

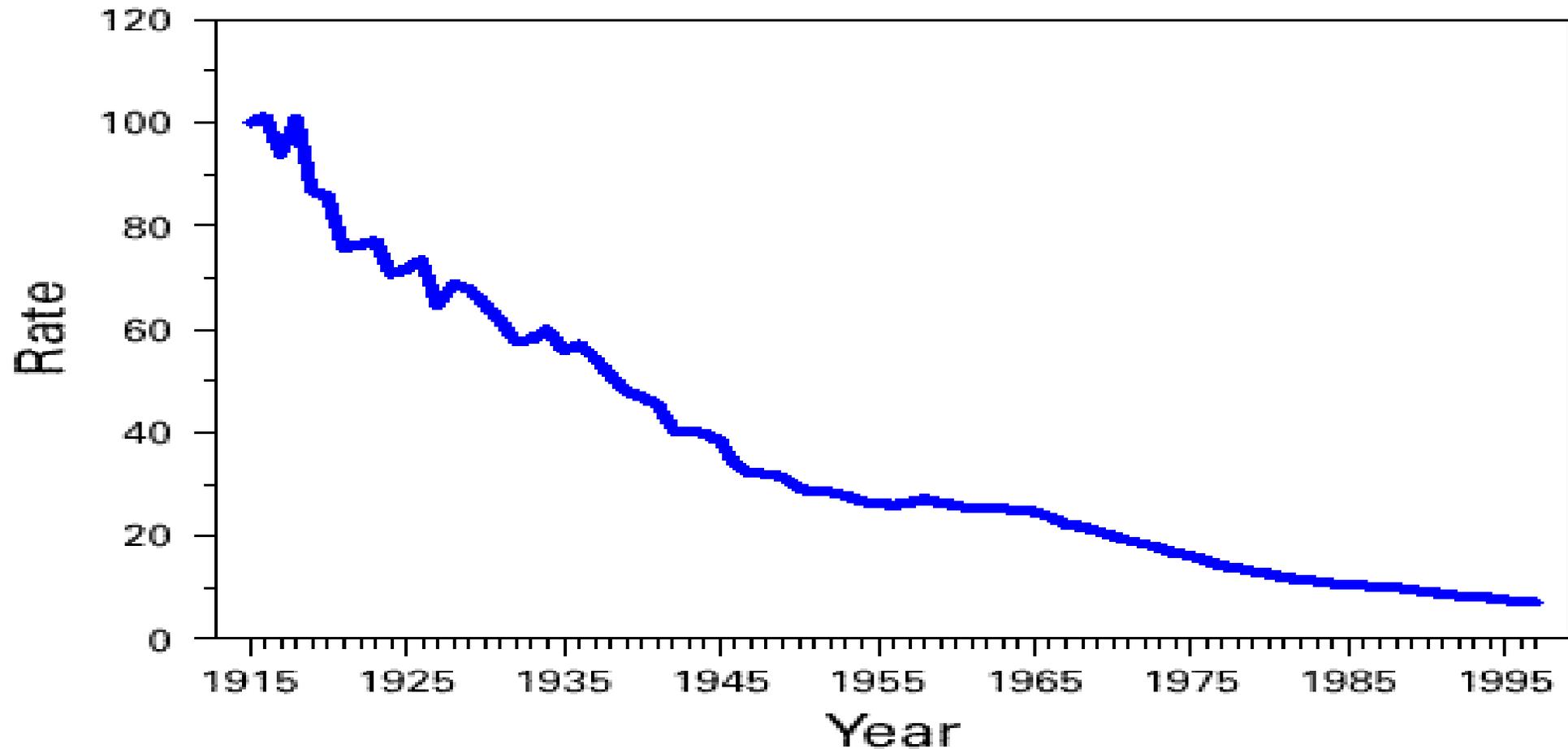
Creating the Conditions in Which All Infants and Mothers
Can Be Healthy and Thrive

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What should we learn from history?

