June 2010
Yes, dear Readers, it is still "Spring."

Apologies for the late appearance of this issue of the Bulletin. Our timetable was reset - - a death in the family, a new baby, a hellish semester, too much to do & too little time.

But . . . here it is at last.

Enjoy, Kathleen Jones, on behalf of all the contributors and editors

An invitation to join the Bulletin staff: Editors for new columns, organizers for individual themed issues, reporters on conferences, web designers-- we need your help. Interested SHCY members should send a note to me at kjwj@vt.edu

~~~

In this Issue

Message from the SHCY President . . . . Steven Mintz

News from the Journal of the History of Childhood and Youth

Pedagogy: Two Novel Approaches to Teaching the History of Childhood

When History Meets Autobiography . . . . Susan Miller (Rutgers University, Camden)

Linked Courses: History and Developmental Psychology . . . . Gail S. Murray and Marsha Walton (Rhodes College)

Murray and Walton Course Syllabus (pdf, linked in online Bulletin)

Websightings: Howard Blue’s Memoir Reviews . . . . Julie deGraffenried

For Graduate Students: Questions about Publishing in a Journal . . . Jessica Nelson
From the SHCY President

The History of Children and Youth: The Past Has Many Faces
Steven Mintz, Columbia University

Part of the dynamism, excitement, and appeal of the history of childhood and youth lies in the field’s diversity: topically, chronologically, geographically, methodologically, and, especially, conceptually. There is, of course, childhood and youth as shifting cultural, educational, legal, and medical categories, categories which have taken radically different forms in different eras and places and among diverse ethnic groups and social classes. Then there is a history that focuses on children and youth’s lived experiences—varying sharply across lines of age, class, era, gender, region, religion, and a host of other variables.

But, in addition, the history of childhood and youth has taken many other forms. There is the history of growing up, which examines the diverse and shifting pathways through which the young navigate the transition from youthful dependence to adulthood independence. There is the history of socialization, whether in families, schools, workplaces, or other settings. There is the history of children and youth’s familial relations. Then, too, there is the history of childhood and youth cultures, the meaning making and expressive realms that include children’s oral culture, including stories, rhymes, and jokes; play and games; friendship and peer relations; and children’s consumption of commercial culture, ranging from books to television shows, movies, and videogames.

But these are not all. In addition, there is children and youth’s experience of broad historical processes—such as industrialization, urbanization, and globalization—and of more specific phenomena as war and colonialism. There are those histories that link childhood and youth to state formation, identity construction, and the reproduction of social class. Then there is also the realm of policy: Shifting cultural responses to such
phenomena as child abuse and neglect, child poverty, juvenile delinquency, and orphanhood.

In each of these domains, children and youth have been regarded in highly diverse ways: as objects who have been acted upon (as victims, clients, and daughters and sons) and as active agents; as individuals and members of collectivities (including as members of gangs and generations); and as agents of continuity and of change. Yet what links these diverse approaches together—apart from common objects of study—are two notions. The first is that children and youth are a missing link, which connect the psychological and the cultural and social, the private and the public, the institutional and the individual.

The second is that childhood and youth lead us to think about the nature of power and the dynamics of social change in new ways. The history of childhood and youth encourages us to better appreciate that diverse forms that power can take: through internalization, discursive practice, interpersonally, and via institutions. It also leads us to grasp the inadequacy of the concepts of progress and decline. By sensitizing us to the ways that contemporary children and youth are freer and less free than those in the past, and that their well-being has increased, and, in certain crucial respects, decreased, the history of childhood and youth challenges us to conceive of history from a much more nuanced and sophisticated perspective.

~~~

News from the Journal of the History of Childhood and Youth

Laura Lovett writes: “On behalf of the Editors of the Journal of the History of Childhood and Youth, I am very pleased to announce our transition to a new electronic manuscript management system, ScholarOne. Johns Hopkins University Press has generously made this system available to JHNCY thanks to your strong support as subscribers.

