

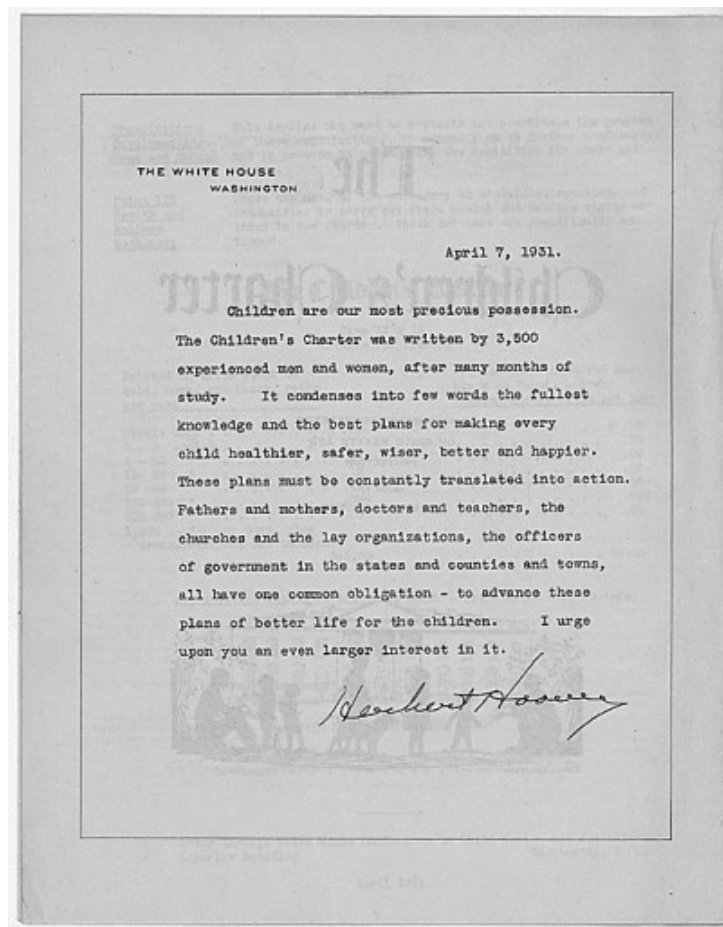
“The Children’s Charter” recognizing the rights of children

