child and take care of her family and that all the nineteen points of the Children's Charter--The Magna Carta of Childhood--may be put into practice in every community.

WHAT IS BEING DONE IN OREGON

We will now turn to the achievements Oregon has reached in promoting child welfare:

In continuing the discussion of May Day, last years May Day in Oregon was under the chairmanship of Mrs. Glendora M. Blakely.

Oregon had a Summer Round-up of the Children and dental buttons, health buttons and other awards were presented. A series of eighteen radio talks on the points of the Children's Charter was sponsored by the Portland branch of the American Association of University Women and broadcast over KGW. Each talk was definitely tied up with the White House Conference. Newspapers throughout the state gave splendid co-operation in both their news and editorial columns, and the advertisements in the leading Portland papers contained frequent references to May Day.

Forty-four thousand milk bottle tops, sponsored by Umatilla County, carried part of President Hoover's message to the White House Conference.

The governor of Oregon, and the mayors of several cities including Eugene, Springfield and Cottage Grove, gave proclamations. Local chairmen in nineteen counties and six cities sent in detailed reports on the observance of May Day.

Especially marked was the way in which men's and women's clubs, business men, health officials, physicians, dentists and nurses, teachers and clergymen, boys' and girls' clubs

and their leaders, parents and school children focused their attention on the question of improved health for the children of the community.

Other work done in Oregon for the promotion of healthy children are:

The Bureau of Public Health Nursing and Child Hygiene in Portland supervises the work of county nurses in twenty-three counties, and in all these counties a great deal of infant welfare work is done, such as clinics and follow-up visits in the home and immunizations for diphtheria and smallpox. In some counties prenatal classes have been established. The Bureau itself has a mailing list of about 1600 mothers yearly, to whom prenatal and postnatal letters are sent. Accompanying these letters are booklets on Prenatal Care and Infant Care.

They also send birth certificates to the parents of all babies outside of Portland, and with each certificate goes a letter offering help and advice in the care of the infant. As a result, they have many requests for pamphlets on this subject.

The Sheppard-Towner fund was used in Oregon for seven years but came to an end in 1929, so all the work that is being carried in the state at the present time is financed by state or county funds.

The county health doctors have as their chief interest the

health of the school children. The children receive free service from him.

Thirty out of thirty six counties were represented at the recent May Day Conference held in Salem, May 2-3.

The topics for lecture were:

- Public Health Service and Administration
- The Family and Parent Education
- The Infant and Pre-School Child.
- The School Childs Physical Education
- Vocational Guidance and Child Labor Speical Classes
- Recreation and Youth Outside of the Home.
- Religious Education
- The Handicapped
- Public organization and Administration.
- The Family and Parent Education
- The Infant and Pre-School Child
- Medical Service-Public Health Organization and Administration

Public Child-Caring Institutions in Oregon.

Doernbecher Memorial Hospital ^{Portland} Any child needing medical, surgical or hospital care may receive the best available in the state at Doernbecher Hospital whether or not his parents can pay for it. It is the only state institution for children which maintains on its staff a case worker. She plans for the children who are patients so that when they leave the hospital they are protected against return to surroundings harmful to them during convalescence. She also extends case work service to clinic patients who are not already receiving it from some other agency.

The officials of the Medical School of the University of Oregon and the Multnomah County Court of Domestic Relations are showing active interest in the establishment of a psychiatric clinic. Educational and social agencies and institutions throughout the state have found their work seriously handicapped by lack of this kind of service. Until a psychiatric clinic is established, progress is not possible in handling some of the social problems most disastrous to the individual children involved and most costly to the communities where they live.

Another need, which is hoped can be met before long is a unit for the care of communicable diseases with a wing for the treatment of children venereally infected. At present there are no provisions for such children.

State Institution For Feeble-Minded

This institution is situated in Salem. In 1930 there were

school and who can readily be adjusted and returned to their families with their difficulties largely corrected; dependent boys who do not belong in a correctional institution but whose family situations call for family case work in their home counties; and boys advanced in delinquency who in other states would go not to training schools but to reformatories. Though the institution tries to segregate the various groups, this is difficult in one institution.