New manuscripts to JHNCY may be submitted by creating an account and logging in at http://mc.manuscriptcentral.com/jhcy.

Even if you do not yet have an article for us to consider right now, we would like to invite you to create an account so that we may consider you as a reviewer for manuscripts that we receive. This will take only a few moments to complete.

Many thanks for your support with this exciting new development. As always, we welcome your inquiries.

~~~
PEDAGOGY: TEACHING THE HISTORY OF CHILDHOOD

In the two essays that follow scholars teaching History of Childhood their approach to both the organization of their courses and the reactions of their students to the assignments. The newsletter editors plan to make the discussion of courses and teaching a regular feature. We hope that in addition to helping you think about the course(s) you currently teach they will inspire you to offer columns about your experiences and your syllabi for publication in future issues. With so many new books in the field, the appearance of our journal, and growing numbers of articles, papers, and websites on the history of childhood, we anticipate that many more courses will be taught in the coming years and that those being taught today will be revised to incorporate this new literature. This column then, is also going to be a historical resource when, some day in the future, scholars decide to investigate the development of childhood history pedagogy in the 21st century. ----Janet Golden

When History Meets Autobiography
Susan Miller, Ph.D., Rutgers University, Camden

Over the years I have come up with numerous rationale for why my history of childhood syllabi screech to an abrupt halt around 1940. As a historian, I can legitimately claim a disciplinary buffer that shields me from straying into current events and the realm of sociologists or political scientists, scholarly terrain on which I have always felt distinctly uneasy. But I have also been known to offer less honest explanations. It would be a shame, I earnestly inform my students, to pass up the richness of colonial sources available to us here in Philadelphia, and so we just won’t have time to get very far into the twentieth century. Which is true. Sort of. When all else fails, I reach for my best laugh line – that as a historian I prefer dead people.

Like most good jokes, this one is indeed anchored in the truth. And the truth is that as the semester-long odometer of the history survey course slowly rolls into the recent past, the frequency of students’ personal anecdotes about their, or their parents’, youth reaches a crescendo. Frankly, I don’t always know what to do with these stories. As a former Quaker high school teacher, I am accustomed to cultivating a warm and personal relationship with my students, and I certainly don’t want to be rude to them, but what is the role of this type of sharing in a college history classroom? As teachers, we understand that young people often need a personal connection to material in order to really take it in and create a meaningful context for new ideas. Yet as scholars we appreciate how uneasy the fit can be between personal stories and conventional narratives. How can we help students create analytic frameworks for their own pasts (or for the tales they’ve heard from parents and grandparents) and insure that the stories of their youth find an appropriate place in our history of childhood courses?

This fall I began teaching in the interdisciplinary Childhood Studies department at Rutgers-Camden, and decided that since I no longer had the cover of being a straight
historian, I might as well get over my fear of the recent past and find a way to work with the dreaded personal anecdote.

I began to lay the groundwork for the thoughtful use of autobiographical tales in a class on World War I. The reading for the day was the diary of Elfriede “Piete” Kuhr (from Stolen Voices: Young People’s War Diaries from WWI to Iraq, Zlata Filipovic and Melanie Challenger, eds.), a remarkable German girl who grew up during the Great War. In addition to this reading, I asked students to write a retroactive entry in what could have been their own childhood war diary. When I announced this assignment most of the class stared at me in confusion, a few, however, nodded their heads in recognition. I allowed those students to explain to their classmates that they, like Piete who turned twelve in 1914, had grown up in a nation at war. It was a little shocking that these students who live less than a two-hour drive to lower Manhattan, and whose working class backgrounds make them likely to have military men and women in their families, were initially so disconnected to the events of past decade.

