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Standards of Child Health, Education and Social Welfare

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Based on Recommendations of the 1940 White House Conference on Children in a Democracy and Conclusions of Discussion Groups

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Foreword

After the 1919 Conference on Standards of Child Welfare, held under the auspices of the United States Children's Bureau and usually referred to as the second White House Conference, the standards adopted by the Conference were given wide distribution and the demand for the publication has continued until the present time. The 1940 Conference on Children in a Democracy adopted a General Report with recommendations covering a broad range of subjects. The summary of standards of child health, education, and social welfare presented herewith is based chiefly upon this General Report, adopted January 19, 1940, and the conclusions of discussion groups which were submitted to the Conference.[1] From these sources the standards were compiled by Emma O. Lundberg, with the collaboration of other members of the Children's Bureau staff.

During the period which has elapsed since the Conference on Children in a Democracy, committees have been organized in 26 States to follow up the recommendations of the Conference, and many national organizations concerned with the welfare of children have utilized the Conference reports in planning their State-wide and local programs. The wartime emergency has given added impetus to State and local planning for protection of children. Although the need for special measures has become more acute and urgent because of wartime conditions, the standards required for safeguarding the health, education, and social welfare of children are essentially the same as those set forth by the White House Conference under its slogan, "Our Concern—Every Child."

The Children's Bureau Commission on Children in Wartime, organized in March 1942, adopted "A Children's Charter in Wartime," which begins with this statement: "We are in total war against the aggressor nations. 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 that they can live and share in that future. They must be nourished, sheltered, and protected even in the stress of war production so that they will be strong to carry forward a just and lasting peace."[2]

[1] Children in a Democracy—General Report Adopted by the White House Conference on Children in a Democracy; and Preliminary Statements Submitted to the White House Conference on Children in a Democracy. A list of White House Conference publications is given on page 21.

[2] A Children's Charter in Wartime. Children in Wartime No. 2. Children's Bureau Publication No. 283. Washington, 1942.

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The "Program of State Action"[3] for our children in wartime, formulated on the basis of the Charter and adopted by the Commission, outlines a plan of action by State and local organizations for meeting the needs of children whose welfare is threatened by war conditions. Responsibility for planning, coordination, and leadership, and for reviewing the wartime needs of children and existing resources for meeting them, is placed on State and local groups representative of health, education, and social-welfare interests.

The standards outlined herein are intended to serve as guides for State and community planning and review. Their use should help to clarify the objectives of State and local groups interested in children for both war and post-war periods, and should be of special value in relation to post-war planning for the needs of children.

[3] A Program of State Action Adopted August 28, 1942, by the Children's Bureau Commission on Children in Wartime in Consultation with the Office of Defense Health and Welfare Services and the Office of Civilian Defense. Children's Bureau, Washington, 1942. (Processed.)

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Standards of Child Health, Education, and Social Welfare

Safeguards of Family Life

The vast majority of children are members of families . . . . Home and family are the first condition of life for the child. They are first in importance for his growth, development, and education.

The child has food and shelter if his family has a home and provides food.

He is content and happy if he is well, if he has parents and others to love and be loved by.

Education begins in the home, where he learns to speak, to walk, to handle things, to play, to demand, to give, to experiment.

Religious faith is imparted in the family long before he goes to church.

Adventure and safety, contentment and rebellion, cooperation, sharing, self-reliance, and mutual aid are family experiences (General Report, p. 10).

1. It is essential to democracy that self-respect and self-reliance, as well as respect for others and a cooperative attitude, be fostered. These characteristics may be best acquired in childhood if the relationship among members of the family is of a democratic quality.

2. A necessary condition of the family's capacity to serve the child is an income sufficient to provide the essentials of food, clothing, shelter, and health, as well as a home life that means for the child education, happiness, and character building.

3. Parents, teachers, and others responsible for guiding children should be ever alert to the importance to the child of facing specific life situations. Such situations may provide the occasions for vital and creative religion to function. Adult leaders of children should be persons of the utmost personal integrity and of the highest ideals who have themselves a vivid appreciation of spiritual values.

4. Religious and cultural agencies have a responsibility to promote the development of those qualities in family life and individual character which are the foundation of democracy.

5. Practical steps should be taken to make more available to children and youth through education the resources of religion as an important factor in the democratic way of life and in the development of personal and social integrity.

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6. Protection of the physical and mental health of all the members of the family is a primary requisite for the conservation of the home. Health education and health supervision for the prevention of illness, control of communicable diseases, enforcement of sanitary laws and regulations, provision for diagnosis and treatment of physical and mental disorders, and prevention of accidents are public-health measures of the greatest importance.

7. Educational and recreational opportunities should be available to adults as well as to children of all ages.

8. Training in the responsibilities of parenthood, homemaking, and child care should be accessible to parents of all economic groups, in all types of communities.

9. The safety of our democratic institutions requires that as many families as possible be enabled to earn a decent income on a normal self-supporting basis.

10. When abnormal economic conditions result in unemployment, or when death of the breadwinner, illness, or other incapacity reduces the family income, it becomes the duty of society to make such provision for family maintenance as is needed to conserve home life.

11. Families which are unable, because of misfortune or disability, to provide for the proper care and protection of their children should be given social services by community agencies to the end that the home may be preserved if possible and the essential needs of the children may be met.

12. The principles which pertain to the conservation of home life for children should have equal force with reference to all economic groups in the community, and to families of all races and national backgrounds. The effects of unstable home conditions upon the children of migratory families demand special consideration.

13. Normal family life requires a dwelling with proper sanitation, light, ventilation, and protection against cold, and with the space necessary for the members of the family. Adequate housing is as important in rural as in urban areas.[4]

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[4] Among the Recommendations of the White House Conference in regard to housing are the following (General Report, pp. 27, 28):

> The Federal Government should continue and expand its program of promoting slum clearance and new housing for low-income groups through further authorization of Federal loans and appropriations for Federal grants to local housing authorities.
>
> Federal housing programs for rural areas should be adapted to rural conditions.
>
> State and municipal governments should enact legislation to provide loans and grants for public housing and to authorize cooperation with the Federal Government in housing programs.
>
> Better housing for families of moderate income should be promoted by safeguarding credit for housing purposes to assure low interest rates and long-term amortization, thus serving to stimulate private building and home ownership; by encouraging cooperative effort of industry and labor to reduce building costs; and by encouraging housing cooperatives and other agencies in which the motive of profit is subordinated to that of social usefulness.
>
> Adequate regulatory laws relating to housing should be enacted, and they should be enforced by competent inspection departments in every city.
>
> Public-assistance budgets should include provision for housing adequate for family needs.

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Health and Medical Care for Children

There are two great fronts in the preservation of health and treatment of disease, whether we speak of adult or child. On the one front general measures are applied to prevent well people from becoming ill; on the other, patients are treated to restore them to health and to limit the spread of disease. On both fronts organization and administration are needed, as well as technical knowledge, in medicine and in kindred sciences. Otherwise knowledge is sterile; and we already know more than we actually put to use (General Report, p. 52).

* * * * *

Preventive and curative health service and medical care should be made available to the entire population, rural and urban, in all parts of the country. A considerable portion of the population is able to obtain from its own resources all or part of the necessary medical service. Another large section of the population, however, consists of families whose incomes are below the level at which they can reasonably be expected to budget all the varying costs of illness without interfering with the provision of other items essential to the family's health and welfare; for these there should be available adequately supervised medical and dental care through a program financed by general tax funds, social-insurance systems, or such combination of methods as may be best suited to local conditions.

To achieve these ends will require expansion of full-time local public-health services organized on a city, county, or district basis; construction and adequate support of health centers and hospitals as needed, especially in rural areas, and more effective coordination of community public-health and medical services conducted by various agencies, public and private (General Report, p. 57).

Basic Premises

1. Adequate provision to assure satisfactory growth and development and protection of the health of children is a public responsibility. Upon what is done to assure physical and mental health during maternity, infancy, childhood, and youth depend the vigor and health of the adult population.

2. The interrelation of health, growth, and development calls for special protection in the prenatal period, during birth, and in infancy and childhood. Such protection can be achieved only through continuous health supervision and guidance, parent education, provision of food adequate to assure satisfactory nutrition, prompt and skilled care in acute illness,

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and appropriate protection and care for children suffering from disease that may lead to temporary or permanent disability.

3. The phenomena of growth and development so influence conditions and practices surrounding child life as to require special education, training, and experience for those who deal with preventive and curative services, as well as for those responsible for the administration of programs making provision for such services.

4. A program of health supervision and medical service for children should be based on current knowledge and understanding of what constitutes satisfactory conditions of physical and mental health, growth and development, and satisfactory standards of care.

5. The responsibility of the public to provide health and medical services and adequate food for children involves action on the part of citizen groups, professional and nonprofessional, on the part of voluntary agencies, and on the part of government.

6. If the responsibility of the public for the health of children is to be reflected in the lives of all the Nation's children, action by government—local, State, and Federal—is essential, through health, welfare, education, and research agencies and through those economic channels that will make possible the provision of adequate food, shelter, and the other essentials of family life.

7. To achieve health for children and create conditions conducive to their normal growth and development, society must be concerned with the health of parents and all other members of the households in which children live; with the general public-health organization, particularly measures for the protection of the home and its environment, including proper housing; and with provision by public or private agencies or through individual resources for the general medical care of the sick.

Maternal Care and Care of Newborn Infants

Standards of maternal care and care of newborn infants should include the following:

1. Premarital examination should be given to make reasonably sure that prospective parents are free from serious hereditary defects and diseases potentially transmissible during intrauterine life.

2. Prenatal medical and nursing services, closely coordinated with hospital services, should be provided by the community to insure adequate and continuous care throughout pregnancy.

3. A program of continuous prenatal, delivery, and postpartum care, in which expert consultation and hospital care are readily available in complicated cases, should be the right of every mother.

4. If hospitalization is needed, it should be arranged for in a hospital well equipped for maternity care, and ability to pay for care should not be the deciding factor.

5. A hospital accepting maternity patients should make separate provision for these patients, including separate wards, delivery room, and nursing care, with provision for isolation of infected mothers or infants. The medical staff of the hospital should always include a qualified obstetrician, who should be consulted prior to any operative procedure, and a qualified pediatrician. The maternity nursing staff should not serve

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other patients in the hospital, and there should be separate nurses to care for the infants. Separate nurseries and equipment should be available for adequate care of newborn infants, especially those born prematurely.

6. Every birth should be attended by a physician qualified by training or experience, assisted by a nurse who has had training in maternity care. An obstetrician and a pediatrician should be available for consultation at the time of birth, especially in case of operative interference and premature birth.

7. The help of social workers should be available to assist the physician and nurse in planning maternity care for patients with special economic and social problems. Housekeeper service should be among the community resources that can be utilized in planning prenatal, delivery, and postpartum care.

Care of Infants and Children

Standards for care of infants and children should include the following:

1. Throughout the neonatal period the infant should be under the observation and care of a physician, preferably one with training and experience in the care of infants and children, and a pediatrician should be available for consultation when needed.

2. Care by a public-health nurse should be available for every infant born at home when a private-duty nurse is not available, and for all newborn infants discharged from hospital.

3. To protect the health of children there is needed a home environment providing the essentials of adequate housing, good sanitary conditions, warmth, and space for privacy and recreation.

4. A home suitable for rearing healthy children should assure the child stable, consistent parental relationships, proper instruction in personal and sex hygiene, background for the formation of good habits, and sympathetic and intelligent care. Provision of adequate food, proper clothing, sleep, fresh air and sunshine, and recreation is essential.

5. A program of parent education in problems of physical and mental health of children should permeate all community health activities; local organizations such as nursery schools, day nurseries, child-health centers, child-guidance clinics, and the elementary and secondary schools may serve as centers for the development of a parent-education program.

6. No protective health measure is so important for children as the provision of food that is adequate in quantity and quality and the development of good food habits. The importance of adequate food for children is such that it should be assumed as a community responsibility when the individual family resources are not sufficient to provide it.

7. The child should be protected both inside and outside the home as far as possible from contagion, including respiratory infections.

8. Complete periodic health examinations by a competent physician trained in the care of children should be part of every child's care. Periodic dental examinations and corrective care by competent dentists are an important part of the program for protection of the child's health.

9. Provision should be made for immunization at least against those communicable diseases for which its efficacy has been well established. This is particularly true of diphtheria, smallpox, and typhoid fever.

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Care of Sick and Physically Handicapped Children [5]

1. Provision for the care of sick children whose families are unable to provide it should be made by the community. Such provision should include medical, dental, nursing, hospital, and convalescent care, and such laboratory, X-ray, physical-therapy, vocational-rehabilitation, and other services as are indicated.

2. Medical and nursing care in the home by local physicians and nurses, aided when necessary by specialists, should be available in the community. Expert diagnostic service and treatment may be provided in out-patient clinics of general hospitals, or, if the community is not large enough to warrant a general hospital, in a health center which is connected with a hospital.

3. Hospital care in a general hospital or, in the larger cities, a special hospital for children should be available. A general hospital that admits children should have special wards for children, in charge of nurses trained in the care of children, facilities for isolation on admission or for separate care of children with communicable diseases, and adequate laboratories, X-ray, and other necessary equipment. A general hospital staff should include at least one pediatrician to serve as a consultant, and a medical-social worker.

Maternity, Infant, and Preschool-Child Services

1. Community services should include medical care and public-health-nursing service in the home, and bedside care when necessary, for the mother throughout pregnancy, at delivery, and during the puerperium, for the newborn infant, older infants, and all children in the family.

2. Prenatal clinics and child-health conferences, conducted by qualified physicians assisted by public-health nurses, should be held in centers located conveniently for the mothers of a community or neighborhood.

3. Prenatal clinics should be located in or associated with hospitals, and arrangements should be made for continuity in the medical care given to each woman, whether the delivery is to be in the hospital or in the home.

4. Child-health conferences should be associated with a local health agency and, through the agency, with an out-patient clinic and hospital, so as to provide continuous supervision of the infant and young child when well or sick.

5. Child-health conferences should provide medical, dental, nursing, nutrition, and mental-health services for the preschool child.

School Health Program

1. Through a well-rounded school health program the community should provide the services necessary for adequate supervision of children of school age, including mental-health services; health instruction by teachers; a health-permitting school environment and program; recreation facilities; and health supervision of teachers and employees, with special emphasis on the early discovery of tuberculosis and personality defects in teachers.

2. School health services provided by the local health department or by the local education department should include: (a) Thorough physical

[5] See also Provision for Physically Handicapped Children, p. 17.

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examinations by competent physicians and dentists, aided by the school nurse or the public-health nurse who serves the school, of all children on entrance to school and at 2- or 3-year intervals thereafter, unless such examinations have been provided by the family; (b) immunization for diphtheria and vaccination for smallpox when necessary and not provided by the family; (c) early detection of communicable diseases; (d) thorough tests of hearing and vision, and provision for remedial measures when necessary; (e) special medical examinations of children taking part in competitive athletics.

Health of Youth at Work

1. Continuing opportunity should be provided by the community for health supervision and health education of the child who must leave school for work, as well as for those who remain in school and college.

2. Opportunity for continued health guidance for youths, for medical care when needed, and for premarital and preparental advice to young people should be available through clinics in all communities.