Oregon State Industrial School for Girls- During the past two years eighty-eight new girls were received for care. Seventy-eight percent of the girls committed were sixteen years or unders. Sixty percent of these girls were listed as school girls at the time of their admission so that the problem of the State Industrial School becomes largely one of adjusting the very young girl who is still in school. The girls are paroled from the school as soon as practicable and are then under supervised provisions.

Other smaller State institutions which receive state aid are: Albertina Kerr Nursery Home, Portland. An institution for infants from birth to three years of age.

Boys' and Girls' Aid Society, Portland. A congregate receiving home for boys from infancy to 21 years of age and for girls from infancy to 18 years of age.

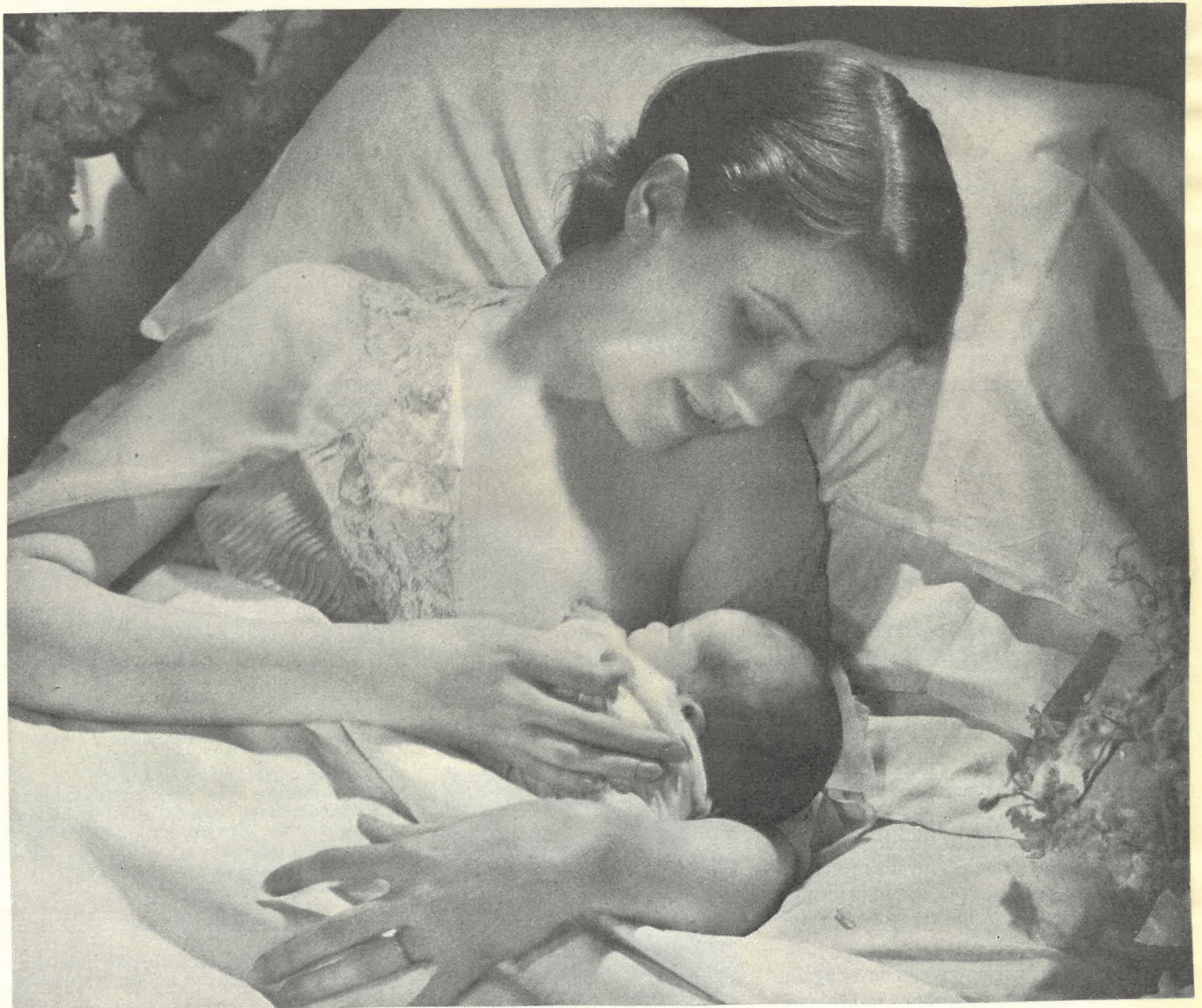
Children's Farm Home- Corvallis. An institution of six cottages for boys and girls from 3 to 17 years-usually temporary order.

