BROOKLYN CONNECTIONS

CHILD WELFARE IN BROOKLYN
PRIMARY SOURCE PACKET

Student Name
INTRODUCTORY READING

Excerpts from:

Convention on the Rights of the Child
 Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989

Article 1
For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 6
States Parties recognize that every child has the inherent right to life.

Article 8
States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

Article 12
States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Article 13
The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, ...either orally, in writing or in print, in the form of art, or through any other media of the child’s choice.

Article 14
States Parties shall respect the right of the child to freedom of thought, conscience and religion.

Article 19
States Parties shall take all appropriate ... measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation.

Article 20
A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

Article 24
States Parties recognize the right of the child to the enjoyment of the highest attainable
standard of health and to facilities for the treatment of illness and rehabilitation of health.
THE CHILDREN’S HEALTH HOME AT WEST CONEY ISLAND.

BY MARGARET E. SANGSTER.

Standing by itself midway between West Brighton and Norton’s Point, and away off from the Manhattan and Brighton beaches at Coney Island, where little New-Yorkers and Brooklynites play merrily in the sand, or take joyous dips into the surf, is the Children’s Health Home, which is shown in our picture. Sanitarium you may call it, if you wish to use a learned word, but I prefer the simpler title. It was planned, built, and presented to the Children’s Aid Society of New York city by Mr. D. Willis James, and has been occupied this summer for the first time, having been opened for guests on the 23d of June.

This pretty Home, with its olive-tinted paint, faced with red, its many windows, and its splendid view of the Atlantic, is a hotel for the poor and the sorrowful, where all the conveniences are free. It is intended only for sick babies and their mothers, though older children who are delicate or crippled are sometimes allowed to come, especially when they are not strong enough to enjoy the rough sports of the well children, for whom there is a summer Home at Bath, Long Island.
1. Look at the images in Document 1. Describe the clothing that people are wearing:

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2. List three activities that children are doing in the images of Document 1:

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3. According to the text in Document 1, what building is depicted in the picture?

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4. According to the text in Document 1, who was allowed to stay at this place?

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Newsboys Start a Strike.

Object to an Increase in the Price of Two Evening Papers—Some Violence Attempted.

About three hundred newsboys employed on the Evening Journal and Evening World went on strike this morning against an increase in the price of the papers from 50 cents per hundred copies to 70 cents. The boys say that at the old price they were only able to make about 25 cents a day, and that the increase in the price to them would mean a loss of livelihood.


1. Document 2a is a newspaper headline. What event does it tell us about?

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2. A strike is a protest where workers stop working. According to Document 2a, why did the newsboys go on strike?

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3. According to Document 2a, how much did the newsboys earn per day?

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4. Observe Document 2b. Describing the living conditions for these newsboys:

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Adaptation:

Dr. Adler’s request for a commission to investigate the condition of children in shops and factories is inspired by wishes for the public good. But we have laws that protect child labor, if only they can be enforced.

Commissions are poor things, as a rule. They spend a deal of time and money in making a mere report, and this report may be bandied about in the Legislature for years before definite action is taken upon it. The better way is for the public spirited man, like Dr. Adler, to go about himself among the shops, see what abuses exist, and appeal to employers to conform to the law. He will find, in nine cases in ten, that employers, being thinking, kindly human beings, will accept his suggestion in good part, and will remedy the wrongs, of which, in many cases, they are ignorant.

A moderate amount of work is good for a child. It depends, however, on the nature of the work. Picking coal in the Pennsylvania bunkers and breathing air filled with dust is not a proper occupation for a child, nor is work in a mine, nor in a room filled with pungent odors of chemicals, or with floating and irritant particles given off from looms or other machinery, nor is it well to permit the child to work for many hours in succession, nor to deprive it of proper sleep, or fail to allow time for hearty meals. But work in the air, work that exercises and limbers the growing muscles, work that develops the faculty of observation, native shrewdness and common sense, are as much a part of the education of a child as schooling is. It will not be claimed that the farmer boys in our northern states have suffered from work—big, hearty fellows, they grow to be, with iron muscles and ostrich appetites, knowing more than they know they know of nature and the world, and living steady, decent lives. But they work in the open, and work for their parents.
1. According to the first paragraph of Document 3, what does Dr. Adler want a commission for?