3. For the youth who goes to work, protection against the health and accident hazards of employment is a community responsibility, which involves law making and law enforcement.

Mental Health

1. For the protection of the mental health of children the community should provide as part of its health service a constructive program for mental health, including child guidance and parent education. Such a program not only is needed for children who are socially or mentally handicapped but should also be available to aid parents, physicians, nurses, teachers, social workers, and others who are faced with the responsibility of rearing and educating children.

2. The establishment of a child-guidance clinic staffed with psychiatrist, psychologist, and social workers provides a community facility that serves schools, courts, social agencies, and individual families.

Local, State, and Federal Responsibility

In the sharing of responsibility for public maternal and child-health services by local communities, States, and the Federal Government, the following principles should be observed:

1. The local community should provide maternity care and health and medical services for children, as needed, as part of its public-health responsibility, utilizing available qualified services and facilities.

2. The State should give leadership, financial assistance, specialized service, and supervision in the development of local services, and should be responsible for setting standards of care and service acceptable on a State-wide basis.

3. The Federal Government should assist States through financial support, research, and consultation service, and should be responsible for setting standards of care and service acceptable on a Nation-wide basis.

4. Federal grants to the States for the expansion of maternal and child-health services, including hospital and medical care, should be made on a basis that will raise most effectively the level of service in those areas where it is not adequate and so reduce existing inequalities in these fields of service.

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Educational Services in the Community

Formal education centers in the school and extends to other agencies, such as the library and the recreation center. Play is an essential part of every child's education. Reading may be learned in school but it soon becomes the means of independent recreation and cultural growth. Thus, the library, the school, and the recreation center join in a comprehensive educational system. No hard and fast lines separate the functions of these agencies (General Report, p. 32).

Education Through the Schools [6]

1. Units of local school attendance and administration should be enlarged wherever necessary in order to broaden the base of financial support and to make possible a modern well-equipped school for every child at a reasonable per capita cost.

2. Substantial financial assistance should be granted by every State to its local school systems for the purpose of equalizing tax burdens and reducing educational inequalities.

3. An extended program of Federal financial assistance to the States should be adopted in order to reduce inequalities in educational opportunity among States. Because minority groups have proportionately more children than others and live to a greater extent in areas with the least resources, the principle of Federal aid to States for services affecting children is extremely important for their welfare.

4. The supreme educational and social importance of individual traits should be recognized throughout the educational system, which should enable each child to make the most of his inherent abilities and aptitudes, and equip him with the knowledge, skills, and habits that he will need in adjusting to changing economic conditions. An educational system that truly serves a democracy will find no place for the philosophy or the methods of mass production.

5. Schools should give increased attention to the educational needs of individual children, including those who are physically handicapped, mentally retarded, or socially handicapped; these needs should be met with minimum emphasis on the handicap.

6. State-wide educational programs for handicapped children should provide for location and enumeration, diagnosis of special needs, adequate adjustment of school programs, social development, and vocational preparation, with suitable provision, also, for the coordination of educational services with the medical and social services rendered to such children.

7. State aid to local school systems for special educational provisions for handicapped children should be extended on the basis of the excess cost involved in educating such children.

[6] See also School Health Program, pp. 6–7, and Vocational Preparation, Guidance, Placement, and Work Experience, p. 13.

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8. State residential schools for the blind, the deaf, the mentally deficient, and the socially maladjusted should emphasize both educational and social aspects of the pupil's development and should be well correlated with the day-school system of the State.

9. The professional education of teachers should be enriched by study of the principles of child development, the role of education in an evolving social order, and the significance of democratic procedures in school life.

10. Teachers and other workers in all branches of education should be selected and retained in service on the basis of professional qualifications alone. They should be adequate in number to permit them to give attention to the needs of each individual child.

11. School systems should provide nursery school, kindergarten, or similar educational opportunities for children between the ages of 3 and 6.

12. Schooling during at least 9 months of the year should be both compulsory for and available to every child up to the age of 16. Compulsory-school-attendance laws should be adjusted to child-labor laws, since school leaving and child labor are closely related.

13. Local school systems should provide free educational opportunities, in accordance with individual needs, for youth up to 18 or 20 years of age, in preparation for higher education, in basic and specialized vocational training, or in general educational advancement. All youths over 16 who are not employed or provided with work opportunities should share in the benefits of such opportunities.

14. Financial aid from public sources should be given whenever necessary to young persons to enable them to continue their education beyond the compulsory-attendance age if they wish to do so and can benefit thereby.

15. Schools should make available to young people, while in school and after they leave school, systematic personal and vocational guidance and organized assistance in job placement, in cooperation with public employment services.

16. Community programs for adult education should provide to all seeking opportunity for further study or self improvement instructional facilities in fields deemed essential for home and civic life.

17. School health supervision and health and safety education should be made more effective so as to protect the physical and mental health of the child and to give him better understanding of the principles and practices of social and community hygiene.

18. Schools should assume further responsibility for providing wholesome leisure-time activities for children and their families, and new school buildings should be planned and equipped with these functions in mind.

19. Education for civic responsibility should be emphasized with the aim of developing personal integrity and intelligent loyalty to democratic ideals and institutions. For this purpose the child's learning experiences should include participation in the activities of community life, on a level appropriate to his degree of maturity.

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20. Schools should cooperate with other community institutions and agencies that serve the child. Close cooperation with parents is especially important.

21. Research divisions should be established by local school systems wherever possible and by State departments of education. Budgets for the United States Office of Education should be increased to permit the extension of research and related services. Planning of educational policies and programs at all levels shoud be based on research.

22. The traditional concern of American education with ethical values as well as mental and physical development should continue to be the fundamental obligation of the schools. It is desirable that the teaching and administrative staffs should maintain among themselves and in their attitudes toward children the processes and viewpoints characteristic of a democratic society. Such attitudes will thrive only in an atmosphere of freedom to teach and freedom to learn.

23. Programs of general secondary education should be developed based on changes in industrial demands and opportunities and contributing significantly to responsible citizenship, wholesome family life, constructive use of leisure time, and appreciation of our cultural heritage.

24. Federal and State aid for education should be provided which will reduce inequalities and make possible educational opportunity, in accordance with the standards here recommended, for all children regardless of race, residence, or economic condition.

Leisure-Time Services

1. The development of recreation and the constructive use of leisure time should be recognized as a public responsibility on a par with responsibility for education and health. Local communities, States, and the Federal Government should assume responsibility for providing public recreational facilities and services, as for providing other services essential to the well-being of children. Private agencies should continue to contribute facilities, experimentation, and channels for participation by volunteers.

2. Steps should be taken in each community by public and private agencies to appraise local recreational facilities and services and to plan systematically to meet inadequacies. This involves utilization of parks, schools, museums, libraries, and camp sites; it calls for coordination of public and private activities and for the further development of private organizations in providing varied opportunities for children with different resources and interests. Special attention should be directed toward the maximum utilization of school facilities for recreation in both rural and urban areas.

3. Emphasis should be given to equalizing the opportunities available to certain neglected groups of children, including—

Children living in rural or sparsely settled areas.
Children in families of low income.
Negro children and children of other minority groups.
Children in congested city neighborhoods.
Children just leaving school and not yet adjusted to outside life, with special emphasis on unemployed youth.
Children with mental, emotional, or physical handicaps.

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4. Public and private organizations carrying responsibility for leisure-time services should assist and cooperate in developing public recognition of the fact that recreation for young and old requires facilities, equipment, and trained personnel.

5. Schools and other educational and civic organizations should promote intelligent choice and appreciation of various forms of commercial recreation.

6. Because of the growing significance of radio and motion pictures in their impact on children and youth, social organizations and entertainment industries, insofar as they are concerned with the leisure time of children, should collaborate wherever possible in order to provide programs that will contribute to the sound development of children.

Library Service for Children and Youth

1. The States should encourage and assist in the extension and development of local public-library service and give financial aid for the maintenance of such service. In rural areas provision should be made for traveling libraries to reach isolated homes and communities.

2. Federal grants to the States for general public education should be available for school libraries. Special Federal grants should be made available for extension of library service to rural areas.

3. Libraries should provide for special collections and personnel to serve children. Provision should also be made for material and for library advisory service for parents on subjects relating to child care and training.

4. Libraries should be staffed by personnel trained and qualified specifically for this work.

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Child Labor and Youth Employment

A program concerned with the employment problems of children and young people involves two main objectives. Of these, one is protective, designed to prevent industrial exploitation and premature employment of children and youth at ages or under conditions of work detrimental to their health, education, or general welfare. The other is primarily educational and advisory, and has for its purpose the provision of training and guidance in school and on the job, assistance in obtaining suitable employment, and adequate opportunity for work experience (Preliminary Statements, p. 147).

Protective Measures

Primary responsibility for establishment of proper legal safeguards and their effective administration is vested in the States, which should bring their State child-labor laws up to the standards required to assure adequate protection. Federal action also is needed to provide minimum standards for the protection of every child in every State, below which no State may fall.

The following standards relating to child labor have received wide acceptance as the minimum to be sought in protective measures:[7]

1. A minimum age of 16 for all employment during school hours and for employment at any time in manufacturing or mining occupations or in connection with power-driven machinery.

2. A minimum age of 16 for employment at any time in other occupations, except as a minimum age of 14 may be permitted for limited periods of work after school hours and during vacation periods in agriculture, light nonmanufacturing work, domestic service, and street trades.

3. A minimum age of 18 or higher for employment in hazardous or injurious occupations.

4. Hours-of-work restrictions for persons up to 18 years of age, including maximum hours, provision for lunch period, and prohibition of night work, the hours permitted not to exceed 8 a day, 40 a week, and 6 days a week.

5. Requirement of employment certificates for all minors under 18, issued only after the minor has been certified as physically fit for the proposed employment by a physician under public-health or public-school authority.

6. At least double compensation under workman's compensation laws in cases of injury to illegally employed minors.

7. Minimum-wage standards for all employed minors.

[7] See also Health of Youth at Work, p. 7, and Education Through the Schools, p. 9, item 12.

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8. Abolition of industrial home work as the only means of eliminating child labor in such work.

9. Adequate provision for administration of all laws relating to the employment of children and youth.

10. Provision for a continuing program of research concerning the extent and conditions of child employment, the effect of child-labor legislation, and the effect of employment on the health and welfare of children and young persons.

Vocational Preparation, Guidance, Placement, and Work Experience [8]

1. Vocational preparation, guidance, and counseling services, adapted to modern conditions and the changing needs of youth, should be extended in the school systems, and when carried on under other auspices, should be conducted in cooperation with the schools.

2. Vocational preparation should encourage the cultivation of sound attitudes toward work and good work habits, and should give the child techniques of value in a wide range of occupations and a knowledge of modern industry and the problems which workers must meet. There should be further experimentation in part-time work and part-time schooling.

3. Such vocational preparation should include training for specific trades available to youth 16 years of age and over, provided through public-school vocational courses and through apprenticeship, and business or professional training under public educational auspices.

4. Educational and vocational guidance should be available to all pupils, based on study of individual capacities and aptitudes and information concerning available educational and vocational training facilities and employment opportunities.

5. Counseling services should be established for all out-of-school youth seeking employment and should be maintained in close cooperation with the available vocational preparation and guidance programs.

6. Placement services for young workers should be provided, staffed by properly qualified and professionally trained workers, with full cooperation between the schools and the public employment services.

7. Federal, State, and local governments should provide work projects for youths over 16 and not in school who cannot obtain employment. Such work should be useful, entailing possibly the production of some of the goods and services needed by young people themselves and other unemployed persons.

8. No person should be arbitrarily excluded from work programs or other programs for youth because of a delinquency record.

[8] See Education Through the Schools, p. 9, items 13 and 15.

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Social Services for Children

Social services furnish the means by which society helps to meet the special needs of children whose well-being cannot be fully assured by their families and by those community services that are intended for all children alike. The primary objective of child-welfare service is to provide for every child who has some special need whatever assistance and guidance may be required to assure him security and protection, within his own home if possible, and opportunity for his growth and development (General Report, p. 63).

Essentials of a Community Child-Welfare Program

1. Social services to children whose home conditions or individual difficulties require special attention should be provided in every county or other appropriate area. An obligation rests upon both public and private agencies for the development of adequate resources and standards of service.

2. Community planning for child welfare requires participation of social-welfare agencies, schools, health agencies, courts, recreational agencies, and representative citizens concerned with children. Public and private child-welfare agencies should cooperate in a program which will assure the proper service to every child in need.

3. Social services for children are essential in community programs for child health, education, and general well-being. Health, educational, and recreational services should have access to social services for children requiring special attention.

4. The local public-welfare department should be able to provide all essential social services to children, either directly or through utilizing the resources of other agencies. Public and private child-welfare agencies should cooperate in a program which will assure the proper service to every child in need.

5. Adequate and well-administered public assistance and general relief, with social services as needed, furnish a necessary foundation for child-welfare service.

6. Public child-welfare services should be available to every child in need of such help without regard to legal residence, economic status, race or nationality, or any consideration other than the child's need.

7. Public-welfare agencies should assume continuing responsibility for children received into their care as long as they are in need of public protection or support.

8. Children should be given whatever service they need from public-welfare agencies without court commitment, unless change of legal custody or guardianship is involved or legal action is needed because of the circumstances of the parents' neglect or the child's delinquency.

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9. Public child-welfare services should be provided as part of general public-welfare administration, which should also include aid to dependent children and general relief.

10. Child-guidance service with resources for competent psychiatric, psychological, and social study and treatment is a necessary part of a community welfare program.[9]

11. Adequate standards for selection, training, and advancement of staff on the basis of merit should be maintained by the authorities responsible for child-welfare work.

12. The active interest of informed citizens is essential in the development of good public service and coordination of the work of public and private agencies.

Foster-Care Services

1. For children who require care away from their own homes, there should be available such types of family-home and institutional provision as may be necessary to insure their proper care, having due regard for special handicaps and problems of adjustment.

2. Child-caring agencies and institutions should have adequate funds for the maintenance of children, and also for such services as are required to meet their physical, emotional, educational, and religious needs, utilizing to the fullest extent community resources available for these purposes.

3. Foster care should be utilized only after due consideration has been given to the possibility of maintaining the child in his own home under proper conditions. When care in a foster-family home or institution is found to be desirable it should be accompanied by work for the rehabilitation of the home, unless the child's welfare necessitates permanent severance of family ties.

4. Where public funds are paid to private agencies and institutions, they should be given only in payment for care of individual children whose admission to service has been approved by the public agency and who remain its responsibility. Such payments should be made on a per capita, per diem basis, and should cover as nearly as possible maintenance costs.

5. Acceptance by a private agency of a child who is a public ward should be by mutual agreement between the public agency and the private agency, and termination of care should be decided upon in conference between the two agencies. There should be a definite understanding between the public-welfare department and the private organization as to who is to have responsibility for services needed by the child's family while the child is in foster care.

6. The public department represents the State in its relations to the child and his family and cannot delegate legal and moral obligation to see that the child is protected in his family relationships and that he receives good care.

The Juvenile Court

1. It is the function of the juvenile court to provide legal action based on social study, with a view to social treatment, in cases of delinquency

[9] See also Mental Health, p. 7.