Mothers' and Children's Home- Portland. A congregate institution for the temporary care of dependent mothers accompanied by two or more children. Employment is secured for the mother

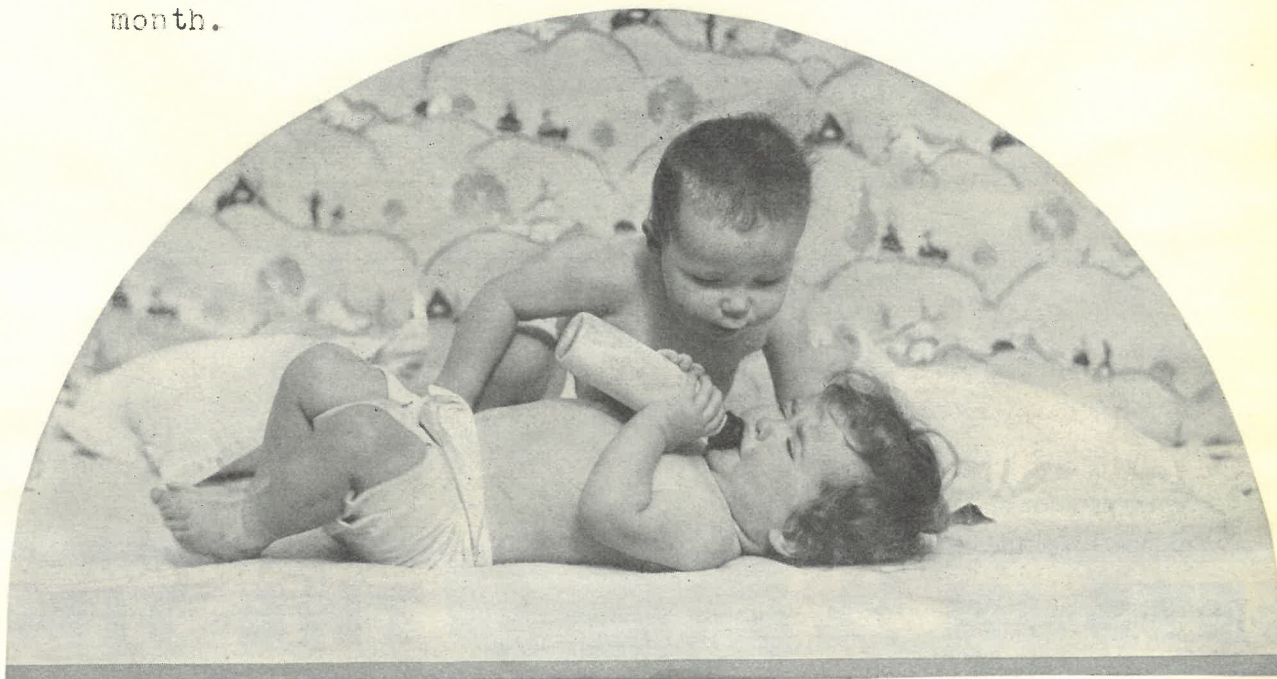
Statistics can well emphasis the need for promoting the care of the children when we study one of the reports from a committee of the White House Conference. It reports that out of 45,000,000 children:

