



100 years of serving our nation's children and families

The Story of the Children's Bureau, The Early Years: 1938-1960

Centennial Historical Webinar Series

August 16, 2012

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All lines will be muted until the end of the presentation.



Agenda

- Continued role in developing and implementing child labor laws
- White House conferences on children
- Role in wartime
- Discussion & Conclusion

"Clearly, if economic waste is reprehensible, waste of child life, whether viewed economically or in terms of common and universal betterment, is more deplorable than war."

HERBERT HOOVER.

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THE STORY OF THE
U. S. CHILDREN'S BUREAU
By Eleanor Taylor

Published by the Child Welfare Committee
NATIONAL LEAGUE OF WOMEN VOTERS
532 17th Street, N. W.
Washington, D. C.

Price 25 cents

January, 1930

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The Story of The Children's Bureau

HE was a nice old gentleman. They were showing him the "sights" of Washington, and finally they took him through the Children's Bureau. Scanning the bare, orderly offices filled with reports bound in drab gray covers, with charts and maps, at last he burst forth with amazement—"But where are the children?"

"Not here," his Children's Bureau guide assured him, "but in city slums and country cabins, in factories and mines, in fatherless homes, in children's courts. Wherever children are, there the Bureau goes. And indeed," she added with a twinkle, "we haven't room for our 43,000,000* children here!"

AT that moment a messenger appeared, carrying a huge mail sack. The old gentleman and his guide followed him to a long room, where a half dozen girls took the hundreds of letters from his sack, opened and sorted them. Some went to the doctors in the Bureau, others to the experts in problems of child training, child labor, handicapped children. Letters from mothers, fathers, teach-

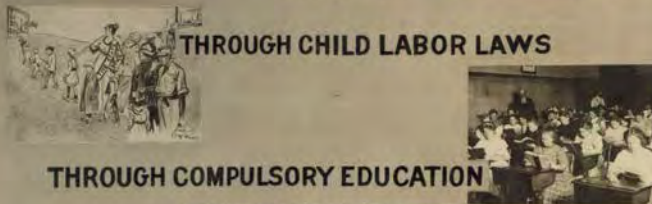
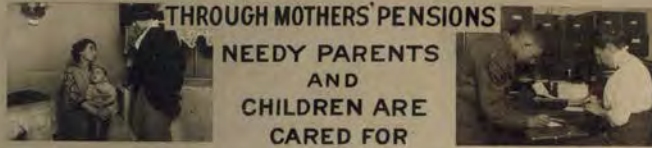
* There are 43,000,000 children under 18 years of age in the United States.

The Story of the Children's Bureau, The Early Years: 1912-1937



Workers at the Alexandria Glass Factory, ca. 1940.

WHAT ARE WE GOING TO DO ABOUT IT TRY TO PROTECT CHILDHOOD





Children ages 6, 8 and 10 work in a sugar beet field, ca 1915.

From School to Work,
published by the
Children's Bureau,
1928.



JOHN



ELSIE

JOHN and ELSIE are a typical American boy and girl. Their story shows what a State and a community can do to protect children from industrial exploitation and to train them for work and for life. The first essential in such training is attendance at schools that provide a rounded education of mind and body.

JOHN and ELSIE attend school at least nine months a year until they are 16 years old.

*Every community should provide
educational facilities
for all children*



A PUBLIC SCHOOL

[2]



A SCHOOL SHOP

AT SCHOOL John and Elsie have the opportunity to work in school shops and laboratories, trying out their abilities and tastes in different kinds of work.

Through school courses and vocational counselors the children learn something about the trades and occupations open to young men and women, and about the requirements for each. While in the junior high school grades John and Elsie consult the school counselor, who helps them to plan for the future.

*Every community should provide
vocational advice and
training*



JOHN AND THE COUNSELOR

[3]

Negative No.



12.5912

Tobacco sharecropper family, ca. 1939.



South Carolina 1st Grade children participate in a Children's Health Day program, 1939.



Katharine Lenroot, Children's Bureau Chief, 1934 – 1951.



Migrant mother nursing one of her seven children, ca. 1938.



Nursery school and child care center for African American children, ca. 1940.

Children at the
Flanner House, an
Indianapolis
community center,
ca. 1940.



Conference Program,
Conference on Children in
a Democracy, April, 1939.

Conference on
Children in a Democracy

PAPERS AND DISCUSSIONS
at the
INITIAL SESSION

April 26, 1939

Children's Bureau

UNITED STATES DEPARTMENT OF LABOR

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Collection
Document Number 330

Refugee children living in tents outside Bakersfield, California, ca. 1938.



3 year-olds in a school
for refugee children in
New York, ca. 1942.



OWI-9934-E

Children's Colony, a
home for refugee
children in New York, ca.
1942.



Refugee children learn English at a local public school, ca. 1942.



Refugee
checkpoint ca.
1945.





A family formed through international adoption, ca. 1950.

Children's Bureau publication,
July, 1940.