With a few days’ reflection, however, and my insistence that they try to write something, most students were able to produce at least a few entries in their own youthful war diaries. Even the ones who felt unable to complete the task were deeply moved by Kuhr’s diary. They were astonished by her phenomenal presence of mind, the strength of her political opinions, the extent of her patriotism, and above all, by the equanimity with which she confronted the deprivations of war. We talked about whether or not Piete can be said to have had a real childhood in the midst of all these very adult feelings. We discussed whether or not it is important that children understand politics, and who should have responsibility for imparting such lessons. We argued, respectfully, about the degree to which kids should be protected from or included in conversations about fallen soldiers, suicide bombers and people plunging to their deaths from burning towers. Moving back and forth between Piete’s quite mature ruminations on war, and what they felt to be their own naïve understanding, they tried to express how their younger selves felt about being exposed to, or more often excluded from, this terrible knowledge. And by the end, they came to see themselves not simply as individuals, but as members of a generation of youth marked by the events of September 11th and the wars that followed in their wake.

During our conversation about how it was possible to grow up more or less oblivious to the fact that one’s country was, and remains, at war, students inevitably talked about the things that they had been paying attention to during their youth. Although I refused to follow these tangents during the class session on the Great War, I assured them that we would pick them up at the end of the semester. Which we did, but only after a few weeks devoted to the birth of consumer culture and the rise of youth markets during the Interwar and Post-WWII eras. When the syllabus finally brought us to the decades of their own childhood, I felt that I had prepared the ground for a meaningful reflection about the stories of their own youths.
The exercise I created to study the turn of the twenty-first century was focused on material culture and rites of passage, but ended up (as I suspected it would) as a conversation about the degree to which youth culture has been subsumed by consumerism. I asked students to bring in an object that epitomized their childhood or symbolized the transition from childhood to adolescence. (This is an easy assignment with Rutgers-Camden’s largely commuter population, but one that has to be announced before Thanksgiving or Spring break on more residential campuses. Although some of my former Penn students had their parents FedEx items...) A word of caution: if you are a relatively informal instructor and have a good relationship to your class be ready for a few, let’s just call ‘em ‘frisky,’ objects to make their appearance!

Armed with previous questions about youth and political awareness (or lack thereof) and some analytic tools used in the study of popular culture, we had a great conversation about the objects, and their place in the creation of modern childhood. Students struggled to explain their objects not merely as personal talismans that helped them through the trials of youth, but as the raw material for an analysis of their generation. They refined their arguments and reframed their stories in response to classmates’ challenges. And me, well, I enjoyed a day filled with personal anecdotes from my students’ childhoods.

Linked Courses: History and Developmental Psychology
Gail S. Murray, Ph.D., and Marsha Walton, Ph.D., Rhodes College

For years I had noticed that psychology majors who enrolled in my History of Childhood course raised provocative and different sorts of questions during discussions. Likewise, my colleague in developmental psychology, Dr. Marsha Walton, found that students who had taken my class brought important context into her courses in both Child and Adolescent Development. Aha!
Perhaps we could offer courses in a paired arrangement: any student who signed up for either course would be co-enrolled in the other department’s course.

Walton decided that Infant and Child Development would mesh best with the History of Childhood and would allow the paired courses to include a community-based learning component that placed students at a local children’s program once a week. The enticement to dual enrollments — in addition to the excellence of the courses! — would be that each class fulfilled a college-wide foundational course requirement and the community project fulfilled a third, hard to get, requirement of “learning beyond the classroom.”[1] Would students be willing to commit half of their fall schedule to our co-joined courses?

Somewhat to our surprise we enrolled 21 students. Nine of them were psychology majors, seven were getting a minor in education (we have no major), and the rest came from a variety of fields or were undeclared sophomores. No history majors elected to undertake the dual enrollment, whereas when the course is free-standing, it will attract
some majors. Each of us tweaked our regular course syllabi so as to emphasize common