- 35,000,000 are reasonably normal.
- 6,000,000 are improperly nourished.
- 1,000,000 have defective speech.
- 1,000,000 have weak or damaged hearts.
- 675,000 present behavior problems.
- 450,000 are mentally retarded.
- 382,000 are tubercular
- 342,000 have impaired hearing.
- 18,000 are totally deaf.
- 300,000 are crippled
- 50,000 are partially blind.
- 14,000 are wholly blind.
- 200,000 are delinquent.
- 500,000 are dependent.

the infant's powers of digestion. Cow's milk has to be diluted for the baby, and the exact amount of dilution necessary depends on the digestive powers of the infant. With human milk, there is no danger of feeding a wrong formula, which disagrees with the baby and upsets digestion. The baby which is fed human milk rather than cow's milk, has a much better chance of surviving infancy and of being healthy later on, because of the great reduction of the dangers of infection when it is breast-fed.



Breast feeding should be continued until the baby is 7 or 8 months old, even if only one or two feedings a day are given and the other feedings are artificial. Then, with the doctor's advice, weaning may be begun. It is of great importance that a baby should not be fully weaned in the first six months of life unless it is absolutely necessary, as it is during this period of rapid growth that digestive disturbances resulting from artificial feeding are most serious. Weaning should be done gradually, and it should be completed by the end of the ninth month or the beginning of the tenth month.



After the third month the baby should have a little fresh orange juice every day. At six months he can have cooked cereal. A bath should be given every day, and he should have lots of sleep, in the open air if possible.



Every child should be given a regular examination by a physician. Wilinsky says that the period from one to six is called the "neglected" period because mothers think if they bring them through their first year safely, they do not need so much attention.

This is the period of contagious diseases. Four-fifths of all the deaths which occur from contagious diseases are in children under 5, and all deaths in all age groups from all causes 25% occur in children under 5. This undoubtedly calls for a program for the prevention and control of these diseases among the young children.

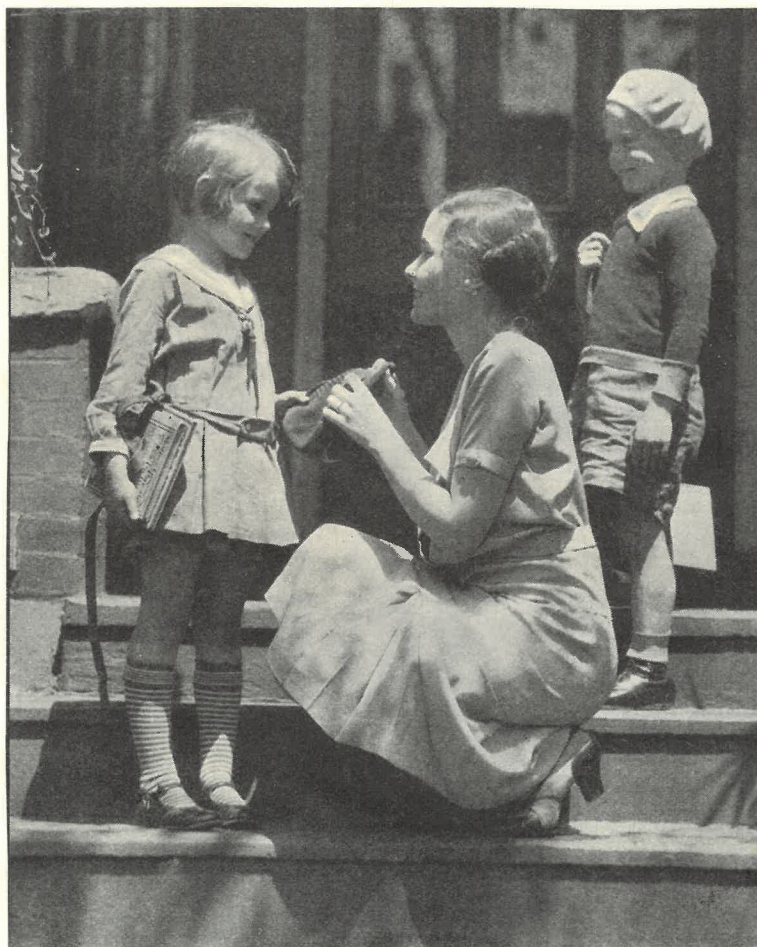


"Play has been called the Mother of Education, and close study of child play reveals the fact that intellect, memory, imagination and character are all powerfully effected in their development by the place given to play in the life of every little child". It is impossible to overemphasize the value of play to the child. A child who is deprived of his play not only misses much of the joy of childhood, but he can never be a fully developed adult. Play can be made useful to a certain extent by the mother by teaching the child to feed the rabbits, make their beds, feed the cat etc.