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2. Read the second paragraph of Document 3. Does the author of this think that a commission is a good idea? Why or why not?

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3. In paragraph 3, what does the author suggest that Dr. Adler do?

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4. In paragraph 4 of Document 3, what kind of work is recommended for children?

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STREET BOYS FURNISHED WITH MEALS
AND LODGINGS.
HOMES SECURED FOR BOYS AND GIRLS
IN CITY AND COUNTRY.
 GIRLS TAUGHT TO OPERATE
SEWING-MACHINES.
FREE SCHOOLS DAY AND EVENING.
—
OUR SUMMER WORK,
SEA-SIDE HOME,
— West Brighton Beach, Coney Island,—
FOR SICK CHILDREN.

BROOKLYN CHILDREN’S AID SOCIETY,
No. 61 POPLAR STREET.

FRANCIS H. WHITE,
SUPERINTENDENT,
TELEPHONE CALL, “BROOKLYN 464.”

Brooklyn, November 23, 1887.

Dear Friend:

We send herewith a copy of our Twenty-Second Annual Report,
to which we ask your attention.

Much has been accomplished in the past, but we hope, through
the increased support of our friends, to do even a greater work in
the future.

1st. We are anxious to send more children to homes in the
West, where their chances of success in life are far better.

2d. The majority of the boys in the “Home” are not working
at Trades and hence cannot anticipate any regular means of livelihood
when they are too old to sell papers, blacken boots, etc. We intend
to give them the opportunity of learning trades. Printing and Tele-
graphy have been arranged for and other trades will be added as
our means increase.

3d. We have under consideration the establishment of a school
in which young women of good character, who have the necessary
aptitude, may be given a thorough course in plain cooking; a cer-
tificate being given when a certain degree of proficiency is reached.
Ladies interested are urged to give us their opinion of the advisability
of undertaking such a work.

In conclusion we would earnestly urge upon our friends the
necessity of continuing, and, if possible, increasing their support. Our
work must of necessity vary directly as the receipts.

Truly yours,

FRANCIS H. WHITE,
Superintendent.
1. Document 4a is a newsletter from the Brooklyn Children’s Aid Society. Make three observations about the building at the top right of the newsletter:

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2. What year was Document 4a written? Who wrote it?

3. According to Document 4a, what kinds of things does the Brooklyn Children’s Aid Society do for girls? What does it do for boys?

4. This newsletter says, “We are anxious to send more children to homes in the West, where their chances of success in life are better.” Where do you think they planned to send children?
Tugging at a Train of Memories

‘Orphans’ gather to recall exodus from New York City

By Jessie Mangaliman

Springdale, Ark. — “You’re from New York? I’m from New York!” You would never guess from the way he speaks that Algie Braly is from Brooklyn, not with the languid, Southern way he pronounces New York.

But in his memory, he carries the images of the Statue of Liberty, the docks in Brooklyn, and the orphanage in New York City where he, his brother and three sisters lived for a year after being given up in New York in 1911 by their widowed mother.

Braly, now 83, was one of 150,000 homeless children from New York City who were part of an exodus across America from 1854 to 1929, on the Orphan Train, in search of homes in the Midwest and South.

Braly was adopted by a family in Arkansas.

Yesterday, the few living members of the Orphan Trains, former New Yorkers all, reunited here in the Ozarks. It was a significant reunion, said Mary Ellen Johnson of the Orphan Train Heritage Society of America, because most of the children are in their 80s. What they remember is history, she said.