or complementary themes. (Now that the course has ended, we are more clear about
what those common themes are!) The classes met back-to-back in the same classroom.
Each professor taught her own course, but always sat in on the other’s. We each graded
our own assignments and did not discuss how students were doing until the course
ended.

The History of Childhood proceeded chronologically from 17th C America through
contemporary issues of public schooling and children as consumers. We used Stephen
Mintz’s Huck’s Raft as the basic text, Annya Jabour’s Major Problems in the History of
American Families and Children for primary documents, and Susan Cahn’s Sexual
Reckonings, Jonathon Kozol’s The Shame of the Nation, and Juliet Schor’s Born to Buy as
supplementary readings. Additional essays drawn from journals and book chapters
completed the reading list (see syllabus below). Connections to the child development
course were possible chiefly because Walton teaches from a socio-cultural perspective,
never arguing for a universal model of infant-child development although students
certainly learn how behavioral, psycho-dynamic, neuro-biological and cognitive
developmental theorists describe child development. The basic texts she chose were
Lightfoot, Cole, & Cole, The Development of Children (6th ed) and Barbara Rogoff’s The
Cultural Nature of Human Development, whose emphasis on a community’s shaping of
childrearing dovetailed nicely with my emphasis on the childhood as a social
construction. Supplementary essays on race and class effects on parenting/family life
and Barrie Thorne’s Gender Play: Girls and Boys in School rounded out her reading
assignments. (See syllabus, linked in online Bulletin)

The psych course proceeded developmentally, beginning with in utero development,
birth, and nursing before proceeding to early, middle, and late childhood while the
history course proceeded chronologically. Initially students struggled to draw direct
parallels between course materials because the history of childhood dealt little with
pregnancy, birth, and nursing. Once students had a firmer foundation in child
development, they could bring that information to bear on each historical period from
then on. The history course drew most productively on the psychology course –and
provoked the most interest – when we discussed schooling and philosophies of
education in various eras, parenting advice and practices at different periods of history,
changing attitudes toward child labor, and the role of religion and community values in
shaping society’s expectations of childhood. Both courses emphasized the influence of
race and class at many junctures.

The community-based learning component placed students one hour per week in the
Child Life Area of a vibrant community wellness center that serves the working poor
(although its exercise, nutrition, and wellness classes are open to anyone, with a sliding
scale in place.) Walton had used this placement for her students for years and thus had
a good working relationship with the dedicated and well-trained staff. Another
advantage of this site over other child care centers is that children attend the programs
only when their parent(s) comes to attend a class. There are no dropped-off kids. Thus students can observe parent-child interactions and can converse weekly with the parents. The foundational reading for this component of the course was *The Stories Children Tell: Making Sense of the Narratives of Childhood*. Author Susan Engel argues that telling stories is critical to a child’s ability to process information, in development of a positive self-concept, and in the ability to convey a sense of self to others. Each week the students gave children a prompt question to ask someone in their family which they then reported to the group the following week. For example, “Did you ever get in trouble at school when you were a kid?” Our students then helped the children write up and illustrate their stories for a booklet, which was presented to parents at a concluding party at the center. Several class sessions were devoted to discussing the children’s story-telling and free play activities in the context of course material.

Was the extra effort to coordinate the classes worth it in terms of student outcomes? About 2/3 of the class believed that taking the courses simultaneously increased their interest and their learning. However, a majority of students vociferously complained that the back-to-back schedule was too intense! Final grades were typical for each course. Engagement in class discussion, thoughtful homework assignments, and participation in the community-based learning component were very strong.