One usually thinks of a child's education beginning at six but all the years from two to six can be used in establishing proper training and clean habits. By the guide and help of the parents, a child can be well on his way to education when he reaches his first year in school. Reading to children, proper selection of their books, answering their questions,

providing a suitable environment for them, helping them to establish good physical and mental habits, teaching them to obey, and many other aids.

"The truly great mother or father is not only the one who succeeds in doing great things for his child but in doing all the little things for a child in a great spirit."



In closing this paper I wish to give a few of the goals presented by Grace Abbott, Chief of Children's Bureau, in her "Ten Year Child Welfare Plan".

In the 20 years from 1910-1920 great progress was made in the reduction of infant mortality rate. Statisticians estimate that if the conditions of 1910 had prevailed in 1930, 145,000 babies who survived their first year of life would have died that year. New Zealand alone had a 47% decrease in deaths and she thinks that in the next 20 years the entire United States should have such a decrease.

Some of the steps that must be taken to bring forth such a result are: Immunization against all possible diseases. Adequate public-health control of communicable diseases and good medical and nursing care given to children from the beginning of illness of any sort. Great care should be taken in keeping up the child's resistance to T. B. From a report given at the last White House Conference, there are 6,000,000 improperly nourished children in the United States.

Delinquency is created in the home, the school, and the community. The past ten years have seen great improvement in diagnosis of the causes of delinquency, but there has been no corresponding treatment. To promote this she suggests having better child psychiatrists, psychologists, and social workers to care for those who become delinquent; but also, she says, we need more playgrounds, parks, swimming pools, etc. to meet the recreational needs and interests of all kinds

of boys and girls.

The Juvenily court should strive to reduce the age of child labor. She points out one of the steps in the Childs Charter, "Give every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicap.

Miss Abbott says the first White House Conference recommended home care for dependent children. She hopes that by 1942 no child will be removed from his home because of poverty alone and that every dependent child who must be taken away from home be given that care which will be next to that of a home. One solution, which will help at least, is providing mother's allowance.

She concludes that the success of any plan depends upon the concentration of national energy on its accomplishment.



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The Infant and Young Child by Morse, Wyman, and Hill

The Pacific Coast Journal of Nursing

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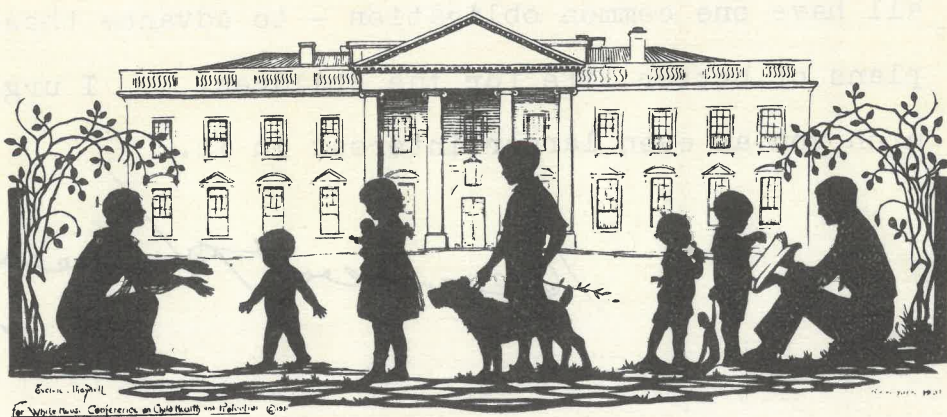
Booklets from the Metropolitan Life Insurance Company