Orphan Train riders who now come from Kansas, Oklahoma, Arkansas, California, Nebraska, Louisiana, Missouri, Illinois and Texas attended the reunion, which Johnson organized. There were also children of the Orphan Train riders, and even the children of P.C. Morgan, a social worker for the Children's Aid Society who supervised the “placing out” of orphans in Arkansas.

The Orphan Train was the idea of Charles Loring Brace, a Connecticut-born minister turned social worker, who founded the Children's Aid Society in Manhattan. Appalled by the destitution of the children's lives in the city, he sought to find them new homes in the Midwest and South. His goal was simple: get the children out of the streets and into homes in the country.

“The companies [of children] are then

Please see ORPHANS on Page 22
1. Document 4b is a newspaper. What year is this newspaper from?

2. According to Document 4b, who is Algie Braly?

3. According to Document 4b, what was the Orphan Train? How many children travelled on it?

4. Reflect on Document 4a. How do you think that the Brooklyn Children’s Aid Society sent children to homes in the West?
‘Alumni’ To Return To Bed-Stuy Site Of Long-Closed Brooklyn Orphanage

B’klyn Hebrew Orphan Asylum Responded To Needs of Mass Immigration, Depression

BEDFORD-STUYVESANT — This coming Thursday, Oct. 9, an almost-forgotten Brooklyn orphanage that once cared for 1,200 children will be remembered when the Jewish Child Care Association and alumni of the Brooklyn Hebrew Orphan Asylum will unveil a commemorative statue on the site, now part of the city’s Kingsborough Houses.

Also taking part in the ceremony at Ralph and Pacific Streets will be Housing Authority representatives, officials, and members of the Kingsborough Tenants Association. The statue, “Rebekah,” will honor all orphanage children.

The Brooklyn Hebrew Orphan Asylum, or, as some alumni refer to it, “The House on the Hill,” stood on the site from 1892 to 1939. It was organized because the parent Hebrew Orphan Asylum was inundated by new waves of immigrants.

As early as the ’20s, the trend was toward phasing out orphanages in favor of foster care, but the Great Depression of the 1930s gave the orphanage a new ‘lease on life.’ In those days, a child was considered an orphan even if only one of his or her parents had died. Such a one was Joe Gerson, now 80, who spoke to this newspaper from his South Bend, Ind., home.

“I was there twice, both times in...
1. Observe the building in Document 5. List three observations about this building:

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2. According to the headline of the newspaper article in Document 5, what was this building?

3. Read the text of Document 5. What years did the Brooklyn Hebrew Orphan Asylum exist?

4. Document 5 says that there was a trend in the '20s (the 1920s) to get rid of orphanages in favor of what?
The Baby House maintained by the International Sunshine Branch for the blind at 84th street and 28th avenue, Dyker Heights, has recently received a new tile roof and fresh coat of paint furnished by a gift of $500.

Dunn cottage of the Blind Babies Home at Dyker Heights is home for some of the 28 sixteen-sighted children who are being helped to education and all-round development by the International Sunshine branch for the blind. Edwin could recently present the branch with $500 which was used to give the buildings the fresh roof and coat of paint as shown.

1. Observe the building in Document 6. List three things you notice:

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The text below this image reads:

The Baby House maintained by the International Sunshine Branch for the Blind at 64th Street and 13th Avenue, Dyker Heights, has a new tile roof and fresh coat of paint furnished by Edain Gould’s gift of $5000.

Dunn Cottate of the Blind Babies Home at Dyker Heights is a home for some of the 35 sightless children who are being helped to education and all-round development by the International Sunshine Branch for the Blind. Edwin Gould recently presented the branch with $5000 which was used to give the buildings the fresh roof and coat of paint as shown.

2. According to this text, what was this building called? Why lived in it?

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3. According to the text of Document 6, what neighborhood was this building located in? What streets was it located on?

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HOUSING

The Brooklyn Children's Museum is housed in two former residences standing within a city park. Both buildings are gay in white paint with green trim. All the galleries in the Museum are painted in light shades. Visitors react well to the bright colors. Pastel tones offer no interference with the exhibits themselves or with the interior colors of the cases.