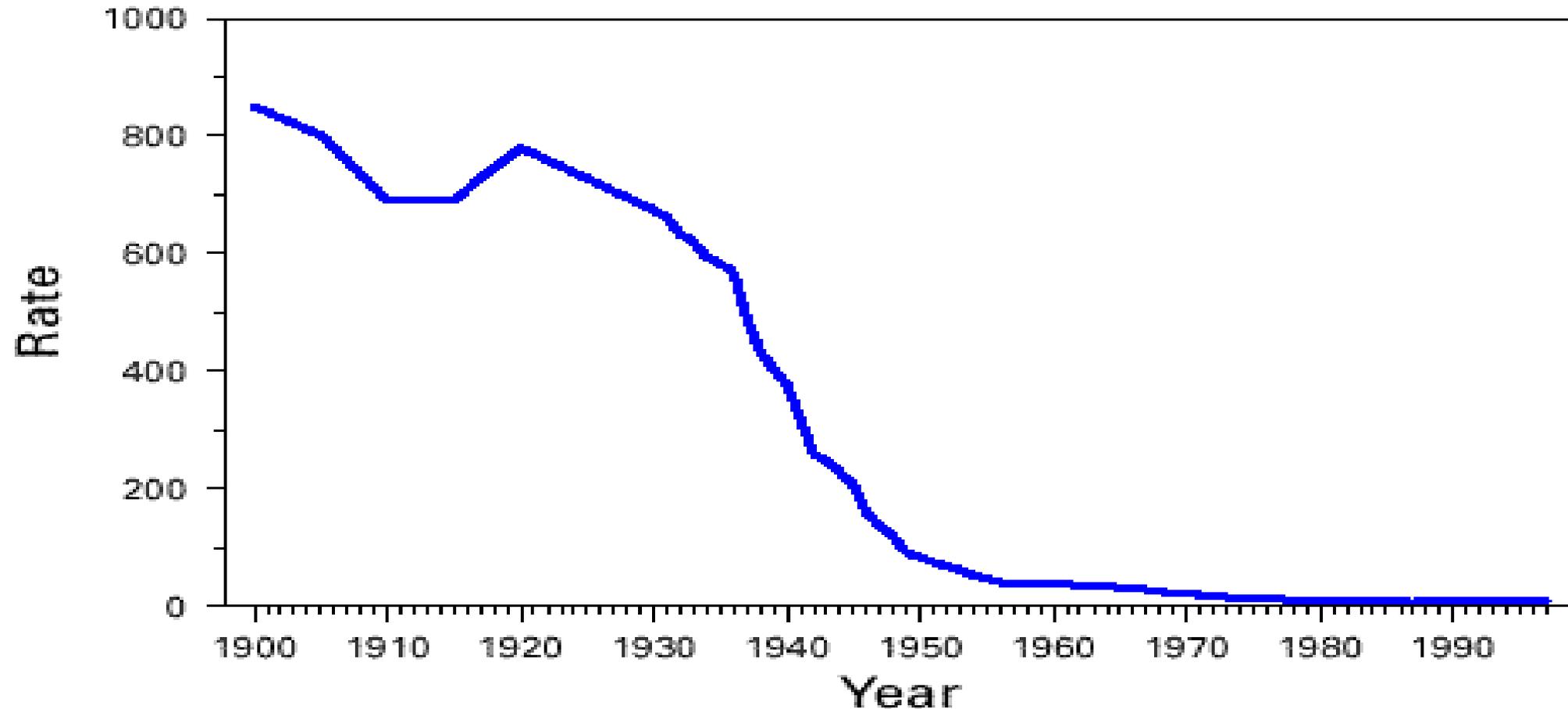
FIGURE 1. Infant mortality rate,* by year — United States, 1915–1997



*Per 1000 live births.

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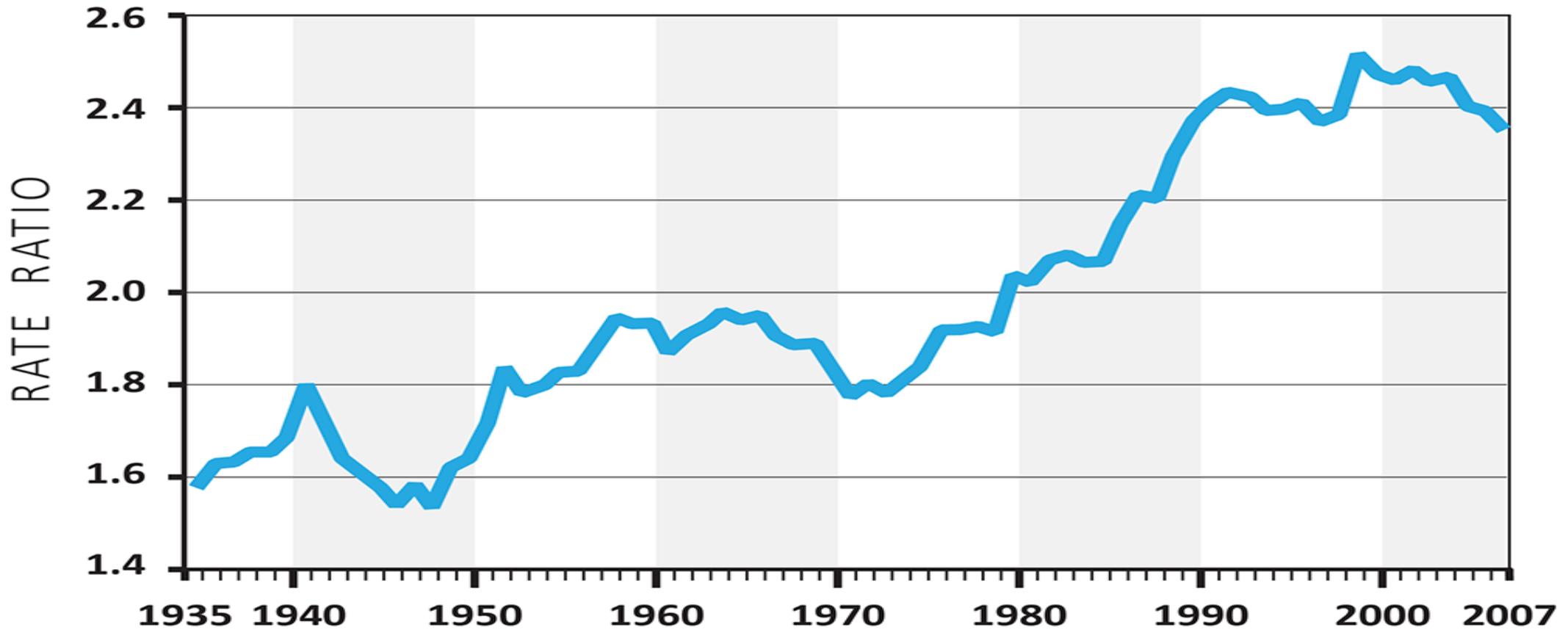
FIGURE 2. Maternal mortality rate,* by year — United States, 1900–1997