Personal Interviews and Encyclopedias (for history)

The Children's Charter

WHITE HOUSE CONFERENCE
ON CHILD HEALTH AND
PROTECTION

called by
PRESIDENT HOOVER



Green, H. H. H. H.
for White House Conference on Child Health and Protection



The Children's Charter

PRESIDENT HOOVER'S WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION
RECOGNIZING THE RIGHTS OF THE CHILD AS THE FIRST RIGHTS OF CITIZENSHIP
PLEDGES ITSELF TO THESE AIMS FOR THE CHILDREN OF AMERICA



OR every child spiritual and moral training to help him to stand firm under the pressure of life

II For every child understanding and the guarding of his personality as his most precious right

III For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home

IV For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer

V For every child health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examination and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water

VI For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained

VII For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching

VIII For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care

IX For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs

X For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction

XI For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood

XII For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly

XIII For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met

XIV For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life

XV For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps

XVI For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy

XVII For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities

XVIII To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations

XIX To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

- (a) Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers
- (b) Available hospital beds
- (c) Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard

For EVERY child these rights, regardless of race, or color, or situation, wherever he may
live under the protection of the American flag

THE CHILDREN'S CHARTER

The Children's Charter, like a house is built on a foundation, with parts which fit like bricks and stones, one into another.

These bricks and stones represent the thoughts, the hopes, the successful experiments of many people who have worked for the good of children. While the Charter may seem to have taken form quickly, following the White House Conference on Child Health and Protection, and to be the expression of that Conference, as aims and ideals the separate parts have slowly been taking shape over a long period of time; molded by the protective parenthood of the ages - a parenthood no longer solely personal, but rapidly becoming communal and cooperative.

The stones and bricks that make up the structure of the Charter may be taken apart, analyzed:

THE FOUNDATION OF THE CHARTER lies in the first and last paragraphs:

That "the rights of the child" are recognized as "the first rights of citizenship;" and

That these rights are "for every child, regardless of race, or color, or situation, wherever he may live under the protection of the American flag."

This is a recognition that only as we push our democracy back to the very starting point - beginning with children - do we approach the true ideal of democracy.

Point I

Claims the right of every child to: Spiritual and moral training, with the aim of building strong character.

Spiritual and Moral Training

The nature of such training cannot easily be defined in concrete terms, but this implies as the basic need of every child the nurture of his spiritual and moral being in the same equation with the physical and mental. With such reinforcement of the individual, social progress is assured.

Point II

Claims the right of every child to: Understanding and the protection of that personality which makes him different from all other individuals in the whole fabric of society.

Safeguarding Individuality

This implies the safeguarding of his individual entity from an impinging adult world and requires an ever-increasing knowledge of child life and needs on the part of those who deal with him.

AN ANALYSIS

Organizations Supplementing Home and School

This implies the need to evaluate and coordinate the program of these organizations, to extend them to further usefulness, and to promote in communities the facilities for their activities.

Point XIX Health and Welfare Machinery

Urges the need of the machinery in districts, counties, and communities to carry out these health and welfare rights outlined in the Charter. These services are specifically mentioned.

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AN ANALYSIS

Point III

Claims the right of every child to: Love and the security of parental care, or its nearest possible substitute.

Security and Home Care

This implies the essential need of home and family life in the development of the child, and for children deprived of parental care, a foster home which substitutes that care; with institutions readjusted to approach the ideal of the individual home.

Point IV

Claims the right of every child to: Preparation for life and protection at birth; and for every mother: preparation for the giving of life and protection against unnecessary hazards in child-bearing.

Maternal and Infant Care

This implies maternal and infant hygiene, prenatal clinics, with public health maternity nurses, maternity hospital facilities, and education of physicians, midwives, and the general public to standards of obstetric care.

Point V

Claims the right of every child to: Health protection in his home, in the school he attends, and in the community in which he lives.