4/7/1931

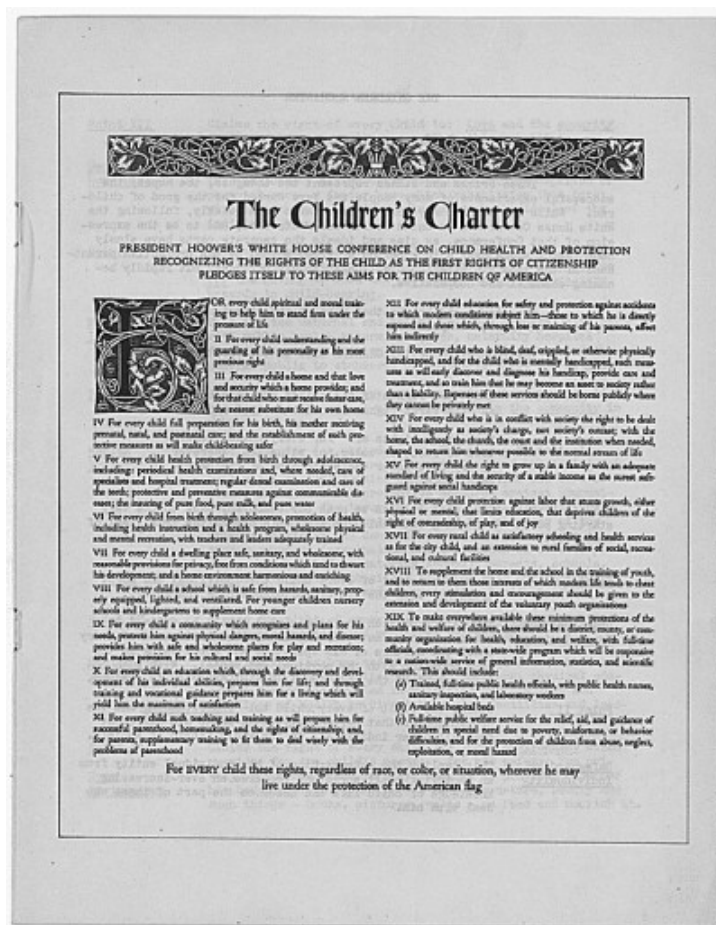
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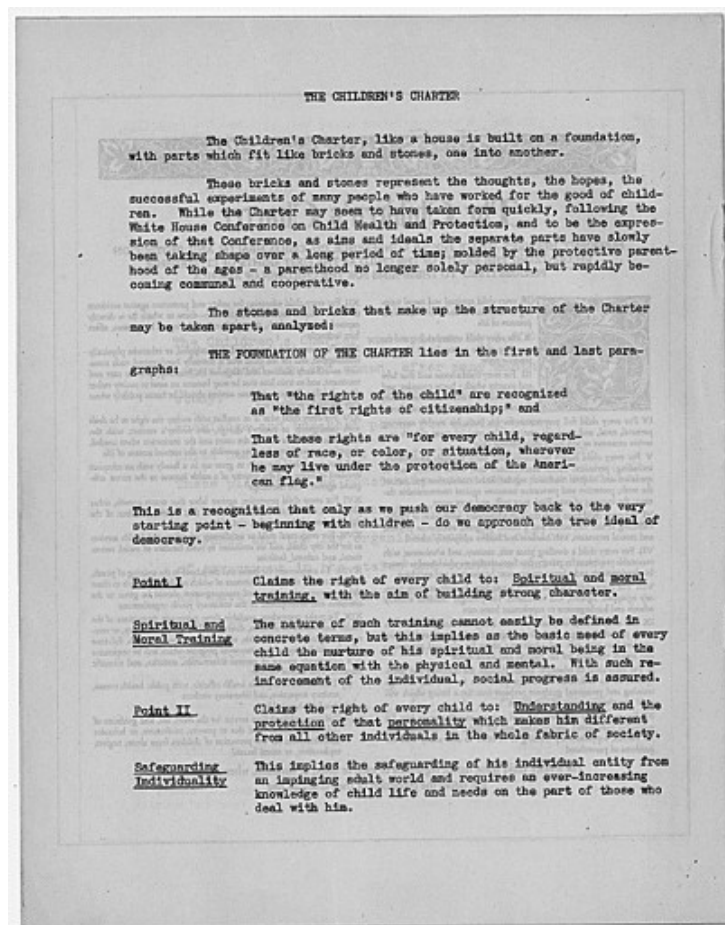
The Children’s Charter was adopted as a set of national goals by the White House Conference on Child Health and Protection in 1930. The Conference had prepared 31 volumes of technical findings and recommendations covering every conceivable childhood concern from prenatal care and a safe environment during childhood to expanded educational opportunities and the promise of health care for the physically and mentally handicapped. Realizing that the public would have a hard time understanding such detailed recommendations, President Hoover urged the preparation of the Children’s Charter to summarize the Conference’s more important recommendations and to solicit public support for state and local efforts to make the recommendations a reality. (Follow-up conferences were held in most states and medium and large-sized cities.) To read the Children’s Charter is to realize how much has been accomplished as a result — and to re-dedicate ourselves to fulfill its pledge in our time.



“The Children’s Charter” recognizing the rights of children (page 2)



“The Children’s Charter” recognizing the rights of children (page 3)



“The Children’s Charter” recognizing the rights of children (page 4)

AN ANALYSIS	
<u>Point III</u>	Claims the right of every child to: <u>Love and the security of parental care, or its nearest possible substitute.</u>
<u>Security and Home Care</u>	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.
<u>Point IV</u>	Claims the right of every child to: <u>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.</u>
<u>Maternal and Infant Care</u>	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.
<u>Point V</u>	Claims the right of every child to: <u>Health protection in his home, in the school he attends, and in the community in which he lives.</u>
<u>Health Protection</u>	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.
<u>Point VI</u>	Claims the right of every child to: <u>Promotion of health, health instruction, and wholesome recreation.</u>
<u>Health Promotion</u>	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.
<u>Point VII</u>	Claims the right of every child to: <u>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 aesthetic nature, beauty and such things - books, pictures, music - as feed and nourish it.</u>
<u>Home Environment</u>	

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AN ANALYSIS	
<u>Point VIII</u>	Claims the right of every child to: <u>A school environment equipped for sanitation, safety, and comfort.</u>
<u>School Environment</u>	This implies proper heating, lighting, and ventilation, with school benches, stairs, and other equipment properly designed; the extension of nursery schools and kindergartens.
<u>Point IX</u>	Claims the right of every child to: <u>A community environment which provides for his needs.</u>
<u>Community Environment</u>	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.
<u>Point I</u>	Claims the right of every child to: <u>An education which considers him as an individual and prepares him both for living and for earning.</u>
<u>Individual Education</u>	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 these 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.
<u>Vocational Guidance</u>	
<u>Point II</u>	Claims the right of every child to: <u>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.</u>
<u>Education for Parenthood</u>	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.
<u>Point XIII</u>	Claims the right of every child to: <u>Safety from accidents, to himself and to his parents.</u>
<u>Safety Protection and Education</u>	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.
<u>Point XIII</u>	Claims the right of every handicapped child to: <u>His right-ful education, development, and protection.</u>

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AN ANALYSIS

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 the education of the handicapped; and, finally, 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 IV

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.

AN ANALYSIS

Organizations 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 III 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.

Health and Welfare Machinery

The Children's Charter

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