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requiring court action and in cases involving adjudication of custody and guardianship or enforcement of responsibilities of adults toward children. As local public-welfare departments become equipped for adequate child-welfare service, juvenile courts should be relieved of cases not coming within these classes.

2. Courts dealing with children's cases should have judges and social-service staff qualified to give adequate services to children. In larger communities a probation staff of qualified workers is required. In less populous areas the court may use the services of child-welfare workers in the public-welfare department.

3. Social service is needed in connection with court action in cases of delinquency and neglect and in many cases of other types. Social investigation and service, for example, are necessary in cases of divorce and legal separation when custody or responsibility for the support of children must be adjudicated; and in cases of adoption, of determination of paternity and support of children born out of wedlock, and of desertion and nonsupport of families. Where jurisdiction over these cases is not placed in the juvenile court, such service should be supplied either by the court having jurisdiction or through cooperative arrangements with the juvenile court or community welfare agencies.

Prevention and Treatment of Juvenile Delinquency

1. Prevention of delinquency and intelligent treatment of young offenders require knowledge of the personal and environmental conditions which may have a bearing upon the delinquent behavior of the individual child. The social and economic factors which contribute to maladjustment must be understood and dealt with, as well as the physical, mental, and emotional characteristics of the child.

2. In addition to programs providing social treatment of the individual child, measures aimed at basic causes are required if conditions in the home and community contributing to delinquency are to be removed. Youthful energies must be directed into useful channels. Home, school, and church have responsibilities to help children to achieve a strong appreciation of ethical values. Adequate play facilities for children, constructive companionships and associations in neighborhoods where they reside, and carefully supervised group activities all contribute to the upbuilding of character.

3. Training schools for juvenile delinquents should receive only such boys and girls as need the special treatment afforded by such institutions, and their work should be closely related to social-service activities in the communities from which children are admitted. Training schools should not be used as catch-alls for problems which should be dealt with in the community by children's agencies or by courts equipped for social treatment.

4. The same institution cannot serve adequately the needs of both young children and older youth, nor provide training adapted to the mentally deficient and to the mentally normal child. The development of small, specialized institutions, with provision for transfer of children from one to another, is preferable to the development of large institutions.

5. While a boy or a girl is under care the training school should provide individualized treatment that will give the child the opportunities

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normally afforded by the family, the school, and the community agencies which contribute to the health and education of children and the formation of their character. If the institution is to fulfill its function, its equipment must equal the resources of a good community. The activities of the training school in the social, educational, religious, health, and recreational fields should be closely related to the activities of other community agencies in the same fields.

6. Greater emphasis should be placed upon the need for constructive case work in the community, including work with the child and with his family after he has left the institution. Training schools should have social workers to serve as liaison personnel between the institution and the communities from which the children come. Immediate responsibility for case-work service for the family while the child is in the institution and assistance to the child after his release should be carried in most instances by the child-welfare worker in the community.

7. It is important that the administration of State training schools be related to and function as an integral part of services for children rather than of those provided for the care of adults.

Provision for Physically Handicapped Children [10]

1. Broad programs of medical care and social service to deaf and blind children and those suffering from impaired hearing and vision should be developed in the States, following the general principles developed in services to crippled children for which the States now receive Federal aid under the Social Security Act.

2. State-wide programs for physically handicapped children should provide for locating such children, and for diagnosis, medical and surgical care, convalescent care, social service, education, and vocational preparation.

3. Physically handicapped children should have the fullest possible opportunities for care and training in their own homes and communities. Social service which will help families to make the adjustments in family life required to meet the needs of handicapped children is an essential part of a program for such children.

State and Community Provision for Mentally Deficient Children

1. An adequate State-wide program for the care of mentally deficient children should include: Locating children who may need help; ascertaining their physical, intellectual, and emotional development and their social adjustment; and providing services which will meet the social, educational, and vocational needs of mentally deficient and subnormal children throughout the State.

2. Segregation can be the answer to only a small part of the whole problem of mental deficiency, but adequate provision must be made for children who require institutional care. Whenever behavior difficulties are serious or when family conditions are such that children cannot safely remain at home or be cared for in a foster-family home, care and training should be available in an institution equipped to give proper care and training.

[10] See also Education Through the Schools, pp. 8–9, items 5, 6, 7, 8, and Care of Sick and Physically Handicapped Children, p. 6.

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3. Community provision for mentally deficient children should include services to promote their social, educational, and vocational adjustment. These services should be made available early in the life of the child. Parents should be helped to understand the child and his condition so that they may provide proper care in the home.

State Leadership and Aid in Developing Local Services

1. The State welfare department should provide leadership in developing State and local services for children and in improving standards of care, and should administer such services as cannot be provided appropriately in local units. It should have a division responsible for promoting the interests and welfare of children and a definite appropriation for this purpose.

2. Besides general promotion and leadership, the service for children provided by the department should include State financial assistance to local units of government to enable them to undertake preventive measures and, when necessary, service to children, and to reduce prevailing inequalities in local community services.

3. Enforcement of laws relating to supervision of institutions, child-placing agencies, and foster-family homes should be accompanied by provision for guidance in developing good standards of care and for advice to families whose children need foster-care services.

4. Adequate legal and social safeguards should be provided in matters relating to adoption and other methods of transfer of parental rights and obligations.

5. Advisory service with reference to social legislation should be an important function of the State welfare department. Social legislation, if it is to be an effective instrument for child protection, must be planned for a social purpose and fostered by public understanding of its aims.

6. The State should assume responsibility for services to children with certain handicaps for whom local communities, even with State leadership and financial assistance, cannot make adequate provision.

7. State care of children should not be developed without adequate consideration of the possibilities of providing for the children in their own communities. The volume and kind of care provided by the State for children for whom it assumes direct responsibility should be influenced by the increasing availability of local child-welfare services.

8. The Federal Government should enlarge its child-welfare activities so as to make them more fully available to the States, and through the States to local units of government, and to private child-welfare agencies and parents.

9. Community, State, and Federal child-welfare services should be developed on the basis of careful planning participated in by health, educational, and social-service agencies, public and private, and by representative citizens. Interdepartmental cooperation in the administration of these programs should be developed by Federal, State, and local governments.

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Economic Aid to Families

During the process of adjustment to changing economic situations many families and children may be left without an assured livelihood because of unemployment, disability, low wages, or other factors beyond their control. It is becoming the established American policy that these families be given adequate economic assistance (General Report, p. 21).

1. Measures for unemployment compensation, workmen's compensation, and old-age and survivors benefits, which are of special importance in relation to children, should be extended as to coverage and liberalized as to benefits provided, and insurance against loss of income through temporary or permanent disability should be developed.

2. The Federal Government should adopt a policy of continuing and flexible work programs for the unemployed, operated and primarily financed by the Federal Government and carried on in cooperation with State and local governments. The amount of work provided in each State should be in proportion to the number of needy unemployed. As supplementary to this program and in no way displacing it, the Federal Government should provide aid to the States for general relief covering all persons in need who are not in the categories now the objects of special Federal concern. Federal aid for general relief should be adjusted in each State to the economic capacities and relief needs of that State.

3. States should provide substantial financial assistance to local units to make possible adequate public assistance and relief. State assistance should be adjusted to need and financial capacity of the local units.

4. Aid to Dependent Children should be further developed with the objective of enabling each eligible family to provide adequate care for its children. Rigid limitations on the amounts of grants to individual children or families should be removed from State and Federal laws. Necessary appropriations should be made by State and local governments and by the Federal Government. Federal aid should be equitably adjusted to the economic capacities and the needs of the several States.

5. State laws making legal residence a prerequisite for economic aid should be made uniform and reasonable, with no more than a year required for establishing residence. The Federal Government should take full responsibility for developing plans to care for interstate migrants and transients, such plans to be administered in cooperation with the States but with the Federal Government assuming complete financial responsibility. The States should assume the responsibility for State residents who are without legal local residence, with such aid as may be made available by the Federal Government for general public assistance.

6. In all systems of economic aid safeguards should be provided to assure staff selected on the basis of merit, adequate in number and qualifications to administer the benefits and to provide or obtain for each family the services needed.

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Public Administration and Financing

This Conference believes that it would be unsound to relieve governments on State and local levels from responsibility for such services as schooling, recreation, health, and medical service. It is important, however, to assure a reasonable minimum in these services and to remove inequalities so far as possible by spreading the cost. The Conference therefore endorses a consistent and well-organized system of grants by States to localities and by the Federal Government to States, for the support and expansion of certain services to children (General Report, p. 79).

* * * * *

It is of the utmost importance that merit systems be adopted in administration of public service in local, State, and Federal governments. . . . This Conference looks to a time when the body of public servants will be carefully selected and retained by reason of professional qualifications and will be backed by a strengthened and informed public opinion (General Report, p. 80).

The following principles are basic to the proper development of public services to children:

1. The number of local administrative units of government for health, education, and welfare should be reduced, and units sufficiently large and appropriate for efficiency and economy in performing the functions of government should be organized.

2. Financial responsibility should be shared by governments at the various levels—local, State, and Federal—taking into account the needs in the respective localities and States and the resources of these governmental units.

3. Merit systems which will assure competent personnel to perform the services essential for children should be adopted in public administration in local, State, and Federal governments.

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Publications of the White House Conference on Children in a Democracy Issued by the Children's Bureau

Conference on Children in a Democracy; papers and discussions at the initial session, April 26, 1939. Pub. 265. 117 pp. 20 cents.

Proceedings of the White House Conference on Children in a Democracy, January 18–20, 1940; including the General Report adopted by the Conference. Pub. 266. 125 pp. 25 cents.

Children in a Democracy: General Report Adopted by the White House Conference on Children in a Democracy, January 19, 1940. 86 pp. 20 cents.

Preliminary Statements Submitted to the White House Conference on Children in a Democracy, January 18–20, 1940. 257 pp. 40 cents.

White House Conference on Children in a Democracy: Final Report. Pub. 272. 1943. 392 pp. 65 cents.

REPOPT ON CHILD GUIDANCE CONSULTATION & TREATMENT

児童相談 並 処置報告

(24年 9月分)

I Classification of consultations —— 相談分類 ——

(Total of the Centsal the Ashinomaki & the Shiogama)

		Normal 通常児	Abnormal 変質児	Feeble Minded 精神薄弱児	Total 計
A Educational Consultation 教育相談	Diagnostic Testing 教育診断	5		4	9
	Problem-child Guidance 問題児指導	18	6	3	27
B Protective Consultation 保護相談	Delinquent child 不良児	24	20	12	56
	Vagabond child 浮浪児	12	9	4	25
C Fosterage Consultation 委託相談	Infant 乳幼児	20			20
	The others その他	3		3	6
D Consultation on Bringing-up 健康相談	Child 児童	14			14
	Pregnant woman 妊産婦				
Total	計	96	35	26	157

II Classification of Treatment —— 処置分類 ——

( ) is real members

	Name of Institute 施設名	This month's 今月分	Last month's 前月分	Total 計
A	Taken in home 家庭引取	73		73
B	Fosterage 里親委託	6	2	8
C	Pretected at the temporaly-home 本所一時保護所収	(44) 43		(44) 43
D	Christian Kujiin (Nursary) キリスト教育院	5		5
E	Tenshien (Catholic Orphanage) 天使園	1		1
F	Du la Sall Orphanage (Boys home) 光ヶ丘天使園	3		3
G	Ai-no-Seibo-in 愛の聖母院			

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C Consultation 委託相談	乳幼児	20			
	The others その他	3		3	6
D Consultation on Bringing-up 健康相談	Child 児童	14			14
	Pregnant woman 妊産婦				
Total	計	96	35	26	157

II Classification of Treatment —処置分類—

( ) is real members

Name of Institute 施設名	This month's 今月分	Last month's 前月分	Total 計
A Taken in home 家庭引取	73		73
B Fosterage 里親委託	6	2	8
C Protected at the temporaly-home 本所一時保護所収	(44) 43		(44) 43
D Christian Kujiin (Nursary) キリスト教育児院	5		5
E Tenshien (Catholic Orphanage) 天使園	1		1
F Du la Sall Orphanage (Boys home) 光ヶ丘天使園	3		3
G Ai-no-Seibo-in (girls home) 愛の聖母院			
H Takuto Gakuin (boys home) 拓壽学院	1		1
I Shuyo Reformatory 修養学園	3	2	5
J The others その他	22	1	23
Total 計	157	5	162

The Central Child Welfare Station of Miyagi Prefecture
宮城縣中央兒童相談所

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

REPOPT ON CHILD GUIDANCE CONSULTATION & TREATMENT

兒童相談、並 処置報告

(24年 9月分)

I Classification of consultations —— 相談分類 ——

		Normal 通常兒	Abnormal 変質兒	Feeble Minded 精神薄弱兒	Total 計
A Educational Consultation 教育相談	Diagnostic Testing 教育診断			3	3
	Problem-child Guidance 問題兒指導	6	6	2	14
B Protective Consultation 保護相談	Delinquent child 不良兒	12	20	12	44
	Vagabond child 浮浪兒	9	9	3	21
C Fosterage Consultation 委託相談	Infant 乳幼兒	19			19
	The others その他			3	3
D Consultation on Bringing-up 健康相談	Child 兒童	13			13
	Pregnant woman 妊産婦				
Total	計	59	35	23	117

II Classification of Treatment —— 処置分類 ——

( ) is real members

	Name of Institute 施設名	This month's 今月分	Last month's 前月分	Total 計
A	Taken in home 家庭引取	45		45
B	Fosterage. 里親委託	2		2
C	Pretected at the temporaly-home 仮一時保護所	(44) 39		39
D	Christian Kujiin (Nursary) キリスト教育院	5		5
E	Tenshien (Catholic Orphanage) 天使園	1		1
F	Du la Sail Orphanage (Boys home) 光ヶ丘天使園	3		3
G	Ai-no-Seibo-in 愛の聖母院			

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	母 体 児	1			1
C Fosterage Consultation 委託相談	Infant 乳幼児	19			19
	The others その他	3		3	3
D Consultation on Bringing-up 健康相談	Child 児童	13			13
	Pregnant woman 妊産婦				
Total	計	59	35	23	117

I Classification of Treatment ——処置分類——

( ) is real members

	Name of Institute	施設名	This month's 今月分	Last month's 前月分	Total 計
A	Taken in home	家庭引取	45		45
B	Fosterage	里親委託	2		2
C	Pretected at the temporaly-home	仮所-時保護所	(44) 39		39
D	Christian Kujiin (Nursary)	キリスト教孤児院	5		5
E	Tenshien (Catholic Orphanage)	天使園	1		1
F	Du la Sail Orphanage (Boy's home)	光ヶ丘天使園	3		3
G	Ai-no-Seibo-in (girl's home)	愛の聖母院			
H	Takuto Gakuin (boy's home)	拓殖学院	1		1
I	Shuyo Reformatory	修養学園	2	2	4
J	The others	その他	19		19
	Total	計	117	2	119