*Per 100,000 live births.

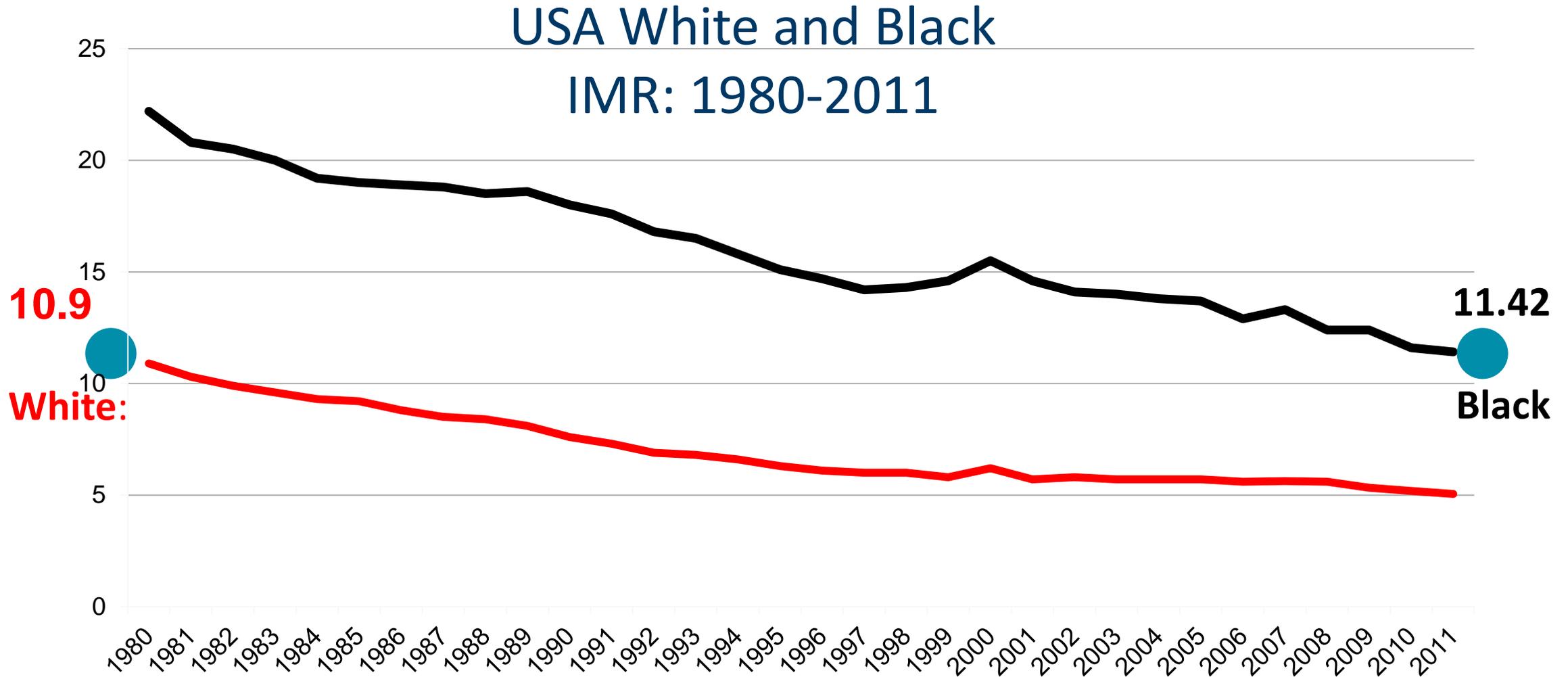
What should we learn from history?