Mr. Elliott 233
Care of Children
Coming to the United States for Safety
Under the Attorney General's Order
of July 13, 1940

+

*Standards Prescribed
by the Children's Bureau*

Bureau Publication No. 268

UNITED STATES DEPARTMENT OF LABOR
CHILDREN'S BUREAU



Children's Bureau publication,
ca. 1942, reprinted in 1948.

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A Glossary of
CERTAIN CHILD-WELFARE TERMS

*In Spanish, Portuguese, French
and English*

FEDERAL SECURITY AGENCY
SOCIAL SECURITY ADMINISTRATION
U. S. CHILDREN'S BUREAU



20 year-old Annie Tabor, lathe operator in a supercharger plan, ca 1942.



Nursery schools provided care for children while their mothers went to work in the war industry, ca. 1942.

Martha Eliot, ca. 1941.



Visiting nurse
meets children
living in a
defense
housing trailer
camp, ca.
1942.



We are fighting again for human freedom and especially for the future of our children in a free world. Children must be safeguarded – and they can be safeguarded – in the midst of this total war so they can live and share in that future. They must be nourished, sheltered and protected, even in the stress of war production, so they will be strong to carry forward a just and lasting peace.

A Children's Charter in Wartime, 1942

A mother waves goodbye to her five year-old as she heads off to work in the war industry, ca. 1943.



A child and her new
adoptive family, ca. 1940.



A child plays nurse in a school near Oakland, California, ca. 1943.





Children bear the promise of a better world...

A young mother brings her child to the visiting nurse for medical care, ca. 1939.





Children's Bureau Chief Katharine Lenroot and her assistant, Dr. Martha Eliot, with Senator James Murray, 1942.



A military family receives medical care, ca. 1944.



Harry S. Truman

President Harry S. Truman, ca.1946.



Children's Bureau Chief,
Martha Eliot with former
Chief Katharine Lenroot, hold
a document signed by
President Truman, ca. 1951.





Youth delegates to the 1950 conference.



Children's Bureau staff with Chief Martha Eliot.

Transcript of a radio discussion
on children and the war, May 24,
1942.

THE UNIVERSITY OF CHICAGO
ROUND TABLE

CHILDREN AND THE WAR

A Radio Discussion by

- MARTHA ELIOT
- DANIEL PRESCOTT
- T. V. SMITH

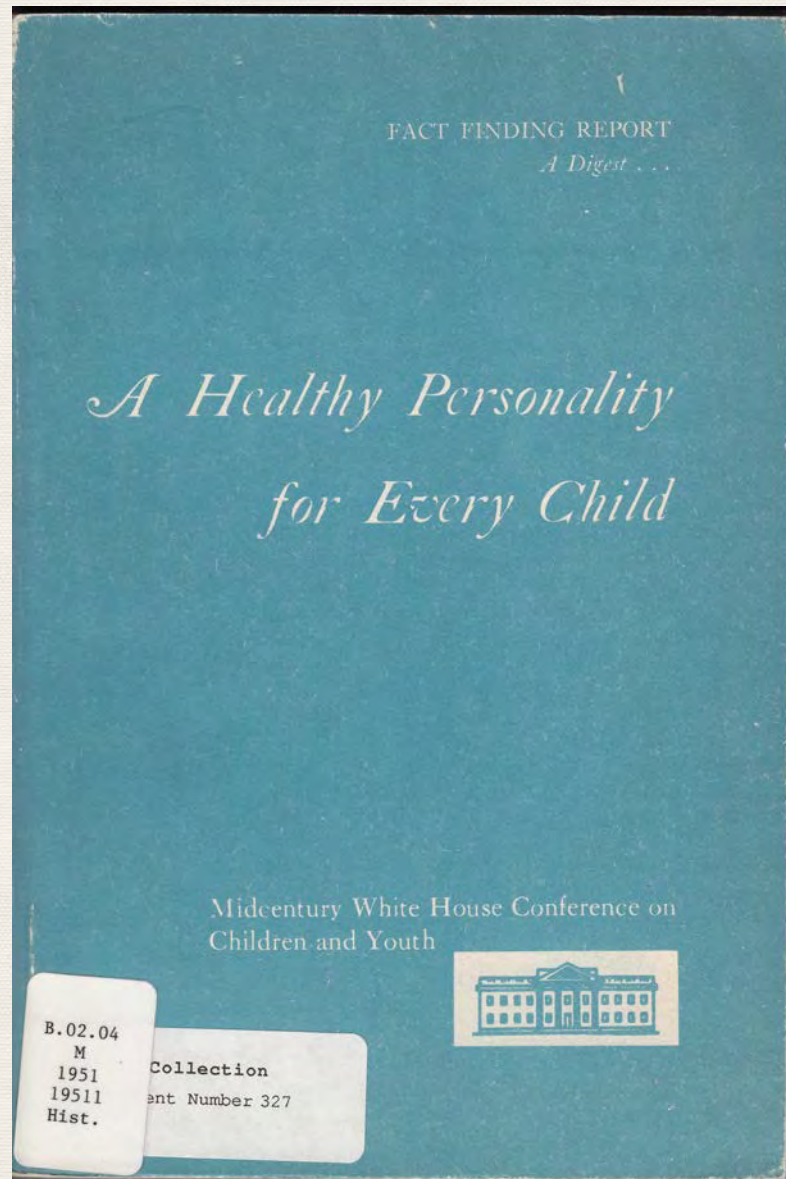
431st BROADCAST IN COOPERATION WITH THE NATIONAL BROADCASTING COMPANY • 219

MAY 24, 1942



Celebrating the Children's Bureau's 40th birthday, in 1952.