The Central Child Welfare Station of Miyagi Prefecture
宮城縣中央兒童相談所

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REPORT ON CHILD GUIDANCE CONSULTATION & TREATMENT

兒童相談並処置報告

〔24年 9月分〕

1 Classification of consultations —相談分類—

		Normal 通常兒	Abnormal 変質兒	Feeble Minded 精神薄弱兒	Total 計
A Educational Consultation 教育相談	Diagnostic Testing 教育診断	3			3
	Problem-child Guidance 問題兒指導				
B Protective Consultation 保ゴ相談	Delinquent child 不良兒	10			10
	Vagabond child 浮浪兒	2			2
C Fosterage Consultation 委託相談	Infant 乳幼兒				
	The others その他	3			3
D Consultation on Bringing-up 健康相談	Child 乳童				
	Pregnant woman 妊産婦				
Total	計	18			18

( ) is real members

2 Classification of Treatment —処置分類—

( ) is real members

Name of Institute 施設名	This month's 今月分	Last month's 前月分	Total 計
A Taken in home 家庭引取	10		10
B Fosterage 里親委託	3		3
C Protected at the temporary-home 庚午時保ゴ所保ゴ	( ) 2		2
D Christian Ikujien (Nursery) キリスト教育院			
E Tenshien (Catholic Orphanage) 天使園			

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D Consultation on Bringing-up 健康相談	Child 兒童				
	Pregnant woman 妊産婦				
Total	計	18			18

( ) is real members

2 Classification of Treatment —— 処置分類 ——

( ) is real members

Name of Institute	施設名	This month's 今月分	Last month's 前月分	Total 計
A Taken in home	家庭引取	10		10
B Fosterage	里親委託	3		3
C Protected at the temporary-home	仮所-時保/所保	( ) 2		2
D Christian Ikujiin (Nursery)	キリスト教育兒院			
E Tenshin (Catholic Orphanage)	天使園			
F Hikari Oka Orphanage (Boys home)	光ヶ丘天使園			
G Ai-no-Seibo-in (Girl's home)	愛の聖母院			
H Takuto Gakuin (Boys home)	拓徒学院			
I Shugo Reformatory	修養学園			
J The others	その他	3		3
Total	計	18		18

The Ishinomaki Child Welfare Station of Miyagi Prefecture
宮城縣石巻兒童相談所

DECLASSIFIED E. O. 12065 SECTION 3-402 / NND 775013

REPORT ON CHILD GUIDANCE CONSULTATION & TREATMENT

兒童相談並処置報告

I Classifcation of Consultations ——(49年Sept月分)

相談分類

			Normal 通常兒	Abnormal 変質兒	Feebleminded 精神薄弱兒	Total 計
A	Educational Consultation 教育相談	Diagnostic Testing 教育診断	2		1	3
		Problem-child Guidance 問題児指導	12		1	13
B	Protective Consultation 保護相談	Delinquent child 不良児	2			2
		Vagabond child 浮浪児	1		1	2
C	Fosterage Consultation 委託相談	Infant 乳幼児	1			1
		The others その他				
D	Consultation on Bringing-up 健康相談	Child 児童	1			1
		Pregnant woman 妊産婦				
Total		計	19		3	22

( ) is real number

II Classification of Treatment ——処置分類——

	Name of Institute 施設名	This month's 今月分	Last month's 先月分	Total 計
A	Taken in Home 家庭引取	18		18
B	Fosterage 里親委託	1	(2)	1 (2)
C	pretected at the Temporary-Home 本所一時保ゴ所	2		2
D	Christian Ikujiin (nursary) キリスト教育児院			
E	Tenshien (Catholic Orphanage) 天使園			
F	De la Sall Orphanage (Boy's Town) 光ヶ丘天使園			
	Fosterage Infant	1		1

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F	Du la Sall Orphanage (Boy's Town) 光ヶ丘天使園					
C	Fosterage Consultation 委託相談	Infant 乳幼児	1			1
		The others その他				
D	Consultation on Bringing up 健康相談	Child 児童	1			1
		Pregnant woman 妊産婦				
Total		計	19		3	22

( ) is real number

II Classification of Treatment ——処置分類——

	Name of Institute 施設名	This month's 今月分	Last Month's 先月分	Total 計
A	Taken in Home 家庭引取	18		18
B	Fosterage 里親委託	1	(2)	1 (2)
C	pretected at the Temporary-Home 本所一時保護所	2		2
D	Christian Ikujin (nursary) キリスト教育児院			
E	Tenshien (Catholic Orphanage) 天使園			
F	Du la Sall Orphanage (Boy's Town) 光ヶ丘天使園			
G	Ai-no-Seibo-in (Girl's Home) 愛の聖母院			
H	Takuto Gakuin (Boy's Home) 拓涛学院			
I	Shuyoh Reformatory 修養学園	1		1
J	The others その他		(1)	(1)
	Total 計	22	(3)	25

The SHIOGAMA Child Welfare Station
of MIYAGI Prefecture

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宮城縣

宮城縣民事部長殿

宮城縣民生部

昭和二十四年八月二日

第六三三號

児童相談並処置報告

右ニツイテ七月分別紙のとおりであります。

長

REPORT ON CHILD GUIDANCE CONSULTATION & TREATMENT.

児童相談並処置報告（年間）

Total of the Central the Ishinomaki the Shiogama.)

I Classification of consultations.

相談分類

		Normal 通常児	Anomolous 変質児	Feebleminded 精神薄弱児	Total 計
A. Educational consultation 教育相談	Diagonostic Testing 教育診断	38	3	7	48
	Problemchild Guidance 問題児指導	5	9	5	19
B. Protective consultation. 保護相談	Delinquent child 不良児	5	7	3	15
	Vagabond child 浮浪児	4	11	3	18
C. Fosterage consultation 幼児委託相談		29	7	1	37
D. Consultation on Bringing-up children. 育児健康相談		4			4
Total 計		84	37	19	141

II Classification of Treatment

処置分類

A. Taken in home. 家庭引取	86
B. Fosterage. 里親委託	7
C. Protected at the temporary home. 本所一時保護所保護	26
D. Christion Ikujien (Nursery) キリスト教育児院	3
E. Shuyo Reformatory 修養学園	[illegible]

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B. Protective consultation. 保護相談	Delinquent child 不良児	5	7	3	15
	Vagabond child 浮浪児	4	11	3	18
C. Fosterage consultation 幼児委託相談		29	7	1	37
D. Consultation on Bringing-up children. 育児健康相談		4			4
Total 計		84	37	19	141

II Classification of Treatment
処置分類

A. Taken in home.	家庭引取	86
B. Fosterage.	里親委託	7
C. Protected at the temporary home.	本所一時保護所保護	26
D. Christian Ikujien (Nursery)	キリスト教育児院	3
E. Shuyo Reformatory	修養学園	4
F. Takuto Reformatory	拓凍学院	1
G. Tenshien ~~Catholic Orhanage~~	天使園	3
H. De La sall boys' home	少年の町	2
The other	其の他	9
Total 計		141

Nursery

THE CENTRAL CHILD WELFARE
STATION OF MIYAGI PREFECTURE
宮城縣中央児童相談所

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

REPORT ON CHILD GUIDANCE CONSULTATION & TREATMENT.

児童相談並処置報告 (24年7月分)

I Classification of consultations.
相談分類

		Normal 通常児	Anomolous 変質児	Feebleminded 精神薄弱児	Total 計
A. Educational consultation 教育相談	Diagonstic Testing 教育診断		1		1
	Problemchild Guidance 問題児指導		9	4	13
B. Protective consultation. 保護相談	Delinquent child 不良児	1	6	3	10
	Vagabond child 浮浪児	3	10	2	15
C. Fosterage consultation 幼児委託相談		24	7	1	32
D. Consultation on Bringing-up children. 育児健康相談					
Total 計		28	33	10	71

II Classification of Treatment
処置分類

A. Taken in home. 家庭引取	30
B. Fosterage. 里親委託	4
C. Protected at the temporary home. 本所一時保護所保護	24
D. Christion Ikujien (Nursery) キリスト教育児院	2
E. Shuyo Reformatory 修養学園	4

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保護相談 consultation.	Vagabond child 浮浪児	3	10	2	15
C. Fosterage consultation 幼児委託相談		24	7	1	32
D. Consultation on Bringing-up children. 育児健康相談					
Total 計		28	33	10	71

II Classification of Treatment
処置分類

A. Taken in home. 家庭引取		30
B. Fosterage. 里親委託		4
C. Protected at the temporary home. 本所一時保護所保護		24
D. Christian Ikujien (Nursery) キリスト教育児院		2
E Shuyo Reformatory 修養学園		4
F Takuto Reformatory 拓濤学院		1
G Tenshien ~~Catholic Orhanage~~ 天使園	Nursery	2
H De La Salle boys home 少年の町		2
The other		2
Total 計		71

THE CENTRAL CHILD WELFARE
STATION OF MIYAGI PREFECTURE
宮城縣中央児童相談所

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

REPORT ON CHILD GUIDANCE CONSULTATION & TREATMENT 〔兒童相談並処置報告〕

— 昭和24年 8月分 —

I Classification of consultations:
〔相談分類〕

		Normal	Abnormal	Feebleminded	Total
A. Educational consultation 教育相談	Diagonestic Testing 教育診斷	25		2	27
	Problemchild Guidance 問題兒指導				
B. Protective consultation 保護相談	Delinquent child 不良兒	3			3
	Vagabond child 浮浪兒	1			1
C. Fosterage consultation 幼兒委託相談		3			3
D. Consultation on bringing up children 育兒健康相談		2			2
Total 〔計〕		34		2	36

II. Classification of treatment 処置分類

A. Taken in home 家庭引取	27
B. Fosterage 里親委託	2
C. Protected at the temporary home 本所一時保護所保護	1

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保護所	Vagrant children 浮浪児	1		1
C. Fosterage consultation 幼児委託相談		3		3
D. Consultation on bringing up children 育児健康相談		2		2
Total 〔計〕		34	2	36

II. Classification of treatment 処置分類

A. Taken in home 家庭引取	27
B. Fosterage 里親委託	2
C. Protected at the temporary home 本所一時保護所保護	1
D. Christian Ikujien (Nursery) キリスト教育児院	
E. Shugo Reformatory 修養学園	
F. Kokuei Reformatory 国栄学院	
G. The others 其の他	6
Total 合計	36

THE ISHINOMAKI CHILD WELFARE STATION OF MIYAGI PREFECTURE
宮城縣石巻児童相談所

DECLASSIFIED E. O. 12065 SECTION 3-402 / NND 775013

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

REPORT ON CHILD GUIDANCE CONSULTATIO & TREATMENT

児童相談 並 処置報告 (24年7月分)

I Classification of Consultations
相談分類

			Normal 通常児	Abnormalous 変質児	Problemmaded 精神薄弱児	Total 計
A	Eaucational consultation 教育相談	Diagnostic Testing 教育相談	13	2	5	20.
		Problem child Guidance 問題児指導	5	1	1	7
B	Protective consultation 保護相談	Delinquent Child 不良児	1	1		2
		Vagabond Child 浮浪児		1	1	2
C	Fosterage Consultation 幼児委託相談		2			2
D	Consultation on Bringing up Children 育児健康相談		2			2
	Total		23	4	7	34

II Classification of Treatment
処置分類

A	Taken in Home 家庭引取	29
B	Fosterage	

	保護相談 浮浪児		1	1	2
C	Fosterage Consultation 幼児委託相談	2			2
D	Consultation on Bringing up Children 育児健康相談	2			2
	Total	23	4	7	34

II Classification of Treatment
処置分類

A	Taken in Home 家庭引取	29
B	Fosterage 里親委託	1
C	Protected at the Temporary Home 仙台中央相談所一時保護所保護	1
D	Christian Ikujien (Nursery) キリスト教育児院	1
E	SHUYO Reformatory 修養学園	
F	~~KOKUEI Reformatory 国栄学院~~ Tenshi-en 天使園 Nursery	1
G	The Others 其の他	1
	Total 合計	34

The SHIOGAMA CHILD WELFARE
STATION OF MIYAGI PREFECTURE

DECLASSIFIED E. O. 12065 SECTION 3-402 / NND 775013

REPOPT ON CHILD GUIDANCE CONSULTATION & TREATMENT

児童相談 並 処置報告

Total of the Central, The Ishinomaki and The Shiogama (26年 8 月分)

August. 1949 A.D.

I Classification of consultations —— 相談分類 ——

		Normal 通常児	Abnormal 変質児	Feeble Minded 精神薄弱児	Total 計
A Educational Consultation 教育相談	Diagnostic Testing 教育診断	137	30	5	172
	Problem-child Guidance 問題児指導	13	11	4	28
B Protective Consultation 保護相談	Delinquent child 不良児	12	6	6	24
	Vagabond child 浮浪児	8	6	9	23
C Fosterage Consultation 委託相談	Infant 乳幼児	32	1		33
	The others その他	9	2	3	14
D Consultation on Bringing-up 健康相談	Child 児童	19	3		22
	Pregnant woman 妊産婦				
Total	計	230	59	27	316

II Classification of Treatment —— 処置分類 ——

( ) is real members

Name of Institute 施設名		This month's 今月分	Last month's 前月分	Total 計
A Taken in home	家庭引取	261		261
B Fosterage	里親委託	9		9
C Protected at the temporary-home	本所一時保護所収容	(41) 28		(41) 28
D Christian Ikujiin (Nursary)	キリスト教育児院	3	4	7
E Tenshien (Catholic Orphanage)	天使園	1	1	2
F Du La Sail Orphanage (Boys home)	光ヶ丘天使園	1	1	2
G Aiguo-Saibai				

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	浮浪児	0	0	1	23
C Fosterage Consultation 委託相談	Infant 乳幼児	32	1		33
	The others その他	9	2	3	14
D Consultation on Bringing-up 健康相談	Child 児童	19	3		22
	Pregnant woman 妊産婦				
Total	計	230	59	27	316

II Classification of Treatment ——処置分類——

( ) is real members

	Name of Institute 施設名	This month's 今月分	Last month's 前月分	Total 計
A Taken in home	家庭引取	261		261
B Fosterage	里親委託	9		9
C Pretected at the temporaly-home	本所一時保護所(所)	(41) 28		(41) 28
D Christian Ikujiin (Nursary)	キリスト教育院	3	4	7
E Tenshien (Catholic Orphanage)	天使園	1	1	2
F Du La Sail Orphanage (Boys home)	光ヶ丘天使園	1	1	2
G Ai-no-Seibo-in (girls home)	愛の聖母院	1		1
H Takuto Gakuin (boy's home)	布濤学院	1	6	7
I Shuyo Reformatory	修養学園	4	2	6
J The others	その他	7		7
Total	計	316	14	330

The Central Child Welfare Station of Miyagi Prefecture

宮城縣中央兒童相談所

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

REPORT ON CHILD GUIDANCE CONSULTATION & TREATMENT

兒童相談，並 処置報告

(24年 8 月分)

I Classification of consultations —— 相談分類 ——

		Normal 通常兒	Abnormal 変質兒	Feeble Minded 精神薄弱兒	Total 計
A Educational Consultation 教育相談	Diagnostic Testing 教育診断	114	30	5	149
	Problem-child Guidance 問題兒指導	12	9	4	25
B Protective Consultation 保護相談	Delinquent Child 不良兒	7	6	6	19
	Vagabond child 浮浪兒	6	6	4	16
C Fosterage Consultation 委託相談	Infant 乳幼兒	21	1		22
	The others その他	8	2	3	13
D Consultation on Bringing-up 健康相談	Child 兒童	19	3		22
	Pregnant woman 妊産婦				
Total	計	187	57	22	266