LUNCH ROOM

A small lunch room is maintained for the use of visiting school classes or for visitors on Saturdays. No meals are served by the Museum, but simple refreshments are available at the Sales Desk.

SALES DESK

The Museum maintains a Sales Desk where small items such as Museum buttons, glass animals, puzzles and costume dolls may be purchased at reasonable prices ranging from five cents to two dollars. The Sales Desk also provides ice cream, candy and a soft drink.

ACQUISITION OF COLLECTIONS

The Museum acquires its collections through gifts from Trustees and other interested friends, and through purchases. Some objects have very kindly been placed here on loan by other museums, by commercial firms and by the Army and Navy.

FINANCES

The total operating cost of the Brooklyn Children's Museum for the fiscal year ended June 30, 1952, was over $114,000. A substantial appropriation towards the maintenance of the Museum is made by the City of New York.

This account of our activities would indeed be lacking did it fail to acknowledge the invaluable assistance rendered the Museum by the Park Commissioner and his staff, and by the City's Board of Estimate. We greatly value our friendly relations with these municipal authorities and their strong support of our service to the children of this great city.

Further financial support comes from our own endowment funds, from the General Funds of the Brooklyn Institute of Arts and Sciences, of which we constitute a Department, from memberships and from our Sales Desk.

HISTORY

The Brooklyn Children's Museum, the first and also the largest children's museum in the world, was opened to the public on December 16, 1899. Its exhibits, consisting of botanical and zoological models, natural history charts and collections of minerals, birds, insects and shells, filled two rooms on the first floor of the Brower Building on Brooklyn Avenue. In April, 1900, a library with three hundred books was added. Two years later saw the beginning of school class programs and clubs. Gradually the exhibits expanded to include geology, geography and history, and shortly came the Hoover Loan Collection for use in the schools. In the late 1920's the work of the Museum had so expanded that it became necessary to add another building.

At its inception the Children's Museum operated under a Curator-in-Chief as a subsidiary of the Central Museum of the Brooklyn Institute of Arts and Sciences. In June, 1948, the Trustees of the Institute voted to identify the Children's Museum as a separate Department with its own Director and Governing Committee, established thus, with our own entity and our own Committee, who devote their entire energies to our problems, we have reordered many details of the work and enlarged both our programs and our service to the public.
1. According to the caption for Document 7a, what is the building in this picture?


2. What kinds of things do you expect to find in a museum?


3. Look at the image in Document 7b. What are these children doing at the museum?


4. According to the text in Document 7b, is there a lunch room at the museum?


5. Where could you go at the museum to buy glass animals and puzzles?


Document 8a – [Colony House.] [192-?] Brooklyn Collection, Brooklyn Public Library.

Child Welfare in Brooklyn Primary Source Packet
Caption: "Puppeteers--These children of Willoughby House Settlement, 97 Lawrence St., under the direction of Florence Grippe, make puppets, write shows and put the puppets through their paces. Seated beside Miss Grippe is Sandra Lane, 12. In center row are Ruby Brok, 10, Lorraine Stimes, 13, Irene Volunstad, 9, and Mary Armour, 9. In top row are Shirley Ann Earley, 12, and Narcissa Volunstad."
1. Look at Document 8a. Who do you see in this photograph?

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2. According to the sign on the building in Document 8a, what is the name of the building?

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4. According to the caption for Document 8b, where is this photograph taken?

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The First Kindergarten in the City is Still Active

By Ira D. Guberman

In 1890, when the Brooklyn Kindergarten Society was founded, there were no kindergartens in the city’s public school system. Children played in the streets until they were old enough to go to school.

The first kindergarten was started in order to develop some sort of early education among pre-school children and as a training ground for new teachers. During World War II, many kindergartens sprang up so that the parents could work in the booming wartime factories.