Program from the 1951 White House Conference on Children and Youth.



Martha Eliot writes on the issue of juvenile delinquency, November, 1952.

● Suppose a community expected its first-year medical students to diagnose and treat all sick children. That the children were committed to the contagion ward of the hospital during diagnosis. And that that hospital had no medicines! Ridiculous, you say?

We'll consider such facts as these:

1. This year about a million youngsters will be picked up by the police. Some 300,000 of these children will come before the courts. More than half of our counties have no probation service to help judges study the problems behind a child's delinquency and to give them the background information a judge should have in deciding a wise plan for a delinquent child. Even where some such service exists, it is often offered by people who have no training for this work.

2. Between 50,000 and 100,000 children will be held in jails while judges decide what should be done with them. Many of these jails are unfit even for adult criminals.

Children in Trouble

Does your community help them or push them further along the downward path?

Martha M. Eliot, M.D., Chief
Children's Bureau, Federal Security Agency



3. Some 35,000 children, judged delinquent, will be committed to training schools which often provide only the meager psychological, health, educational, recreational, and religious programs. Lacking funds and community support to employ skilled workers, too many of our 250 training schools cannot restore socially sick youngsters to health.

No wonder such a high percentage of our adult criminals have behind them a history of juvenile delinquency!

No wonder we spend millions of dollars to protect society against the adult criminal!

Years ago we, as a nation, failed to help such people when they were just "children in trouble."

But beyond the money cost, we cannot afford this waste of human lives. If we want to, we can save the children. Too few of us have given thought to the fate of youngsters who run afoul of the law. Maybe it's been a matter of "out of sight, out of mind." Or maybe our neglect stems from ignorance of what can and should be done.

But even now some excellent examples of good practices can be found—a few splendid courses of training for juvenile police officers; some probation services showing thrilling results in court handling of youngsters; some fine detention homes for youngsters who must await court decisions; here and there training schools with well-run programs.

If we were to raise our handling of juvenile delinquents to the level of the best jobs being done, I am convinced we would change the whole face of our ju-

venile delinquency problem in this country today.

Right now, here are four very practical lines of action we can take:

1. Train police in handling children.
2. Improve probation service for juvenile courts.
3. Provide good detention facilities for children who must be held.
4. Help training schools to get good staffs who can conduct full programs for their charges.

On which of these projects will your League work in your community this year? You have an enviable reputation for accomplishment, particularly in behalf of children. Here is a job that really needs you. The Children's Bureau will soon be prepared to give you a study guide to help assess your community's treatment of its juvenile offenders, and plan what might be done to support the people responsible for handling delinquents. We can direct you to experts near at hand with whom to talk over next steps.

You will not be alone in any campaigns you undertake. Indeed, I would hope you would pool your talents and time with those of other organizations in your communities who want to achieve better programs for young delinquents. You can add that bright spark of enthusiasm that has so often in the past fired the imagination and will of citizens to work on projects in which Junior Leagues have believed.

We want to hear from every group that joins this campaign. So when your League gets going, won't you drop me a line?



for November 1952

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Martha Eliot writes for the
Christian Advocate,
September, 1953.



Children's Bureau Photo

MARTHA M. ELIOT'S interest in broken families and babies was first awakened when she took over for her father, a Unitarian clergyman, the task of writing post cards to call a board meeting of a child placement agency. After graduation from Radcliff she became a medical social worker, and in 1918 received her M.D. For 14 years she was a resident in pediatrics at Yale.

Dr. Eliot's work with the Children's Bureau (now a part of the Department of Health, Education and Welfare) began in 1924. In 1951 she was appointed director. This year the bureau's emphasis is on the juvenile delinquency problem.

MARKED COPY

Juvenile Delinquency Is Everybody's Business

This year some 100,000 young Americans will spend a night
in jail; the end of the story is up to you . . . by **MARTHA M. ELIOT**

IN John's eyes everything seemed to go wrong the day he threw the rock through the drugstore window. He ran smack into the arms of a policeman, the very one who had warned him about tinkering with cars. There was no squirming or alibing out of this one.

Why wasn't he in school? How could he explain that he hated the place and couldn't face flunking "math" again.

Two weeks later, John was in court with his father and mother, resentful at the thought of what the judge would say this time. He was wondering, too, what they would do with him.