II Classification of Treatment —— 処置分類 ——

( ) is real members

	Name of Institute 施設名	This month's 今月分	Last month's 前月分	Total 計
A	Take in home 家庭引取	232		232
B	Fosterage 里親委託	2	3	5
C	Protected at the temporary-home 本所一時保護所収	(41) 19		(41) 19
D	Christian Ikujiin (Nursary) キリスト教育院	2	4	6
E	Tenshien (Catholic Orphanage) 天使園	1	1	2
F	Du la Sail Orphanage (Boys home) 光ヶ丘天使園	1	1	2
G	Ai-no-Seibo-in (girls home) 愛の聖母院	1		

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C Fosterage Consulltation 委託相談	Infant 乳幼児	21	1		22
	The others その他	8	2	3	13
D Consulltation on Bringing-up 健康相談	Child 児童	19	3		22
	Pregnant woman 妊産婦				
Total	計	187	57	22	266

I Classification of Treatment ——処置分類——

( ) is real members

Name of Institute	施設名	This month's 今月分	Last month's 前月分	Total 計
A Take in home	家庭引取	232		232
B Fosterage	里親委託	2	3	5
C Pretected at the temporaly-home	本所一時保護所(休)	(41) 19		(41) 19
D Christian Kujiin (Nursary)	キリスト教育児院	2	4	6
E Tenshien (Catholic Orphanage)	天使園	1	1	2
F Du La Sail Orphanage (Boy's home)	光ヶ丘天使園	1	1	2
G Ai-no-Seibo-in (girls home)	愛の聖母院	1		1
H Takuto Gakuin (boy's home)	拓濤学院	1	6	7
I Shuyo Reformatory	修養学園	4	2	6
J The others	その他	3		3
Total	計	266	17	283

The Central Child Welfare Station of Miyagi Prefecture

~~宮城縣中央兒童相談所~~

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

REPORT ON CHILD GUIDANCE CONSULTATION & TREATMENT 〔児童相談並処遇報告〕

— 昭和24年 8月分 —

I. Classification of consultations:
〔相談分類〕

		Normal	Abnormal	Feebleminded	Total
A. Educational consultation 教育相談	Diagonestic Testing 教育診断	15			15
	Problemchild Guidance 問題児指導				
B. Protective consultation 保護相談	Delinquent child 不良児	2			2
	Vagabond child 浮浪児				
C. Fosterage consultation 幼児養育相談		4			4
D. Consultation on bringing up children 育児健康相談		1			1
Total 〔計〕		22			22

II. Classification of treatment 処置分類

A. Taken in home 家庭引取	16
B. Fosterage 里親養育	2
C. Protected at the temporary home 本所一時保護所保護	1

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本所-時保護所保護

	浮浪兒			
C. Fosterage consultation 幼兒要託相談	4			4
D. Consultation on bringing up children 育兒健康相談	1			1
Total (計)	22			22

II. Classification of treatment. 処置分類

A. Taken in home 家庭引取	16
B. Fosterage 里親養託	2
C. Protected at the temporary home 本所-時保護所保護	1
D. Christian Ikujien (Nursery) キリスト教育兒院	
E. Shuyo Reformatory 修養学園	
F. Kokuei Reformatory 国栄学院	
G. The others 其の他	3
Total 合計	22

THE ISHINOMAKI CHILD WELFARE STATION OF MIYAGI PREFECTURE
宮城縣石巻児童相談所

DECLASSIFIED E. O. 12065 SECTION 3-402 / NND 5 NO. 775013

REPORT ON CHILD GUIDANCE CONSULTATION & TREATMENT

児童相談 並 処置報告 (49年8月分)

I Classification of Consultations
相談分類

			Normal 通常児	Abnormalous 変質児	Feebleminded 精神薄弱児	Total 計
A	Educational consultation 教育相談	Diagnostic Testing 教育相談	8			8
		Problem child Guidance 問題児指導	1	2		3
B	Protective consultation 保護相談	Delinquent Child 不良児	3			3
		Vagabond Child 浮浪児	2		5	7
C	Fosterage Consultation 幼児委託相談		7			7
D	Consultation on Bringing up Children 育児健康相談					
	Total		21	2	5	28

II Classification of Treatment
処置分類

A	Taked in Home 家庭引取	13
B	Fosterage 里親委託	5

	Consultation 保護相談	Vagabond Child 浮浪児	2		5	7
C	Fosterage Consultation 幼児委託相談		7			7
D	Consultation on Bringing up Children 育児健康相談					
	Total		21	2	5	28

II Classification of Treatment
処置分類

A	Taked in Home 家庭引取	13
B	Fosterage 里親委託	5
C	Protected at the Temporary House 仙台中央相談所一時保護所保護	8
D	Christian Ikujien (Nursery) キリスト教育児院	1
E	SHUYO Reformatory 修養学園	
F	KOKUEI Reformatory 国栄学院	
G	The Others 其の他	1
	Total 合計	28

The SHIOGAMA CHILD WELFARE
STATION OF MIYAGI PREFECTURE

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

CHILD WELFARE PERFORMANCES TO BE AFFILIATED TO HEALTH FESTIVAL

In charge of Child Welfare performances:

Mrs. Nishimura, Chief of Child Welfare Section

The drawings to be displayed: Divided into 3 groups

1. Bright aspect:

1) Maternity and child handbook
2) Health examination of mothers (a fetus is protected this way)
3) Health examination of infants
4) A happy home circle
5) A good child sleeps by himself
6) A child tumbled down and a sobbing child (Don't soothe such child with candies)
7) Picture of kindergarten (The place for children's social education and play)
8) Primary school (Children's library and the life outside of the school)
9) Home room (Home of about 40 children. The scene of children making models under the guidance of instructor.)

2. Children who lack welfare.

1) Infant's Home
2) Infant's Home
3) Day Nursery (Please look after my child)
4) Day Nursery (Feeding)
5) Boshiryo (Happy children while mothers out)
6) Boshiryo (Happy mother and children)
7) Orphanage (Recreation, baseball)
8) Orphanage (Bed check)
9) Reformatory (With animals)
10) Reformatory (Lesson)

3. Agencies

1) Child Care Center (Mother & her child enter to consult)
2) Examination
3) Child Welfare Board (Every town and village protects children this way)
4) Recreation Center (Swings and slides)
5) Athletic Meeting (Sponsored by Child Welfare Board)
6) Child welfare institutions in the prefecture.

Paper-picture show:

1. That child and this child, too are everybody's children.
2. A dandelion

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

File under Section Civil welfare Section

As one of those who worry about the Japanese education and hope for the welfare of all the human beings of the world, I want to give you true and sincere informations and ask you to take proper measures as soon as possible so that dangers may be avoided.

I. I want you to watch over seriously the activities of the Youth Department of Shibata-gun Teachers' Union, because they are not only trying to destroy democratic education, indoctrinate our dear children with Communism, and strengthen their organizations, but they are also trying to convert young naive teachers into Communists.

The leaders are Setsuko Sasaki, teacher of Funaoka Primary School who is a member of the Young Communists' League and has already caused troubles, and Kuniichi Sato who joined the Communist Party recently. They are the object of criticism by us teachers for their activities within the school and without. Those who love peace, dislike their activities most. They will obstruct democratization of Japan, unless they are given warning at the present moment.

II. Do you know about a newspaper entitled "Children's World" which is being distributed semi-compulsorily to every primary and lower secondary school in Miyagi Prefecture? So far, they have issued five numbers, each copy costing five yen.

The following contents of the numbers issued so far, will show their ideology clearly:

They printed the Soviet literature and once they went so far as ~~printing~~ publishing an article entitled "Why are the Chinese Communist Forces Strong?" which shows their ideology clearly and which tries to indoctorinate children with Communism gradually. If you know that the editing staff members are Marxists including Kuniichi Sato (Communist, Funaoka Primary School), Koji Horino (Chief of the Culture Department of the Teachers Union), Norio Endo (Communist), and Gin-ichi Suzuki (Communist), you can easily guess what the contents are like. I want you to take definite measures to abolish the paper.

Civil welfare Section Civil Section Center

The educational circles of Miyagi Prefecture are going Red and this tendency is progressing very rapidly. I want you to worry about this seriously.

28 August

A patriotic teacher who
wants to remain anonymous.

(Translated by T. Yambe)

DECLASSIFIED E. O. 12065 SECTION 3-402 / NNDG NO. 775013

『私・生れて初めて』

―薄幸の子ら秋保に招かる―

戦火に父母を失った孤児たち、冷い家庭、社会の罪かに笑いを奪われた薄幸の子供たちが父ならぬ山のふところに、母ならぬ温泉の湯肌に抱かれる日―六日仙台市の児童福祉施設に入れられている子供たち百三十一名は秋保村の温泉プールに招かれ同村湯元の子供たちとたのしい交歓会を開いた、ララ物資のくつ、上衣、シャツなどでさっぱりした身仕度を整えた仙台市キリスト教育児園、光ケ丘少年の町ラサールホーム、宮城県児童相談所、修猷学園の子供たちは午前十時秋保温泉駅に到着同駅には同村湯元分校の児童たち百名が出迎え同校代表六年佐藤文子さん(三)が「ようこそ」とあいさつすればキリスト教育児園北六校三年吉市能知子さん(一〇)が「お出迎えありがとう、お父さんやお母さんがなくとも神様のおぼしめしで今日のうれしい日を迎えることが出来ました」とはにかみながらこれに答えた

交歓会場の温泉クラブではオヤツのアメやパンをわけあいながら秋保側、仙台側ともぐ〜お歌や遊び、紙芝居、人形芝居などたのしいレクリエーションに興じ、昼食の後同村婦人会や商工会が心づくしのとうもろこしやさつまいも、枝豆などの〇馳走に舌鼓してから大年が年れて始めてという温泉プールに飛び込み村の子と楽しい半日を送った【写真】

温泉プールにはいって喜ぶ園児たち

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①

Kahoku-shimpo,
Issue of 7 Sept. '49

File under Child Welfare

"This Is My First Experience In My Life"
— Less-blessed Children Invited To Akyu Spa —

Those less-blessed children such as orphans who unfortunately lost their parents in war, or who have been deprived of smile due to cold family life, or social evil, were embraced in the breast of mountain in stead of fathers as well as in the warm water of spa in stead of mothers.

On 6 Sept. 131 children who are being placed respectively in child Welfare Institutions in Sendai, were invited to Hot spring pool in Akyu Village and had a pleasant friendship meeting with the children in the area.

The Christian Orphanage's children who dressed neatly up with LARA shoes, shirts and coats, and those from La Salle Home,

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Boy's Town, at Hikarigaoka, Temporary Shelter of Child Care Center and Shuyogakuen, arrived at Akyu Station at 10:00 a.m., where they were welcomed by about 100 children of Akyu Branch of Primary School.

Sato, Fumiko, (13), in 6th grade, representing the Branch school, adressed "Welcome for your coming". For this welcoming adress, Furuichi, Michiko, (10), in 6th grade of Kita Roku primary school, representing all inmates of institutions, replied bashfully, "Thank you so much for welcoming. We believe we could have a chance to enjoy this happy day with a bless of God, even though we don't have father and mother."

At the Hot Spring Club, designated for the place of this meeting, sharing candies and cakes served as between meals, they enjoyed a wonderful recreational program

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consisting of playing games, singing songs alternately both by Sendai side and Akyu side, paper picture show and puppet show, etc.

After lunch, having been fulled their stomachs with boiled corn, sweet potatoes, beans, etc. prepared heartily both by women's assoin and Commerce and Industry assoin in the village, they jumped into the hot spring pool in which most of them had never bathed themselves before and thus spent a really nice half day with the children of the village.

Photo: shows children enjoying in the pool.

T/S.C.

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To: Miss. Randloph, Chief of Welfare Section, Miyagi CAT.

From: Director of Liaison Bureau, Miyagi Pref. Gov't.

Subject: Search after the run out inmate of Child Welfare Institution.

We hereby ask your assistance on the above subject which we received of Yamagata Pref. Child Care Center through Miyagi Child Care Center as follow:

Name & age: Minoru Ishie, 12 (Sept. 29, 1938)

Place of Birth: Nawa city, Okinawa.

Remark: Big eyes and arrogant attitude: Short hair and dressing in American style.

History: Educated in Okinawa untill 1945, lost his parents during the air bombing and has been with Occupation Troops ever since then.
According to the notification of Welfare Officer of Yamagata M.G., he was taken into Temporary Shelter in August, 1948, and later, placed in Welfare Institution, but he escaped from there for many times for missing the time he had in Military Camp and Bill Kalinsu (?) who loved him during the time, and had come to Sendai for twice to see Bill Kalinsu in Haranomachi Camp.

Since he stepped out the institution about 1,30 in the afternoon of 28 June, we failed to find him in spite of our best efforts, and it is being supposed that the boy may be in Haranomachi Camp.

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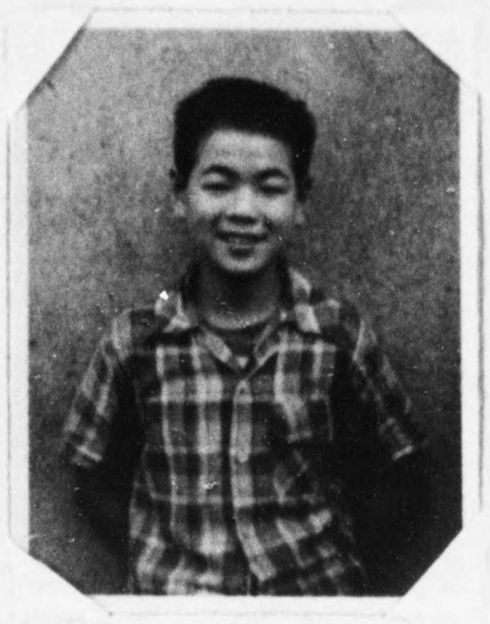

Name : Shigeo Ishitani
or Toshiro Koguya
Jimmy Lee (or Cook)
Welly Wakabayashi
Shigeo Shuzuki
Chen Ru Su

Sex: Male

Date of Birth:
24 November, 1937. Age: 12.

Place of Birth:
At his parmanent address.

Parmanent Address: No. 1234 Kino-machi Nawa city, Okinawa.

Family: His father, Chen Raikin, a Chinese borne in Shanghai, died of malaria when he was 2 years old, and lost his mother, Chen Yangkiang, a Japanese, a native of Aomori Pref., in the same disease. He has a brother whose age is 10 and name and whereabout is unknown.

Personal History: After the death of his parents, he was taken care of by his relatives in Okinawa till 5 years old, and brought by his uncle, seaman, to Shanghai where he stayed 4 years.
He met American Troops in Okinawa and was brought by them to Japan and stayed at Washington Height in Tokyo three years.
Came to Sendai in an eary part of July, 49.

Disposition: He was placed into Miyagi Child Care Center from Miyagi Civil Affairs Team on 13 July.
Escaped from said place in the morning of 14 July.
Caught at Yamoto Camp by Yamoto Provost Marshal on the same day and delivered to Child Care Center through Miyagi C.A.T. on 15 July, 49.
Committed into Dulla Sal Boys' Town on the same day.
La Salle

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Name: Shoji Yamaji
or Shoichi Kiuchi.