After the war, kindergartens were introduced into the public school system, and the Brooklyn Kindergarten Society turned its attention to the children living in the ghetto areas. Shifting from their original purpose, the society’s five centers in Bed ford-Stuyvesant, Williamsburg and Red Hook became places where pre-school children could receive supervised care while poverty-stricken parents tried to find jobs.

Today, the society is the largest day-care organization in Brooklyn, with about 300 children enrolled. It receives its funds from the Agency for Child Development and its centers are provided by the New York Housing Authority.

The cost to families participating is minimal. It ranges from no fee for families on public assistance to minimums of $2 for those who can afford to make some payment.

“We are a family service, one that is concerned with every member of the family,” Mrs. Hamburger said in a recent interview.
1. According to Document 9, when was the Brooklyn Kindergarten Society founded?

2. List two reasons that kindergartens were started before WW II:

3. After the war, how did kindergartens help parents?

4. After the war, what neighborhoods did the Brooklyn Kindergarten Society work in?

Summary: Women on street in Carroll Gardens, some with children or babies in carriages, holding up cartons of milk for photographer during strike by Borden Milk workers.

Caption: "Winners in milk rush: Some of the 1,500 South Brooklyn housewives who were able to buy milk -- one container each -- emerge triumphantly from C. and C. Food Stores supermarket, Court St., near 1st Place...."
1. Look at Document 10. Who do you see in this photograph?

2. What are the women holding in the photograph in Document 10?

3. According to the summary of Document 10, where was this photograph taken?

4. The caption below Document 10 tells us these women were each allowed to buy one only carton of milk because the Borden Milk workers were on strike. Why do you think they were so excited to buy milk?
Document 11 – Manhattan Postcard Club. *(Bookmobile in Canarsie.)* [195-?] Brooklyn Collection,
1. Look at Document 11. What do you see? List three observations:

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2. According to the writing on the vehicle in this document, what is inside the truck?

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3. According to the caption for Document 11, where is this photograph taken?

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BROOKLYN COMMUNITY CHILDREN'S THEATRE

presents

THE PRINCESS AND THE FROG

Performed By
GINGERBREAD PLAYERS & JACK

OCT. 11

SATURDAY
11:30., 1:30 & 3:30 P.M.
GEORGE GERSHWIN THEATRE
AVE. H near NOSTRAND AVE.

ADMISSION $1.25
GROUP RATES $1.00 for 40 or more Tickets
ADVANCE SALE: GEORGE GERSHWIN BOX OFFICE (UL 9-1180)
Monday thru Friday, 12-3 P.M.
Wednesday and Thursday, 6-8 P.M.
For further information call ULster 9-2160

ORDER FORM

Enclose a self-addressed, stamped envelope with check made payable to COLLEGE COMMUNITY SERVICES, INC. AND SEND TO:
CHILDREN'S THEATRE, BROOKLYN COLLEGE,
Brooklyn, N. Y. 11210

Enclose find $.......................... for ....................... tickets
11:30 A.M. □
1:30 P.M. □
3:30 P.M. □
performance of THE PRINCESS & THE FROG

Name:.................................... Tel.: .........................
Address:................................... Boro: ....................... Zip Code: .....................

If you wish tickets held at box office, please check:.........................................


1. Look at Document 12. What kind of document is this? Where would you find a document like this?

2. Document 12 is advertising a play. What is the name of this play?

3. How much would you pay for a ticket to this play?

4. Who will present (perform) this play?

5. What do you imagine this play is about? Write a brief summary:

GLOSSARY

Bandy: to talk about different ideas, and share ideas back and forth

Commission: a group that is created by an official decision (usually by a government) to investigate an issue.

Convention: a meeting or gathering of people

Majority: the largest group of people, or the largest portion of something

Maltreatment: bad treatment

Negligent: to neglect something

Oral: spoken

Remedy: to fix

States Parties: governments, or other official organizations

Trend: something that is popular for a period of time