What, indeed, would they do with John, aged 15, who hates school, habitually gets into trouble, and is already a familiar face to the police? Is he a "bad one"

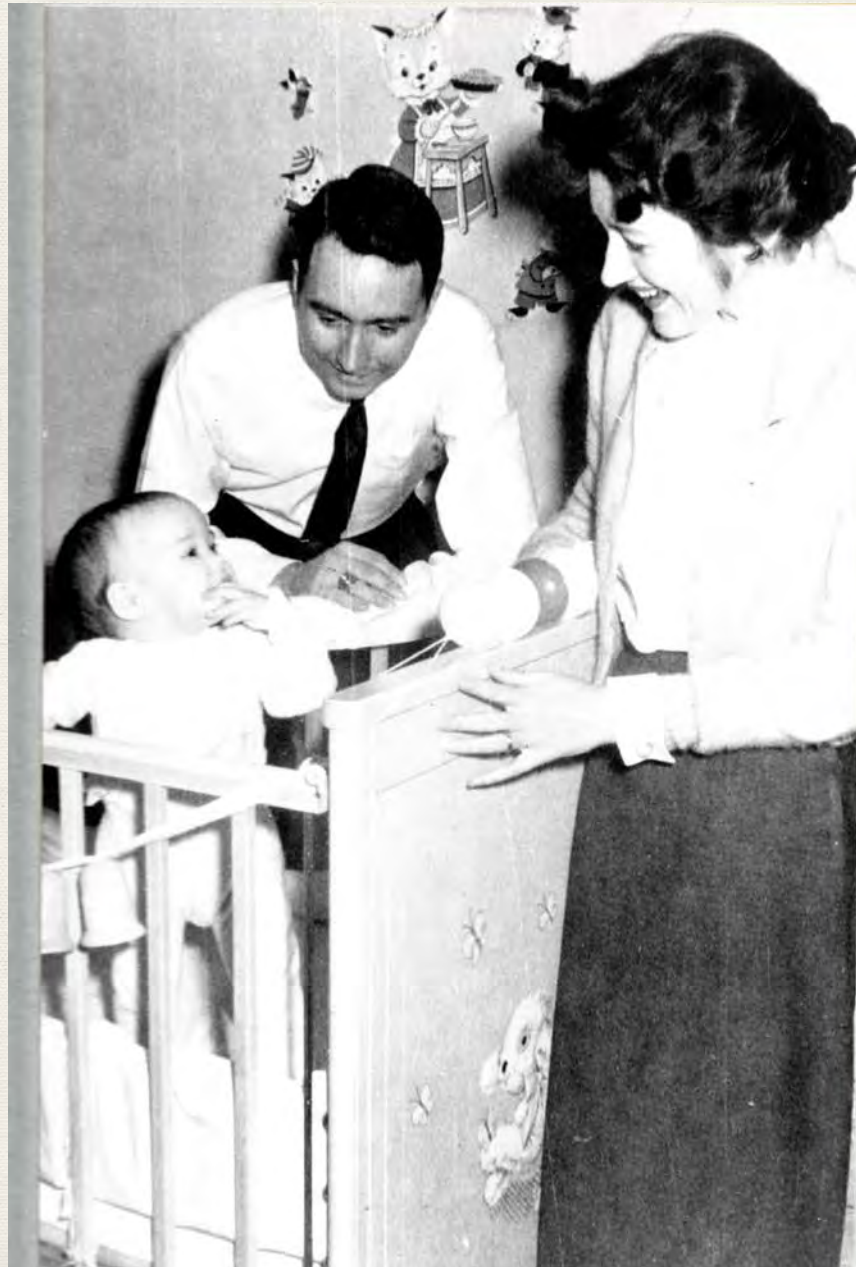
slated for a life of adult crime? Is he to be punished? Or is he to be helped, and if so, how?

LAST year about 1,000,000 American youngsters tangled with the law. Some 350,000 came before juvenile courts—an average of almost 1,000 a day.

Their offenses ranged from shop-lifting at the five-and-ten to stealing cars, from house-breaking to sex offenses. During the first six months of 1952 more serious crimes were committed by boys and girls 18 years old than by persons of any other single age.

Startling as these figures are, they are growing larger. Between 1948 and 1951 the number of youngsters appearing in a representative sampling of juvenile courts increased 17 per cent, while the number of boys and girls

Adoptive parents meet their new baby for the first time, Fulton County, GA, ca. late 1950's.



Cover of *The Child*, March, 1952.



in books for problem books. Instead of looking out of his eyes and asking to read it. Some times he had a weekly appointment with the worker, of which she made to him. This is how the book festival came.

Once the library moved to its present home, a student committee examining the books. "And when he could meet, but apparently he couldn't and one book that he wanted. She talked with him about various types of books and offered him some stories, one story, and others, but he refused them all. Finally he looked up to her, smiling slightly and said, "I would like stories about little people, like a?" "Unfortunately, no such books were in the library, but the library committee was unable to place more on the shelves. After that Jimmy became a regular book borrower. And a few weeks after his first conversation with the librarian he decided to buy "I like books, they are my friends."