Sex: Male

Date of Birth:
25 November, 1936. Age 13.

Parmanent Address:
2157 Tomisato-mura Imba-gun,
Chiba Prefecture.

Last Address:
Negoya city.

Family: His father, Junkichi Yamaji, was killed in the war when he was 8 years of age and his mother, Nobuko Yamaji, 31 years old, is now working in a china ware shop. Has neither brother nor sister. He has an uncle, Hirojiro Yamaji, who is an elder brother of his mother and who is a stall-keeper.

Personal History: Run out from his home in March, 1949, and after wandering from place to place in Koriyama, Taira and Kodaka cities, has come to Sendai.

Disposition: Committed into Shuyo-Gakuin, a reformatory, on 18 July, 1949.

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Name: Kenji Inomata

Sex: Male

Address: 66 Tsukinoki town, Miyagi pref.

Date of Birth: 11 November, 1934. Age 16

Family: Real Father, Sasaki (first name is unknown), was killed in the war, and parted from his real mother, Yoshiko Sasaki, when he was about 20 days old. Then he was adopted into Inomata family. Foster-Father, Genshiro Inomata was killed in the war in 1941 and Foster-Mather, Aiko Inomata, is in Numazu city, Shizuoka pref., working at a dock-yard. Has the foster-grandfather, Genimon, 72 years old, who is a blackmarketer in a line of foodstuffs. Also, has 4 brothers and sisters who are real children of Genshiro and are living with their uncle in Osaka city.

Personal History: When he was about 20 days old, his mother gave him to Inomata family and went to Tome-gun, Miyagi pref.. When he was 7, he found out he was not a real but an adopted son of the family. This seemed have changed his personality and he became to associate with the delinquent children.
After the death of his foster-father, the foster mother neglected to take care of her children and went to Numazu city to work after having sent her real children to Toko-gakuin (child welfare institution) in Osaka in July, 1948.
Foster Grand-father and mother have been very kind to him. He met his foster-grand-mother's death in early part of 1949. Since then, the grand-father has been taken care of him.
His uncle-in-law, who, reportedly, had been reared by the grand-father untill he got age of 18 years, came to live in the house in Feb., 1949, and has often abused him.

Disposition: Taken in Shuyo-Gakuin, reformatory, on July 8, 1949.

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Name: Michio Watanabe
or Shigeo Nakayama

Sex: Male

Date of Birth:
5 January, 1933. Age 16.

Address: Sendai city.

Family: Father, Tokujiro Watanabe, died in January, 46, and Mother, Shizu, 42 years old, runs a lodging house in Sendai city. Has 2 sisters and one brother whose age is 18, 9 and 15 respectively.

Personal History: After graduated from Hachiman Primary School in Sendai, entered Sendai Junior High School which he liked best. But, could hardly attend the school due to unconvenience of going to school. Therefore, he changed his school to Hachiman Junior High School which he did not like to attend, and this, in later, caused him to run out the home.

Disposition: Placed in Child Care Center, Miyagi, on 18 July, 1949.

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Name: Mitsuo Sakai

Sex: Male

Date of Birth:
29 January, 1935. Age 15.

Place of Birth:
Hachi-sen Joban coal mine
Yumoto town, Fukushima pref.

Address: Kamiyama coal mine Sekimoto-mura, Ibaragi pref.

Family: Father, Katsushige Sakai, 47 years old, works at Kamiyama coal mine, and his real mother died in Manchuria at the age of 23. Has the stepmother who came into the family in 1948 and brother, Toshio, 18 years old and sister-in-law, Yoko, who is a real daughter of the stepmother.

Personal History: Whem he was three years old, the family went to Manchuria and repatriated after the end of war. After the stepmother came into his family, he became unsatisfied with the family because she did not give any pocket money. He took out the house some clothes to sell in order to get some money. This caused his father and brother to give him punishment which was the factor of his leaving his home in June, 1949. Left his home with ¥ 2,000 which he stole from his father and spent it in 2 or three days for buying foods. When he felt hungry while wondering Taira and Haranomachi cities, he begged farmers for foods or had stolen an apple and so forth from the store.

Disposition: Taken in Temporary Shelter of Miyagi Central Child Care Center on 16 July, 1949.

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Name: Toshiaki Kojima

Sex: Male

Date of Birth:
29 November, 1933. Age 17.

Place of Birth:
Aomori city.

Family: Father, Yutaka Kojima, 38, whose whereabout ~~is~~ has been unknown ever since he was taken away by Russian troops in Manchuria. Mther, Setsuko, died in Manchuria at the age of 32. Has neither brother nor sister.

Personal History: & Disposition After he repatriated from Manchuria on 10 July, 1947, went to Yamaguchi pref. to find his uncle, but couldn't find him and has become a shoe-shinner. Meanwhile, he made freinds among GIs or saved money by being a shoe-shinner at Shinsekai in Osaka city. When he came to Nagoya city to find out his aunt, he was caught by police and placed in Nagoya Child Care Center. Escaped from the Center in March,1949, and was caught at Yurakucho in Tokyo and brought in Kojimachi Child Care Center and, in later, transferred to Yokohama C.C.C. where he met a boy named Kobayashi who is a native of Sendai. Then, he has become to long for Sendai and came to Miyagi C.C.C. with Kobayashi and other boys.
Escaped from the Center with other inmate called Welly Wakabayashi in the morning of 14 July and was caught at Yamoto Camp by Yamoto Provost Marshall.
Sent to the Center through Miyagi C.A.T. on 15 July.

List of Day Nursery Under Child Welfare Law. Date: June 24,1949.

Miyagi Pref..

Date established	Operating body	Name	Representative	Staff	Address	Capacity	Present	Kid on P.A.
20 Sept. 47.	Sendai city	Oimawashi D.N.	Haga	5	1 Oimawashi, Sendai	100	130	7
7 Jun. 48	*Sendai city	Sendai Aiji In	Yono	6	46 Ryokaku encho, S.	150	137	12
1 Sept. 26	*Ishinomaki city	Minato D.N.	Kumamoto	4	7 Minato Honmachi,	50	83	40
1 May, 27	*Shiroishi town	Shiroishi D.N.	Hosoya	5	65 Higashi Koji,	100	120	6
1 Apr. 47	*Tagajo-mura	Tagajo D.N.	Kawasaki	5	Geba,	100	110	
3 Dec. 19	*Private	Sendai Nojin D.N.	Kadowaki	7	231 Renbo-koji, S.	100	140	6
1 May, 28	*Private	Kokucho D.N.	Morita	5	28 Kokucho Sendai.	70	76	8
28 Feb. 30	Social W.A.	Sendai D.N.	Takahashi	3	100 Minami Kajimachi,	50	13	13
10 Apr. 26	*Private	Gojo-Kokumin D.N.	Takebayashi	8	58 Nijunin machi, S.	150	160	18
1 Sept. 38	Private	Haranomachi Christian DN	Nishiyama	3	51 Odawara Sendai	30	30	
10 May, 40	Private	Nagamachi D.N.	Ogasawara	3	143 Nishi-ura, Sendai	70	85	4
16 Nov. 15	Corp'n	Midori D.N.	Hioki	5	13 Kita 8, Sendai	80	120	10
25 Mar. 33	*Social Work A.	Kitahama D.N.	Sakurai	3	17 Azadai, Shiogama	80	76	5
15 May, 34	*Social Work A.	Akasaka D.N.	Sakurai	3	144 Kasawa Shiogama	80	66	4
1 Apr. 22	*Private	Shiogama D.N.	Saito	9	102 Niemachi, Shiogama	150	155	6
9 Apr. 40	*Private	Nikuni D.N.	Chiba	5	28 Shinden Shiogama	100	114	1
8 Dec. 34	Social Work A.	Marumori D.N.	Shishido	3	85 Higashi Marumori	100	102	15
1 Apr. 33	*Private	Okawara D.N.	Chiba	7	22 Otani, Ogawara	100	138	19
1 Jun. 46	*Corp'n	Neisei D.N.	Sasaki	6	93 Matsushima	100	120	25

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10 Jun. 34	*Private	Rifuseino D.N.	Saito	4	Rifu-mura	50	40	4	
1 Sept. 39	*Private	Nakanida D.N.	Iwaoka	5	Nakanida -town	100	112	20	
5 Sept. 28	*Social Work A.	Rinppo-kan D.N.	Numata	4	Miyazaki mura	100	58	15	
25 Aug. 38	Social Work A.	Iwadeyama Meisho D.N.	Miyamoto	4	84 Iwadeyama Town	50	103	6	
16 Apr. 23	*Private	Narugo D.N.	Takebayashi	5	44 Narugo Town	50	47	5	
7 Apr. 27	Private	Wakuya D.N.	Muraoka	5	18 Tachimachi, Wakuya	100	120	4	
10 Apr. 31	*Private	Wakayanagi D.N.	Yoshino	5	13 Wakayanagi Town	60	93	4	
3 Aug. 38	*Social Work A.	Ichihazama Rinppo D.N.	Sone	4	21 Ichihazama town	80	60	6	
1 Aug. 38	*Private	Toyoji D.N.	Mizuumi	4	8 Kometani town	80	85	3	
10 Apr. 41	*Private	Tome D.N.	Muroi	4	Tome Town	80	76	7	
13 Jul. 26	*Private	Hirobuchi Rinppo D.N.	Shoji	6	Hirobuchi mura	120	111	4	
20 May, 41	Private	Hebita Rinppo D.N.	Yamada	5	Hebita mura	80	70	1	
1 Sept. 48	*Private	St. Marria D.N.	Bernald	5	Tsukidate town	120	73	2	
3 Apr. 36	Private	Kisennuma Rinppo D.N.	Ayukai	5	Kisennuma town	100	137		
1 Apr. 31	Social Work A.	Kisennuma Uchinowaki D.N.	Kinno	5	Kisennuma town	70	92		
30 Mar. 33	Private	The 2nd D.N.	Kikuchi	3	Kisennuma town	100	120		
	Ishinomaki city	Kadowaki D.N.	Sakai		Ishinomaki city	50			
	Marumori town	Marumori D.N.	Shishido		Marumori town	50			
15 May, 47	Prefecture	D.N. attached to Odawara Boshiryo	Shibayama	2	Sendai	50	25	9	
								279	

(Remarks)

1. Kadowaki D.N. of Ishinomaki city and Marumori D.N. of Marumori town have just completed their buildings and not started yet.
1. * Institutions marked by * are the one which are carrying on the lunch program.

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Kahoku-shimpo,
issue of 19 June 1949

Hard-living Affects Deeply,
Most of The Junior Shoe Shiner in Sendai Are Breadwinner
In The Family

The Central Child Care Center has conducted a survey of the junior shoe shiners in Sendai since last month.

The result of the survey reveals that there has been found no vagabond or boy who is just trying to get their pocket money, but they are the very boys of the ordinary family and are working simply in order to help their hard family living.

According to the survey, most of their family are in need; there are some cases in which their income thru the job of shoe shining are being constituted the greater part of their family's income.

However, their income, is not so sufficient as being dicussed among the people in general; ¥ 60 per day is average and three thousand yen per month ranks top.

It is considered the rapid increase of adult shoe shiner in number by whom many customers are being caught up that the recent trend of decreasing income on the part of those junior shoe shiner has become remarkable.

There was no boy who spent all the money in purchasing cigarette or some other thing to eat on the street as it has often been talked among the people in general.

The problem, however, is that they are having prejudiced character growing within themselves; they are completely luck of pleasant aspect of nature, for instance, they are not interested in movie at all, while the ordinary boys of their age shows naturally the most interest in it.

On the contrary, they are feeling hard living with much interest by saying that it's affects them badly when they are unable to purchase rationed articles.

And at the same time, those boys in general are showing extremely luck of social adaptability and there are very few who have a definite future desire with them.

In this respect, the Child Care Center is of the opinion that all possible financial support, of course, should be given to those boys and at the same time, it is necassary for Minsei-iin and school teacher to organize a system so that they may always get ready to render a warm care to those boys.

Photo shows boys at shoe shining.

T/ SC

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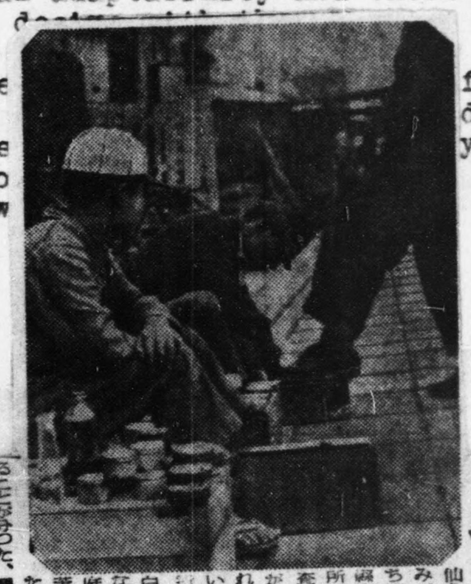

T/ SC

19 June, 1949

身近かに生活苦
大部分家計の柱
仙台にみる靴磨き少年

仙台市内のくつみがきの子供たち既ついて宮城県中央児童相談所では五月末調査を行つていたがその結果、これまでいわれていた浮浪児や小銭かせぎの問題は、白半分の子供はなくいずれも家庭の子で家計の苦しさを助けるために働いていることが分つた、調査によれば彼らの家庭はほとんど全部が困つており中に彼らの収入が家計の最も大きな支柱となつている者もあつた、しかし彼らの収入は世間でいわれるように大きなものでなく一日平均六十円くらいで多いもので月三千円くらいであつた、とくに最近物入が減つてきたのは大人のくつみがきが急に増えこれに競争をとられているためだとみられている

とにかくいわれていたようにかせぎ通の子供に最も喜ばれる職業は彼らはほとんどきらいだと答えている、反面配給ものがとれないのが一番つらいというように生活を最も身近かに感じていて、また一般に社会性がとぼしく異性に対する確固たる観念を持つているものも少かつた、同相談所では経済的に彼らを援助する必要はもちろんだが民生委員や学校の先生等と一つの組織をつくつて彼らを何時も温かく面倒みてやることが必要だと説つていた【写真】くつ磨きの少年

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No. 1

TO: The Civil Information Section, M. M. G. T.

26 Apr. '49

Thank you very much for your visit the other day.

I have something here to ask you people in M. G., hoping possible assistance.

1. Beating, _____ and inadequate food (I mean very little in quantity) in the child care Center.

2. Smoking problem of the minority:
Regulation concerning smoking of the minority is different by Prefectures.
If the smoking is prohibited in one place, why they should not prohibit it all over the country without any exception.
In Akita prefecture, for instance, it is not prohibited, but in Sendai it is.
So we hardly know to which regulation we should follow up!
They beat us here in Sendai, that is another thing. Isnt beating prohibited in any case?

3. Next is something about meal.
Whenever we have you guests here, food is so good as if we were brought in to a dream land,

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No. 2

After guests are left, however, meal used to be worse just like the crescent moon.

All teachers here, in spite of getting regular rice ration at each home, are eating, within the center, the rice which are entirely designated for us. So they are getting so called double ration.

Tin-cups which were previously shared out to each of us, are now being kept like lord.