Black/White Disparity in Infant Mortality Rates, US, 1935-2007



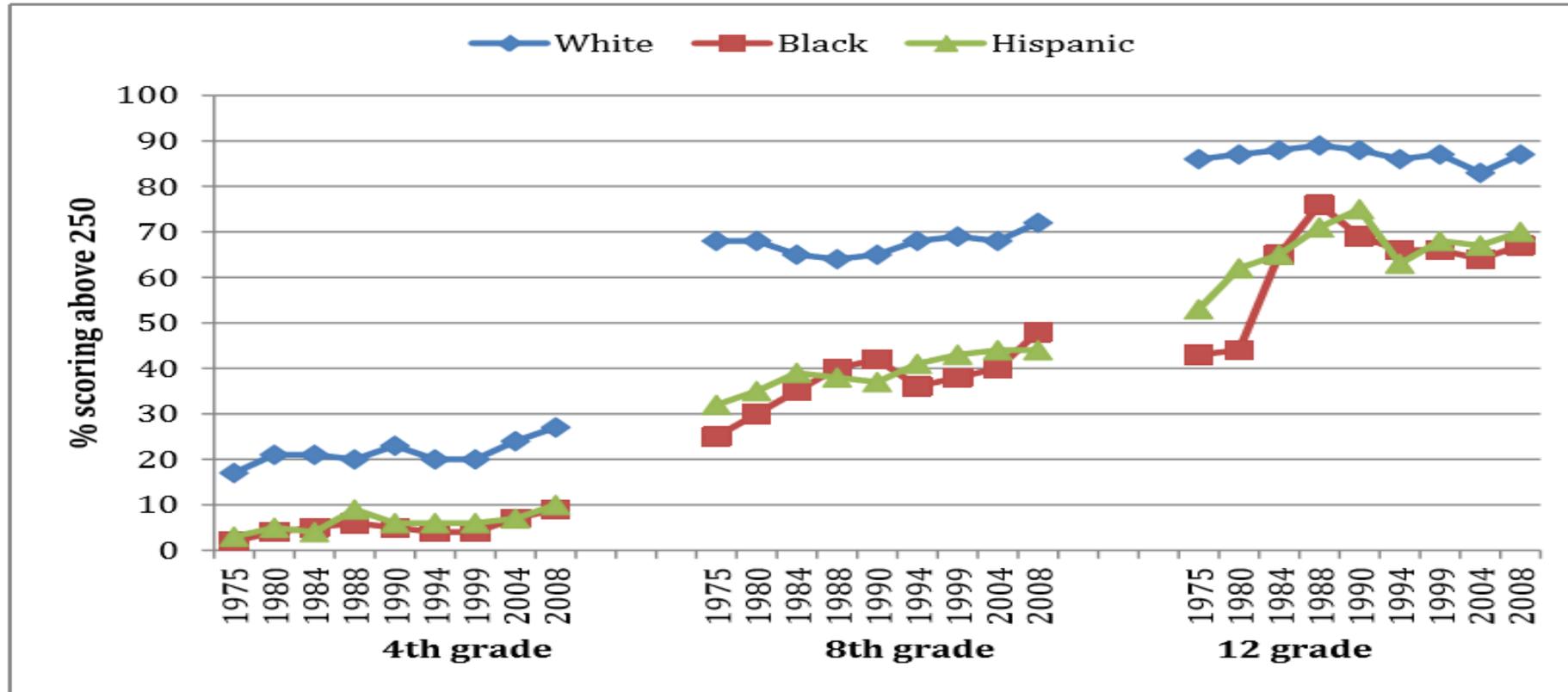
National Center for Health Statistics, Health United States, 2009 (updated)

What we are doing to advance health equity is not working



What we are doing to advance educational equity is not working

Figure 2: Percent Reading Scores at or above 250 for 4th, 8th, and 12th grades



Source: Educational Digest, NAEP 2010; Reading scores above 250 reflect ability to search for specific information while reading, interrelate ideas and make generalizations about literature, science, and social studies materials.

These Outcomes and Trajectories Should Be Intolerable and Unacceptable

“The landmarks of political, economic and social history are the moments when some condition passed from the category of the given into the category of the intolerable. I believe that the history of public health might well be written as a record of successive re-definings of the unacceptable.”

Geoffrey Vickers