We had many more such boys, that we kept with a personal problem, being to writing a story of someone with a similar problem who is able to face it and work out a solution. George, for example, who was worried because he thought he was too fat, discovered in the library a story of a boy who could never do anything really well because he was fat and clumsy. The story of how the boy in the book faced this problem and "came through" helped George, not so it helps any of us with problems to know that we are not alone.

Some to the list

For the past 4 years the boys have written letters parents and friends in an annual book festival which has been held. The festival centers around an exhibit of the latest good stories for children and young people, which is brought to the school by the book consultant for the State teachers' association. Social events, such as a watermelon feed, add more fun. Last summer the highlight of the festival was an old-fashioned outdoor tea-cake social—complete with home-baked cakes and, of course, a dressing table.

At the book festival we have seen hundreds of fourth-grade book orders, which are not only for books, but also for magazines, and for other reading material.

Consent of how help to make sure that the festival is to make them so. That means the books and help arrange the exhibit. And when a boy has found his own particular interest in books will be so happy to present an exhibit.

During the festival the boys, interested in books, browse among the new books and listen to stories read aloud. They see original drawings that have been used in book illustrations. They examine drawings showing steps in publishing. They hear new story records. All this leads to a lot of book talk and book fun.

Books encouraged

At one festival the exhibit focused on books, and two teenage boys from a neighboring town gave a magic show. Another year biography was featured, along with sports, and Glenn Cunningham, the famous mile runner, whose life story had been read by many of the boys came to the festival.

As another step in linking books with real people, we encourage the boys in writing to their favorite authors. Many authors send the boys their photographs, and some send autographed books as well. A special corner of the school library has been set aside for these treasures. Eight authors have visited the school in connection with the book festival.

The teachers have been the key persons in leading the boys toward wanting to read. Most of us know from our own experience how a teacher can arouse a pupil's interest in a book by telling incidents from it, showing pictures connected with it, and reading a chapter aloud. Our teachers arouse the boys' interest in books about people and places connected with their studies. They initiate book games and studies, and they join the boys in putting up posters and other display material concerning books.

The book committee is constantly on the alert for material that is on a low reading level but is of high interest value. Thus we have a special collection of books that are attractive to some of our teenage boys whose ability to read is that of many boys in the third or fourth school grade.

Another special collection includes books to entertain boys who are ill in the school infirmary or the city hospital. A social worker, or a homemaker, or a teacher takes some books to the patient—picture books, pop-ups, and girl books, as well as ciddles, games, and "things to do." And the staff member usually joins in the fun.

When it is necessary to place an extremely hostile boy in seclusion, for his own and others' safety, one of the staff visits the boy in the seclusion room and asks him what materials he would like to have. Sometimes the boy asks for drawing materials, but more often he asks for books. And we are not afraid to lend even the choicest books.

More and more frequently the clinical staff is able to make recommendations for books to meet a specific boy's needs. Robert, a very depressed boy, enjoyed his orientation periods in the school library very much. The library was the one thing about the school that suited him! At the clinical staff conference for Robert the psychiatrist recommended that Robert should read books about other people who had suffered.

When selecting books for the library, our committee has learned to keep in mind some factors that experience has pointed out to us.

Books must be suited to boy

First of all, we try to select a book not only because it is good in itself, but also because it is suited to the intelligence, the reading level, the interests, and the needs of some of our boys. Since we usually have about 150 boys in the school, and the ages range from 8 to 18, we need a wide variety of books.

As a rule the books must be short. Our boys usually have a small at-

tention span and a strong aversion to anxiety, and they simply cannot wade through a long book. And to hold their attention a book must be attractive, with clear print and good illustrations.

In their interests

Again, we try to place books in the library that reach not only the interests that the boys have now, but also books that they will want as their world enlarges. In other words, we take a boy by the hand and lead him as far as possible up



Boys and books seem to fit it off together in the library of the state school for delinquents.

the road to more and more desirable reading interests.

Very important—we let the boys do a great deal of selecting themselves. We keep a "suggestion book" open on the librarian's desk and encourage the boys to write their suggestions in it. We post book lists so that any boy can look for book titles that attract him.

And the annual book festival gives us all a chance to know about the latest books.

We feel that if books are to fulfill their part in our treatment plan, we must not set up any artificial barriers between the books and the boys. Getting the boys and the books together calls for open bookshelves, informal and usable ar-

rangement of books, and a minimum of red tape in borrowing them.

Thus, the book program must be a continuing one, constantly on the move. It needs to have a definite place in the school budget and new books should be bought regularly. This in itself is stimulating. And fulfilling the boys' request for books is tremendously important, not only in giving each one the opportunity to read the books he feels a need for, but in giving him the feeling that we recognize his choice

of characters in those suggestions.

Certain boys write stories as far removed from any life they know that they cannot possibly identify themselves with the characters. Some of the most disturbed boys feel this way. They don't want to read about pseudo-day characters, so instead they devote themselves to stories of the Middle Ages, "where knights were bold." However, some of the boys who like this kind of story have other reasons. One youngster, telling us about one of these stories, said of a character named Philip: "I like to read about Philip because he was a trouble before he became a knight." Then he added, "I wish it had told more about his wife, he was a trouble."