And only two cups are now being used by 14 persons, while just one towel is also being used among 12 persons.

Who could call the situation sanitary?

Surely it is unsanitary.

In five minutes, after getting up in the morning, we are required to clean up room and other places like in the EX-military way.

Instructors eat apple and Orange, etc, while we eat several pieces of dried buscuit with no taste: they are always enjoying something.

Therefore, all of us want to drive them out, and we do want to have better personals who are more kind and love us like real mother. Please purge off these wicked teachers like devil.

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No. 3.

The director, however, is a good person and a good instructor who sincerely understand our real situation.

Please clean up all other instructors, either men or women, as soon as possible.

Under the present situation, it is not only quite natural for the inmates to run away from here, but also is ~~too~~ sorry for the new comer from other places.

What we, boys and girls here, are really looking for, is the person who sincerely love us like their own children.

It is not our fault that we are away from home, and we are just looking for really a good person full of love.

But we can't express ourselves this fact from our own mouth.

We know better than anyone else of the reason or motive why children are away from their own home.

All of us want you to find nice instructors as soon as possible. We, who are now actually away from home, are otherwise too miserable.

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No. 3.

Once again, please drive those bad instructors out in a hurry, and find better instructors.

Thus, we might wish the completion of reconstruction of the new Japan.

We wish we may have better meal here, too.

Will you please put our demands into being with a speedy action.

We also hope a definite nation-wide solution would be set up on the smoking problem of the minority which is now being discussed everywhere thru out this country.

To tell the truth, I have still more things to ask.

I am a boy who is now away from home and I have come up to this center for the first time to know something about the situation in here.

Please try to understand the motive of the run away, and they may say with one voice as follows:

Bring up the bright Japan, bright society, and bright good children!

I think this is indespensable for the reconstruction of Japan.

I humbly entreat you to listen in my poor request. Thank you again.

Good-bye.

c/o Central Child care center

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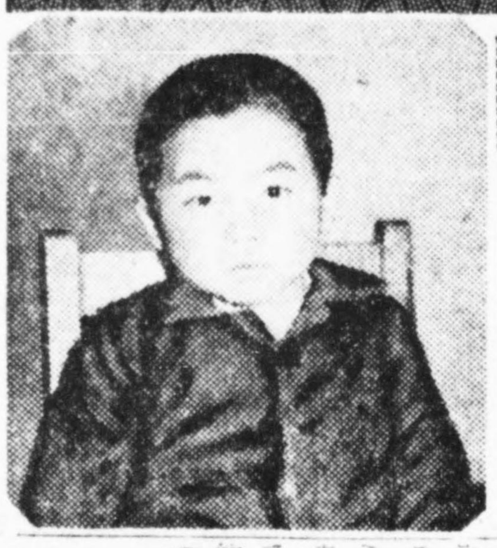
Wol.

この子は何処へゆく



母には死なれ父には逃げられやつ介者扱いされた幼な子が宮城縣立中央児童相談所で青ての親の現われるのを待つている(写眞)引取り手を待つ正樹ちやん

22 April 1949

父には捨られ お母さんも死ぬ 愛の手探す正樹ちゃん

かわいそうなこの子は駒込正樹ちやんといつて今年七歳、トラツクの運轉手だつたお父さんの秀明さん(三)と今はこてなつたお母さんのみどりさんといつしよに仙台市石垣町で幸福な日日を送つていたが終戰の翌年の春お母さんが病

縁で花にそむいてあの世へ去ると正樹ちやんの前に待つていたものは孤輪の暗い人生であつた、お父さんの秀明さんは足手まといの正樹ちやんを還綾に当る遠田郡北浦村の小野寺家へあずけた、間もなく秀明さんは二番目の奥さんのきみ子さんとともに埼玉の縁家から迎えたが、きみ子さんが連れ子をきらうまま正樹ちやんは引続き小野寺家にあずけ間もなく夫婦はろくろくゆき先も告げないで夜逃げ同然二人で仙台から姿を消してしまつた

一昨年秀明さんはきみ子さんとの間に一子をもうけ入籍手続きをとる必要から小野寺さんのところへ手紙をよこしたので埼玉縣秩父郡上吉村のきみ子さんの実家にいることがわかり昨年の秋小野寺氏は正樹ちやんを連れて埼玉へ出かけた、ところが例のアイオン台風で村へ入る途中の橋が落ちやむなく一たん引き返したが一ケ月後再び正樹ちやんを連れて埼玉へ出かけとんとは正樹ちやんの手に手紙を持た

せて秀明さんの落着き先の門のところで正樹ちやん一人残して帰つて來た、だがそれからさつと二ケ月たつた今年はじめのある日の暮れ方、北浦村の道路上にションボリ立つている正樹ちやんを見て小野寺氏一家は仰天した、埼玉のきみ子さんがきらうまままにあや北浦へ連れ戻されたのだ

親の無責任なはじりながら小野寺家では児童委員の手を通して三月十一日正樹ちやんは児童相談所へ連れられて來た、児童福祉司の緒神にもどる父秀明さんのむてい仕打ちに相談所の伊藤福祉司は埼玉へ宛てて手紙を出し引き取りに來るよう云つてやつたが、小川相談所長を中心に話し合つた結果、

そんな父の許へ帰してやつても決して正樹ちやんは幸福ではならぬむしろ里子にでも出した方が……ということになり秀明さんの了解のうえで里親さがしにとりかかつたもの、二、三の候補も條件が合わず、子供がみんな幸福になるようにという來月五日からの児童福祉週間を目の前に正樹ちやんは相談所でよい引取り手の出るのを待つている

小川所長談 身の寄なき子だが気立ては素直で一日も早く青ての親たちをさがしてやりたい

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Kahoku-shimpo,
issue of 22 April 1949.

Where Is This Boy Going?

Masaki Looking For Love Hand: Abandoned By Father; While Mother Died, Too.

A poor child whose mother died and whose father left him alone, as treated like a trouble-some being, is waiting for foster parent to appear at Central Child Care Center.

The name of this poor child is Masaki Komegome, 7-year-old.

He lived a peaceful life with the late mother, Midori, and father, Hideaki, 36, who was once a car-driver, at Ishigaki-cho, Sendai.

In spring of the following of the surrender, however, his mother died of sick against the flower-season of the year, leaving the child just a dark life full of variety.

[illegible] mother. The father, Hideaki

some being, he was [illegible]
appear at Central Child Care Center.

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In spring of the following of the surrender, however, his mother died of sick against the flower-season of the year, leaving the child just a dark life full of variety.

Upon the death of mother, the father, Hideaki placed the child to a relative's house, called Mr. Onodera, a resident of Kitaura, Totagun, from the reason that the child is too troublesome being for maintaing the rest of his life. Not long after that, the father, Hideaki got married with the second wife, Kimie, 28. whose home is the farming one in Saitama Prefecture.

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As the second wife, Kimiko did not like to have the child of the first wife, her husband, Hideaki, therefore, had to ask Mr. Onodera to keep his child as long as he can.

Soon after that, this couple had disappeared themselves from Sendai in the form of moonlight flitting without telling about their destination anybody.

It has been later on disclosed that the year before last, a baby was born between Hideaki and Kimiko which resulted to let him write a letter to Mr. Onodera in the necessity of making the legal procedure of family registration required on baby birth.

Mr. Onodera could find out their adress on the letter indicating that they lived together at the wife's house in Kami-Yoshi-mura, Chichibu-gun, Saitama Pref.

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their destination anyway.

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Mr. Onodera could find out their adress on the letter indicating that they lived together at the wife's house in Kami-Yoshi-mura, Chichibu-gun, Saitama Pref.

Therefore, Mr. Onodera made a trip, taking ~~a~~ the child with him, to Saitama last fall, but due to ~~ION~~ Tyhoon, he and the child had to give up the trip half-way because of a bridge was washed out on the way to the house in Saitama, and he had, consequently, to get back home from the very spot.

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A month later, however, he tried to make another ~~successful~~ trip to Saitama, ~~this time~~ and made it successful this time: namely letting the child hold a message in his hand and leaving him alone at the gate of the father's house and came back home.

About two month later, however, one evening early this year, the child Masaki was found standing at a loss on the road of Kitaura-mura, which much frightened Mr. Onodera's family again.

In this respect, it was told that the child was brought back again to here Kitamura due to dislike on the part of Kimisan or the second wife.

Blaming for the parent's irresponsibility, Mr. Onodera brought the child to the central Child Care Center in Sendai on March 11 thru a child welfare worker's help in the area.

For Hideaki's merciless action shown to his own child which is quite

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was found stinking [illegible]
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For Hideaki's merciless action shown toward his own child which is quite contraditory against the policy of child welfare Law, Mr. Ito, a child welfare official of the center, wrote a letter to the father in Saitama, saying to come after the child right away to Sendai.

And at the same time, as the result of the conference held by Dr. Ogawa and his staffs, being centered the subject round

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the child problem, they came to a conclusion that the child will never become happier by sending him back to his father's house; it might be much better for him to stay under the proper foster parents, it was suggested.

In consequence, getting the understanding of the father, Hideaki, the child care center has started to look for proper foster Parents. Since then, however, 2 or 3 applicants found so far have all been proved inadequate.

Inspite of coming near of "child welfare week" which is slated to be opened from 5 May, the child, Masaki is now anxiously waiting in the center for some good person to take care of him.

Dr. Ogawa spoke as follows:
Really poor as the case is, he is very honest boy. so we all do hope to find

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Dr. Ogawa spoke as follows:
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T/S.C.

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Child Welfare Week

7. Programs and Matters to be Emphasized.

1) May 5 " Children's Day"
2) May 6 Day of respecting the human right of Children.

a. Driving out the idea that the parents consider thier children as the possession of theirs and consequently make lifgt of the human right of children.
b. Observing whether or not adequate protection provided by Labour Standard Law are given to the child working in Plants and so forth.
c. Controlling so-called "boss " who exploit children.

3) May 7 Day of health for expectant and Nursing mother.

a. Emphasizing health examination of pregnant mother.
b. Protecting health of pregnant mother.
c. Securing enough nutrition for children.
d. Let child have habit of cleanliness.
e. Encouraging children to take health examination.

4) May 8 Day dedicated to let child feel the responsiblity and respect of thier mother.

a. Emphasizing respect of Mother.
b. Do something good for mother.
c. Do something good for the memory of the late mother.
d, Child should try to be a good family member.
e. Child should try to foster the sentiment of public duty as child.

5) May 9. Cultural Day of Children.

a. Encouraging recreation program for children.
b. To promote children's playing ground and instruction team of children.
c. Prevention of Juvenile delinquency.
d. Spreading the good cultural sources of children.

6) May 10. To Protect Child in need such as orphan, destitute child, the feeble-minded child and so forth.

a. Visit child welfare institution.
b. Encouraging the people to be good foster parent.
c. To present the less-blessed child the cultural sources and other gifts.
d. Women's Association shall serve as an "one day mother" for orphan.

7) May 11 Promotion of Child Welfare Work.

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b. [illegible]
c. Securing enough nutrition for children.
d. Let child have habit of cleanliness.
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4) May 8 Day dedicated to let child feel the responsiblity and respect of thier mother.

a. Emphasizing respect of Mother.
b. Do something good for mother.
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d. Women's Association shall serve as an "one day mother" for orphan.

7) May 11 Promotion of Child Welfare Work.

a. Member of Child Care Center, Child Welfare Official, Child Welfare Worker and Members of Child Welfare institutions shoul renew their conception toward Child Welfare Work.
b. People in the society should cooperate and respect and commend t[illegible] of the welfare institutions and Foster parents, so forth.
c. Strengthing the organic liaison between child welfare workers concerned,
d. Encouraging promising young person so that he or she may sicerely participate in child welfare work.
e. Let the people realize that to promote child welfare work is to be foundamental to the reconstruction of the nation.

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The examination is for children in schools, and purpose of the examination is to contribute toward the improvement of mental education by examining children and getting a real picture of child's personality and others.

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Examination on Environment & Personality

Date examined _____

Name of Examiner _____

Name _____ Sex _____ Date of Birth _____ Age _____

School _____ Year _____ Class _____ Address _____

Structure of Family					
	Grand Father	Father	Elder Bro.	Y.B.	Others
	Grand Mother	Mother	Elder Sis.	Y.S.	

Notice If there is anything undefinite, ask to the examinee or his family to make the examination correct.

Notice on Attitude of Examiner

1. Do not be influenced by general impression you get from an examinee or do not consider other parts of his personality, when you are examining a part of his personality.
2. Same age and school year child as the examinee shall be the measure for the examination.

Mark down the under answer which an examinee fit in in reference to the question.

1. **How is the economic condition of his home?**

   A) Very poor or receiving public assistance.
   B) Leading difficult livelihood due to insufficient income.
   C) Somehow, leading livelihood though not satisfactorily.
   D) Leaving a little reserve in leading livelihood.
   E) Leading considerable or sufficient easy life.

2. **Relation between Parents and Children.**

   A) Orphan (or child who is being fostered at other home even though real parents are still living.)
   B) Foster-son.
   C) The real father and the Stepmother.
   D) The stepfather and real mother.
   E) the real parents.

3. **Has a divorce-problem ever occured within home?**

   A) Husband and wife are living separately or divorced,relation between them and children is discording.
   B) Thoug h husband and wife are living separatrly or divorced,they are getting along nicely with children.
   C) There are always troubles between husband and wife.
   D) Love between husband and wife is thin.
   E) Parents and children are getting along each other nicely.

4. **How is the attitude of parants toward children?**

   A) Perfectly no interferrence and rather hating children,and children know they

2. Same age and school year child as the examinee shall be the measure for the examination.

Mark down the under answer which an examinee fit in in reference to the question.

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E) Parents and children are getting along each other nicely.

4. How is the attitude of parants toward children?

A) Perfectly no interferrence and rather hating children,and children know they are not welcomed by parents.
B) Too many interferrences and care everythings children do, or over-protect children from the boss of youngesters or fix up home study instead of children.
C) No concern, and pay attentions on children' health rather than mentality.
D) Almost good attitude, but occasionally become hot-temper or carried away by feelings.
E) Taking healthy care of children and good attitude.

5. How is general atomosphere within home?

A) Confusion, none-order, and never think of whole family.
B) Rather confusion and lacks cooperation and quiet time for reading or etc. Children stay out from home and finding themselves a playground on outside.

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C) Atomosphere is good, or neither good nor bad, and so are children. Nobody ever wish to improve the relations between members of family.
D) Keeping fairly good order, but there existing slightly an oppressive feelings.
E) Keeping good oreder, and feelings and cooperation between members of family are well.

6. How is the attitude of child toward home?

A) Disobdient attitude, hating and ignore home. Associate with a bad natured friends.
B) Seemed obeying, but the fact is selfishness and exploiting the parants for his own benefit.
C) Obedient, but always argue when anything happened. Displeasurable and stubborness.
D) Easy to handle and most of time is obedient.
E) Accordable, happy and obedient.

7. How are the associating friends?

A) Perfectly free, Associating with delinquents. Have a sexual bad habit.
B) Have many friends and play with them at places where eye of parants does not reach. Play with senior friends.
C) Does not associate often.
D) Has several friends. Among them, are seniors and juniors and a considerable natured ones.
E) Has 5 or 6 friends. They are obviously a desirable, honest and healthy one.