Health Protection

This calls for (as stated in the Charter): Periodical health examinations; care of specialists and hospital treatment where needed; regular dental examination and care of teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, pure water. It implies, supplementary to the services of the private physician and dentist: school health service; the summer-round-up (examination and correction of defects of young children before entering school); parents, schools, and public health authorities equipped with the knowledge and the facilities of modern protective health measures.

Point VI

Claims the right of every child to: Promotion of health, health instruction, and wholesome recreation.

Health Promotion

This implies, at home and at school, a regime of health and training in health habits; parents, teachers, physical education leaders instructed in nutrition and the laws and practices of health to direct him; play facilities and leadership.

Point VII

Home Environment

Claims the right of every child to: Home environment which provides for the child's needs: for his safety; for privacy; space and place to play; and, as it provides food for his body, provides also for his esthetic nature, beauty and such things - books, pictures, music - as feed and nourish it.

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- Point VIII Claims the right of every child to: A school environment equipped for sanitation, safety, and comfort.
- School Environment This implies proper heating, lighting, and ventilation, with school benches, stairs, and other equipment properly designed; the extension of nursery schools and kindergartens.
- Point IX Claims the right of every child to: A community environment which provides for his needs.
- Community Environment This implies: zoning to insure protection and restriction of residential sections; provision for play places and recreation facilities; for parks, libraries, and museums; supervision of places frequented by children, from the point of view of moral and physical well-being.
- Point X Claims the right of every child to: An education which considers him as an individual and prepares him both for living and for earning.
- Individual Education This implies an educational system so flexible that it can recognize and adapt itself to the individual differences among children instead of trying to mold those differences into a single pattern; an education equipped with mental tests, and teachers so trained as to detect and guide individual aptitudes from the early years; and with such courses and counsel as will prepare him for a satisfying vocation.
- Vocational Guidance
- Point XI Claims the right of every child to: An education which incorporates preparation for the obligations and responsibilities of parenthood, family life, and citizenship; and for parents, dissemination of the accruing knowledge to prepare them for parental responsibility.
- Education for Parenthood This implies a broadening of school curricula with a new emphasis on subjects which pertain to these essential phases of life. It implies an extension and reinforcement of all the rapidly developing channels of adult education.
- Point XII Claims the right of every child to: Safety from accidents, to himself and to his parents.
- Safety Protection and Education This implies further education to add to his self-protection; increased safeguards to keep pace with the rapidly increasing hazards of modern life; and adequate protective legislation.
- Point XIII Claims the right of every handicapped child to: His rightful education, development, and protection.

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Rights of the Handicapped

This implies an expansion of programs already begun in favored areas and an extension of those programs to places where they do not yet exist, providing for early discovery, diagnosis, treatment, hospital and institutional care where needed; for broad extension of education for those children who are other than normal, with special instruction, special classes, special schools, and adequate vocational training and guidance; legislation to provide public funds for such services when not otherwise subsidized; and, education of the public to the potentialities of the handicapped.

Point XIV

Claims the right of the child, hitherto known as delinquent, to: Intelligent and humane treatment.

Delinquency

This implies a study of those problems which produce delinquency examination into and revision of the juvenile court and probation systems, and a united front on the part of the home, the school, the church, and lay organizations concerned with youth, to combat the causes of delinquency.

Point XV

Claims the right of every child to: That security and protection against dependency which can only come with a decent family income.

Economic Security

This implies a society conscious of its responsibility to safeguard children through economic protection of their parents and expert study of the causes of unemployment.

Point XVI

Claims the right of every child to: Protection from labor before his full span of childhood is reached.

Child Labor

This implies strong educational laws, machinery to regulate the conditions under which youth works, and strengthening of the whole vocational program.

Point XVII

Claims the right of the rural child to: Health protection and cultural and social advantages.

Rights of Rural Children

This implies, primarily, better roads and means of communication; better school houses and equipment, and better-trained and better-paid teachers; extension of public health and recreation services, of libraries, clubs, and other cultural and social influences to rural areas.

Point XVIII

Urges the stimulation of those organizations and groups which have sprung up to supplement home and school in the molding of youth and in providing for youth's interests.