The call of the West is very strong. All the boys enjoy Westerns. Perhaps they need these as vicarious outlets for their energies. Stories of sad animals are well liked, probably because they substitute for the joy of actually having pets.

And writing, too

As a result of their interest in books some of the youngsters have been writing stories. One 15-year-old, Charles, wrote a story, "The Little Black Chick," which was really the story of his life and had psychiatric significance. His friend James illustrated it, and they typed the manuscript and bound it. One class has been formed of boys who are writing for the school paper. Through this project, several staff members have become interested in writing and have jumped adult writing groups in the city.

Reading has led to interest in plays, art, and music. When a local junior high school put on "Tom Sawyer," many of our boys went in our school bus to see it. Our art classes make book covers and illustrations. We notice that when a story record includes music the boys like it especially, and so we are planning to buy music records.

The librarian tells us that an average of 50 books are checked out (Continued on page 105)

As for the stories in the books, the boys have shown decidedly what they want.

Most of them want to read about aggressive characters. Psychiatrists tell us that this is because the boys feel so much underlying aggression and because they can identify themselves with these characters and thus gain some relief from their own feelings.

They like to read about danger. Their volcanoes must be erupting, their animals fighting.

We find that stories about poor boys who made good are popular. Maybe our boys see a ray of hope

One of the last issues of *The Child*, March, 1952.



U. S. DEPT. OF
AGRICULTURE



U. S. FOOD
ADMINISTRATION

Good Dishes for Children

These dishes are good for children and grown-ups too. The recipes provide enough for a family of five.

MILK-VEGETABLE SOUPS

1 quart milk (skim milk may be used).
2½ tablespoons flour.
2 tablespoons butter or margarine or other fat.
1 teaspoon salt.

2 cups thoroughly cooked vegetable finely chopped, mashed or put through a sieve. Spinach, peas, beans, potatoes, celery, or asparagus make good soups.

Stir flour into melted fat and mix with the cold milk. Add the cooked vegetable and stir over the fire until thickened. If soup is too thick, add a little water or milk.

RICE PUDDING

1 quart milk.
⅓ cup rice.
⅓ cup sugar.
¼ cup raisins or chopped dates.

½ teaspoon salt.
⅓ teaspoon ground nutmeg or cinnamon.

Wash the rice, mix all together, and bake three hours in a very slow oven, stirring now and then at first. This may be made on top of the stove in a double boiler, or in a fireless cooker. Any coarse cereal may be used in place of rice.

For more suggestions, send to the U. S. Department of Agriculture for Farmers' Bulletin 717, "Food for Young Children." It tells more about feeding children and the reasons why right food is so important. It shows every mother how to give her children their chance in life.

United States Food Leaflet No. 7



WASHINGTON : GOVERNMENT PRINTING OFFICE : 1917

U. S. DEPT. OF
AGRICULTURE



U. S. FOOD
ADMINISTRATION

Food For Your Children

Give Your Children Their Chance

They ought to have it and you want to give it to them.

They Must Have the Right Food

Think how fast the child grows. The new muscles and bones and all the other parts of the body are made from the food which the child eats.

Give him clean, wholesome, simply cooked food—plenty of milk, cereals, vegetables, fruit, an egg or some meat occasionally.

Wrong food—too little, too much, or wrong kinds—hurts the child's chance of being the strong, healthy boy or girl you want.

Right food—may mean

Strong bodies

Good brains

Rosy cheeks

Bright eyes

17471-17



Leaflet describing the proper diet for children.

Nurse caring for a premature infant, ca. late 1950's.



By 1956, maternal and child health programs were providing, annually:

- Prenatal doctor visits to more than 200,000 expectant mothers
- Post-delivery nursing for more than 300,000 mothers
- Well-child clinic visits for more than 1 million babies and pre-school children
- Dental exams for approximately 3 million school-age children
- Medical exams for more than 2.5 million school-age children
- Diphtheria and smallpox immunizations for more than 4 million children

2025 Budget & Finance
August 19, 1935

The Social Security Act And Crippled Children



Martha M. Eliot, M. D., Assistant Chief,
Children's Bureau, Washington, D. C.

THE YEAR 1936 deserves to be remembered as a milestone in the progress of effort to provide for the welfare of crippled children in the United States.

A year ago, on August 14, 1935, the President signed the Social Security Act containing, in the title relating to maternal and child welfare, the first provision for Federal-State cooperation in behalf of crippled children ever enacted in this country. Six months later, in February 1936, Congress appropriated the funds necessary to carry out the purposes of the Act. Kentucky, Maine, and Michigan were the first States to receive the approval of the Children's Bureau of their plans for crippled children's services under the terms of the Act. Today 36 States, Alaska, and the District of Columbia have had their plans approved, and a really nation-wide program of great benefit to crippled children is actually under way.

Although the terms of the Act relating to crippled children are, by now, fairly well known to the general public, especially to those who are working in this field, it may be well to summarize them briefly in order that the scope and diversity of State plans in operation may be appreciated when considered in relation to the conditions which the Act requires to be met before approval can be obtained and payment of Federal funds authorized.