8. How is his attendance at school.?

A) Mostly absenting from school. Wandering about. None cooperation ever obtained from his home.
B) Takes days off from school for a certain period irregularly. Parants are unconcerned about child's absence & attendance at school, and let child take an absence from school whenever child made an excuse for it.
C) Child takes every opportunity of absnting from school. Parants try to make child attend to school.
D) Absent from school sometime regularly, due to sufferring from sickness.
E) Never late-in, and is diligent and pleasing to go to school.

9. How is his studies?

A) Poor record in every subjects, and pays no attention about it. Parants neither help nor encourage child. Hate school.
B) Rather poor record in every subjects except one subject in which he makes high record. Unconcerned attitude and does not have emthusiasm in study.
C) Most of subjects are B records. He makes fairly high records in 2 or 3 subjects occasionaly.
D) Fairly high points in subjects except few. He can still make sufficient record though has difficulties in these few subjects.
E) " A " records in all subjects.

10. Attitude toward school.

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10. Attitude toward school.

A) Always makes troubles. Cause others in trouble, and is hated by other pupils.
B) Such as, at best, get along with one teacher only. Blames school and try to defend himself.
C) Occasionaly makes problems with 2 or 3 teachers, but never makes big problem.
D) Fairly good though he has small shortcomings.
E) Never made any problem.

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	None	a bit	some	very much
1. Wants too much.				
Wants plenty of foods. Wants to have money & things. Wants to do something new or strange.				
2. Lacks self-contorol and is impulsive.				
3. Easy to be influenced.				
If there is any excitable things happend, it soon reacts on himeand easily influence him.				
4. Selfish.				
The way he think or acts is always based on self-ishness.				
5. The thoughts are superficial and narrow.				
6. Eccentric and stubborn, disobedient.				
Oppose against people and does not obey rules, and is a crooked.				
7. Cold and heartless.				
He has neither kindness nor sympathy and is heartless.				
8. Rough and violent.				
Bully other children , and fight so often.				
9. Mind is unstable, changeable and easily get tired of.				
10. Explosive temper and instant-actor				
Easy to get excited, and put instantly in action whatever he think.				

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Easy to get excited,and put instantly in action whatever he think.

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1. Mark down the under which an examinee fit in.

A) Shy and docile, quiet and nervous.
B) Bright, liveely, sociable and attractive personality.
C) Strong will and self-confidence, and a child of spirit.
D) Cool head and slow in response, indifferent and calm attitude.

1) What is a remarkable personality of an examinee in compareing with other children ?

2) What tendency, considering generally, of child is an examinee?

2. Is there any special condition effecting child's life at home or other places?

3. Is there any special mental congestion ?

Doesn't he have a fixed thoughts casuing from his anxieties about school or home? Or, doesn't he have an inferiority complex or sense of shame? If, he has any of these, state it.

4. Has he ever conducted any action which might have become problems? If, so state it.

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EXAMINATION ON BEHAVIOUR

	Times occured					Times occured					Times occured			
	None 0	Once or twice 1	Several times 2	Often 3		0	1	2	3		0	1	2	3
A. [redacted]ie or cheat [redacted]person.					C. Long-term absen absence.					A. Fighting.				
A. To cheat in an examination.					B. To slip out for playing.					A. To bully the weak.				
A. To give things away.					B. To play out at night.					AA. To abuse animals.				
B. To take things away from junior & friend.					C. To stay out all night.					C. To associate with a delinquent.				
B. To steal a ride & eating, run out without paying bill.					C. Disappearance from home.					C. To play a bad natured game.				
B. To steal money from parents.					C. To travell alone.					C. To commit a violence.				
B. To steal money from home.					A. To buy sweets, waste money, entering restaurant.					C. To threat.				
B. To cheat family of money.					A. To go to show alone.					B. Hot-tempered.				
B. To take out household [redacted]uffs and sell out.					B. Smoking.					B. To resiste against teacher.				
C. To steal in school.					C. Drinking.					C. An indecent talk, obsence book & picture.				
C. Shop-lifting, to commit a theft.					B. Betting.					A. Self pollution.				
C. Pocket-picking.					A. To damage things.					C. Relation with other sex.				
Total No. of times occured.					Total No. of times occured.					Total No. of times occured.				
Total point.					Total Point.					Total point.				

Remark.

0 ···· None time.
1 ···· once or twice
2 ···· several times
3 ···· Often.

A. Bad degree.
B. Worse degree.
C. Worst degree

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Record of Child Handled　　Child welfare

取扱兒童カード

No.　　相談分類 classification　　受付 Date 年 月 日

年齢 years 月 month　　學校　學年

兒童氏名 Name

住　所 Adress　縣 Pref.　市郡 city or gun　町村 Town + Village

保護者氏名 Name of guardian　續柄 Relation　職業 occupation

主訴・事件 main problem proposed

個性鑑別　智能 Intelligence　性格 character

診　斷 - Diagnosis

措置概要 outline of Dispo.　家庭引取 Go back Home　里親委託（ 年 月 日） Foster care Date

委託者名 Name of Foster Par.

No.1. Dispo. 一號借置（ 年 月 日） DATE　住　所 Adress

收容保護（ 年 月 日） Institution protection Date

No.2. Dispo. 二號 〃（ 年 月 日） DATE　施設名 Name of Institution.

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matters relating parents

發生的考察	兩親に關する事	1、出生時兩親の年齡父 Father's Age ___才 母 Mother 才	2、出生時兩親の健康等 Physical condition on the part of parents.
	家系 Birth.		A 大酒 B 精神病 C 異狀性格 D 低能 E 自殺 G 結核 K 黴毒 L 聾啞 其の他現存者に就いては氏名居住地年齡職業學歷健康性行等血族子孫の有無及其の他 A. Heavy Drinker, B. mental Disease C. abnormal character. D. Feeble-minded. E. suicide G. T.B. K. Syphilis L. Deaf & dumb.
發育	胎生期 Viviparous stage	母の疾病 mother's disease　外傷 external injure　母の飲酒 mother's drinking habit　苦慮等 anxiety etc.	
	出生時 at time of birth	熟 ripe 早 pre-mature 難 hard. 鉗子 Forceps. 假死等 Asphyxia　出生に對する父母等の態度 Parents attitude toward the birth	
	嬰兒期 Infant stage	〔榮養 nutrition〕母乳 Mother milk 混合 mixed 人工 artificial　吸入狀況　健康狀態　里子等 〔發育 growth〕生齒歲月　步行歲月　發語歲月　離乳歲月	
	幼兒期 pre-school period	境遇の變化　飲欲 appetite　偏食　疾患 disease　睡眠 Sleep　夜尿 Nocturnal　性癖等 Habit	
	少年期 Jurenile	文字を讀めるか understanding?　書けるか writing?　數學の力　記憶力 MEMORIAL strength.	
身體	體型 Type of	痩身　肥滿	血液型 blood Type. A、B、AB、O、
	特色 characteristics	言語 language　動作 behavior　表情 appearance　右利 right hand　左利 left hand　疲勞 Fatigue　睡眠 Sleep　齒列正否　局部病名	
	神經症狀	癲癇 Epilepsy　痙れん clamp　常習頭痛 habitual headache　めまひ vertigo　遺尿 Enuresis　失神妄想 delusion　幻覺　月經時異常 menstruation abnormal	
	疾病 disease	痲疹 measles　(年齡 輕重 Age. light serious)　腦疾患 Brain disease　呼吸器及消化器疾患 Respiratory & digestive disease　言語障害疾患 Language difficulty	
	徵候	視力 Visual acuity　聽力 Hearing　鼻疾患 Nose disease　アデノイド疾患 adenoid disease　遍桃腺 Tonsilitis	
	過去の病歷 Past History	重疾患 serious di.　外傷 injure　障害　精神的外傷 psychologic Tranma	
生活行動考察	性情 Observation on living behaviour Inclination	家族兄弟等の折合 relation among family members. 交友關係 relation with friend 學校における行動上の特性 characteristics of behaviour at school. 其の他性格感情上の特性	

Physical simption

Rallucination

Growth

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Environmental characteristics — Disposal

不良行爲 delinquent conduct	初發時期 Date of first	虛言 lying / 物を盜む stealing / 年 月 / 金錢無斷持出 take money without permission / 金錢ごまかす / 飲酒 drinking / 喫煙 smoking	拔け休み / 濫費 / 遊學 / 家出 stayout from home / 浮浪 Vagabond / 野宿 / 社的行爲
趣味及娛樂 Hobby & Recreation		讀物 Reading / 運動 Exercise / 娛樂 amusement / 其の他 others	
環境上の特徴	生活及家庭狀況	住居地域の特殊事情 special circumstances existing in the residents area.	
		家庭の兒童に對する關心 Fmily's interest in children.	
		家庭內の特殊事情 special circumstances in family	
	被虐待狀況		
	孤兒となり又は浮浪の原因	Reason to have become orphan or vagabond.	
	家庭崩壞の時その後の經過	Family status when it collapsed, and the progress of condition later on.	
	出鄉時の年齡と理由	Age when left home, and its reason.	
	收容度數と社會事業との關係	Frequency of being taken into Institution, a relation ~~with~~ to social work.	
措置 Disposal	一條 Art. 22, 法第二 Chil. Wel. Law	一號 No. 1	Date 年 月 日
		二號 No. 2.	Date 年 月 日
	七條 Art. 27. 法第二十 Law.	No. 1 disposal 一號措置 (年 月 日) / 里親委託 Foster (年 月 日) / 收容保護 Institution (年 月 日) (法第二十八條關係事項)	No. 2 Disposal 二號措置 (年 月 日) Date / 施設名 Name of Institution
	其の他 others	一般指導 General guidance (助產 Birth aid) / 家庭引取 Send to home / 紹介連絡 / 少年審判所へ連絡 Inform Juvenile Court.	

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File No. 整理番號	Index of Name 氏名索引	Name 氏名別	Institution 施設別	Sex 男女別	Age 年齡別	Natal place 出身地方別	Repatriate 引揚別	War-sufferer 戰災別

個性考査 Observation on personality	檢査 Examination
	性格指導（學習）
保護指針 Policy of guidance	
事務 mechanical	年　月　日

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相談所名	Name of the Center
調査番號	Serial number of Examination
年月日 DATE	年 月 日
寫眞番號 Not photograph	No.

classification

浮浪	要保護	神身欠陥	被虐待	其の他
浮浪	要保護	神身欠陥	被虐待	其の他

Orphan Vagabond

兒童記錄票
CARD OF CHILD Record

保護番號 Protection No.

フリガナ 氏名	Name				性別 SEX	M男 F女	寫眞欄 Picture Column
生年月日 年齢	DATE of Birth 昭和 年 月 日			AGE 歳			
本籍	Permanent Adress						
出生地	Birth place						
住(居)所	Living Adress						
委託者 氏名 續柄 職業	Name	續柄	Relation	職業	Occupation		
委託者 住所	Adress.						
教育 Education	小 中 高 年 月 日 卒 修 退					其の他 others	
	poln. mid. High. DATE.						
職業 Occupation		特技	special ability		宗教 Religion	長所 短所	
引揚 戰災 有無 Repatriate war-sufferer	場所 PLACE.						
相談事項 Consultation matters	教育相談 Educational Con.	健康相談 Health Con.	保護相談 Protection Con.	適性相談 Aptitude Con.	其の他 others		
心理檢査 Psychological Test	CA MA JQ	性格 Character 氣質 Temper	其の他 others. (精神的外傷の有無等)		審査結果 Result of Test.		
身體檢査 Physical Examination	身長 hight 體重 weight	胸圍 chest.	頭圍 Skull.				

Family and Relatives

家族及緣故者	續柄 Relation	氏名 NAME	年齡 AGE	教育 Education	職業 Occupation	住所 Adress

取扱者	通告者 informer	年 月 日通告 DATE, informed.
關係	兒童福祉司 Child wel. official.	兒童委員 Child wel. worker.
扱者	其の他(官公吏) others (official)	

person Handled.

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Record of Registration of Foster Family

里親登録簿

DATE of Registration
(登録月日 年 月 日)

Foster child Desired — 養育したい子供

養育したい子供	性別 sex	
	年令 age	
	養育したい理由 Reason why Foster care wanted	

※委託児童 Child mentioned

氏名 Name	生年月日 Date of birth
本籍	permanent Adress.
前住所	Former Adress.
前の保護者と関係	Relation to Former guardian.

Foster care — 養育者

氏名 Name	生年月日 年 月 日	當 age 歳
本籍	Permanent Adress	
現住所	Present Adress	
交通目標	outstanding target to get there.	

Legally responsible person of Foster care — 養育者の責任者

職業 Occupation	自營 self-operation	作業種目、資本を記載のこと、農業の場合には自作か小作か、その耕地の面積を記載する。 Give Capital of various TYPE of Enterprise
	勤務 Work	(勤務先所在地) Location of working place
		(卒業所名) Name of job trained place / (地名) LOCATION
健康状態	結核、T.B.性病等の有無	
	健康状態 Physical condition (優、良、可で記入) Give by A.B.C.	
	信仰する宗教	Religion
	趣味	Hobby

Family condition — 責任者の家族状況

家族名 Name of Family member	養育者との関係 Relation	年令 當歳 age	卒業(中退)在學學校名 Education Give name of last school and also go make clear degree	職業 job.	健康状態 Physical condition	既往病名 Past History	信仰の宗教 Religion

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Columns Concerned

關係欄 Family Affairs	家計資産 Assets	過去一年間の家計 Family Budget for the past one month
	收入 income 圓	支出 expenditure 圓
	坪數 Size	時價 Value
	田畑 Land	
	山林 Forest	
	宅地 Living Land	
	家屋 House	
	預金、有價證券その他動産 Deposit, Security and others	
住居 Living Place	環境	商業、工業、學校、官廳、何れの地帶か、その他記載
	敷地 ground	坪 Tsubo
	家屋 House	坪 tsubo
	高 High or low	低
	乾 Dry or Damp	濕
	洋和風 Type of House	階建
	室 Bathroom	
	(所有地か、借地か)	
	(自家か、借家(間)か)	
教育方針欄 Educational Information	(學校教育はどの程度まで進ませたいか) How much education is possible?	
	(兒童の個性に從つて家業以外の職業に就かせる意志があるか) — Is any occupation beside family's own job intended to provide?	
	(家業を繼がせたいか)	
	(將來結婚についてどんな方針を採るつもりか) What is your plan concerning marriage?	
※關係機關 Agencies concerned	兒童福祉司、兒童委員名 Case worker, Child welf. worker.	醫師・保健婦名 Doctor. Public Hel. nurse.
		兒童相談所・保健所並びに所在地 Child Care Center, Med. Center and their location
※欄過經後事	Columns available for describing later happenings.	

備考

(4.(3) (2)(1)

※印の欄は里親、家族、病、疾患、養育責任者及び家族のおいて記入するものとする。

※養育責任者欄は結核者の多い者の健康診査證明書添附のこと。

(待養に必要とする)

事後經過欄には登錄後の指導に關係する機關を記入すること。

關係機關欄に登錄後の指導に關係する機關を記入すること。

(なにつて立つた場合及び紙を貼つて使用すること。)

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