IT SHOULD be borne in mind that all parts of Title

V of the Social Security Act are closely related in their ultimate purpose. Parts 1, 2, and 3, providing for maternal and child-health services, services for crippled children, and child-welfare services, constitute three parts of an integrated program under the administration of the Children's Bureau, and Part 4, relating to vocational rehabilitation, under the administration of the Federal Office of Education, will also be of special interest in the development of State plans for crippled children's services.

The aim of the Federal program for the welfare of crippled children is set forth in Part 2 of Title V of the Social Security Act as follows:

"For the purpose of enabling each State to extend and improve (especially in rural areas and in areas suffering from severe economic distress), as far as practicable under the conditions in such State, services for locating crippled children, and for providing medical, surgical, corrective, and other services and care, and facilities for diagnosis, hospitalization, and aftercare, for children who are crippled or who are suffering from conditions which lead to crippling, there is hereby authorized to be appropriated for each fiscal year, beginning with the fiscal year ending June 30, 1936, the sum of \$2,550,000. The sums made available under this section shall be used for making payments to States which have submitted, and had approved by the Chief of the Children's Bureau, State plans for such services."

THE NEXT section of this part of the Act states that the Federal funds are to be allotted by the Secretary of Labor on the basis of \$20,000 to each State and the

remainder according to the need of each State, based on the number of crippled children in the State in need of services and the cost of furnishing such services to them.

The Act specifies further that the plans submitted by the States to the Children's Bureau for approval must meet the following conditions: (1) Financial participation by the State; (2) administration or supervision of administration of the plan by a State agency; (3) such methods of administration (other than those relating to selection, tenure of office, and compensation of personnel) as are necessary for the efficient operation of the plan; (4) such reports by the State agency as the Secretary of Labor may from time to time require; (5) provision for carrying out the purposes of the act; (6) provision for cooperation with medical, health, nursing, and welfare groups and organizations and with any agency in such State charged with administering State laws providing for vocational rehabilitation of physically handicapped children.

WITHIN THE framework thus established, how have the States met these conditions and how have they provided for their own particular needs?

Considering the fact that in some States no provision had ever been made under public auspices for assistance to crippled children, the extent to which the States have been able to lay foundations for a coordinated program in a relatively short space of time seems truly remarkable. The interest of the public, the stimulus of private organizations which had experience in this field, and the cooperation of professional groups, especially the medical, nursing, and social work groups, is largely responsible for the results so far achieved. Indeed, this interest and cooperation may be said to represent the outstanding characteristic common to all the State plans approved for crippled children's services up to the present time.

As 38 plans have been approved by the Chief of the Children's Bureau since February 26 of this year—an average of more than 7 a month—it would be tedious to attempt to describe each one in detail in the space of a single article. But the description of a few of them will indicate that the conditions prescribed by the Act have left the States remarkably free to develop a flexible program which differs from State to State.

The plans of Kentucky, Maine and Michigan were approved on the same day—February 26. No single State may, therefore, be said to have been the "first" to receive approval. Sixteen State plans were approved in March. Other approvals followed in April, May, and June, the most recent being those plans submitted by Nebraska, Ohio, Pennsylvania, Massachusetts, Utah, and the District of Columbia. At the present writing more than half the States with approved plans have already submitted new plans for the fiscal year 1937.

Martha Eliot writes
on the needs of
crippled children and
their families.

Visiting nurse
examines a Native
American baby
living in a rural
area, date
unknown.



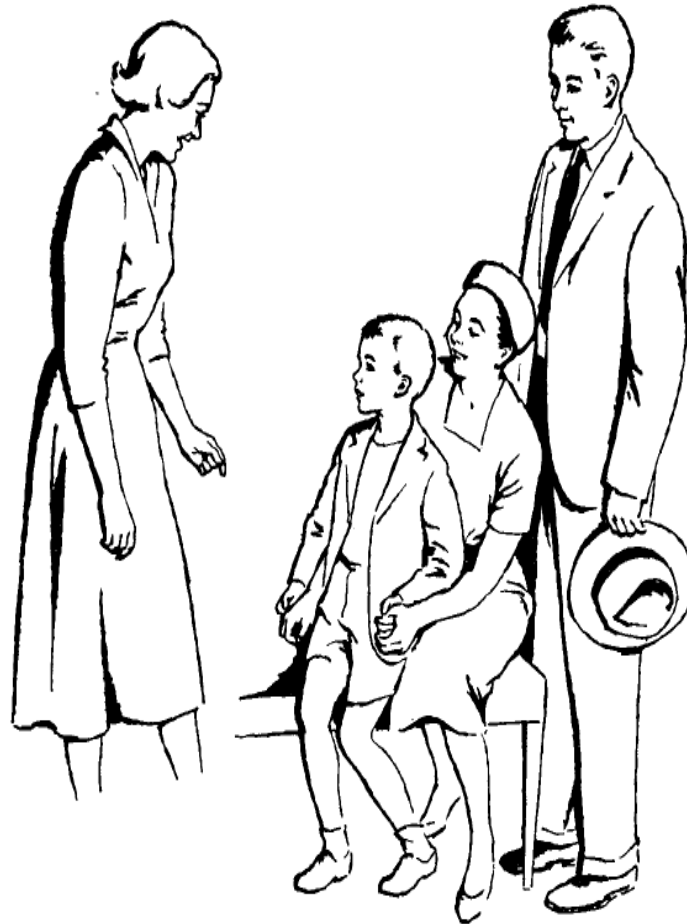
A child receives
preventative dental care,
ca. 1960.





Nursery at Junior Village, Washington, DC ca. 1958.

Illustration from a child welfare worker training manual, date unknown.



The child welfare worker is visited by an adopted child and his new parents.

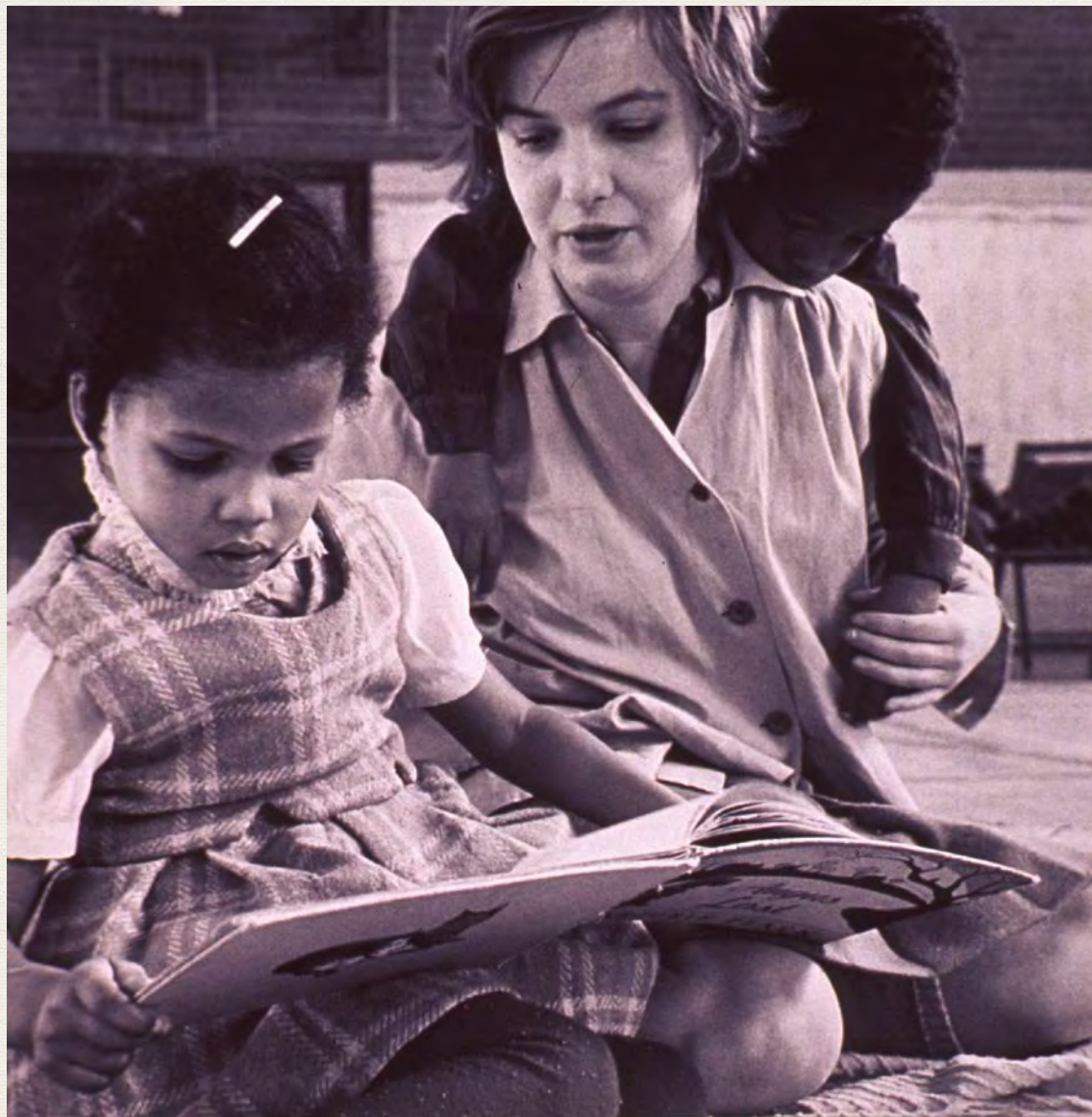
A class in a Denver high school teaches about family life, ca. 1950's.





Home visit to mother and children, ca. 1950's.

Preschool teacher and children, ca. 1958.



A new family is formed,
ca. early 1960's





Improvised clinic, ca. 1950's.



Newborn nursery, ca. 1955.

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