The two instructors were, if anything, even more enthusiastic about the format than the students, even though it meant a larger class load each week. Psychologist Walton reports that “my teaching in developmental psych will be strengthened by what I learned about history. For example, my understanding of psychology research and theory on parenting styles is deepened by a new familiarity with the historical roots of those different orientations to parenting.” As the historian on the team, I can affirm that my ability to view the world through the cognitive world of a child has been greatly enhanced. We have considered offering the course again, but next time pairing the history component with Adolescent and Young Adult Development instead of Infant and Child Development. We would lose the connections with birthing, parenting and advice manuals, children’s lit, and early schooling. We would gain connections in exploring sexuality, separation from parents, high school/college education, clubs, social activism, and incarceration. We would continue common themes of consumerism and school reform.

I would love to hear from anyone with similar experience in paired course offerings, and I would be happy to talk further about this project. Gail S. Murray (murray@rhodes.edu)

________________

1. The History of Childhood meets the requirement for “understanding how historical forces have shaped human cultures” and Infant/Child Development meets the goals of “exploring and understanding the systematic analysis of human interaction and contemporary institutions
Websightings: Howard Blue’s Memoir Reviews
Julie deGraffenried, Baylor University

Howard Blue is a collector. In his book, *Words at War* (2002), he amassed little-known details and reminiscences about World War II-era radio broadcasts. Now he has turned his attention to collecting memoirs. His new website, *Howard Blue’s Memoir Reviews* (http://www.memoirreviews.com/), claims to provide memoirs with “a home of their own.”

The home page of *Memoir Reviews* supplies a brief overview of the site’s purpose as a “comprehensive listing” of memoirs and a helpful, informal introduction to the genre. In addition, the homepage includes clearly-marked tabs used to direct the user to the site’s various pages: New Titles, The Memoirs, Memoir Writing, Reviews, Writers Conferences, About Howard, and Contact. Though the site’s title suggests that this is a home for reviews of memoirs (and there are a handful under the aforementioned tab), the wealth in this site lies under the tab marked “The Memoirs.”

Clicking The Memoirs tab takes the user to a two-column list of categories. Blue’s twenty-seven alphabetized categories range from geographic region (i.e., “Africa,” “Middle East,” or “Central America”) to event-centered (i.e., “Afghan, Iraqi Wars, etc.” or “Holocaust”) to thematic (i.e., “Crime,” “Sex,” or “Food”). Two large categories – “U.S.” and “Health” – are divided in half, and Blue has helpfully listed their subcategories for navigation. All parts of the world are covered, with the exception of South America (under construction, according to the website). Clicking on a category link, say “Asia,” takes the user to the Asia page. Following a brief, chatty introduction by Blue (mostly anecdotes from his life related to the page’s topic) is a list of memoirs, divided into sub-categories chosen by Blue, and accessible by link from various points on the page. For the Asia page, the sixteen sub-categories are countries ranging from China to Laos to Nepal to South Korea. For a thematic list such as that on the Crime page, the eight subcategories include bank robberies, murder, and prison. Memoirs on every page include author, title, publisher, and year of publication, and most entries have a short synopsis sentence. Clicking on the title of the book takes the user to amazon.com where purchasing information is available.

Even a quick inspection of *Memoir Reviews* will reveal the extensiveness of Blue’s catalog. Though Blue notes that memoirs are cross-listed when appropriate, that is rarely the case. His site provides the user with a listing of over 1000 titles of memoirs, the vast majority of which have been published in the last decade. The memoirs themselves range from popular bestsellers to the obscure to the classic. Specialists will find themselves murmuring, “Why doesn’t he have *insert title here* on this list?” while perusing the site, but keep in mind, a.) this is primarily a list of recently-published memoirs, and b.) this is the work of one man (not Superman).
The reason I chose to introduce this website to SHCY members is the enormous number of memoirs that deal with the childhood and/or youth of the authors, authors representing dozens of different cultures, locations, classes, family types, educational backgrounds, and so on. This is a treasure trove of bibliographical information – and it’s all in one place.

Of special interest to SHCY members will be Blue’s “Coming of Age” list, under the U.S. I heading. It’s not particularly long right now at thirty-some titles, but it includes some quality entries. And, best of all, it’s a dynamic list that the creator is committed to growing. Blue recently requested the help of H-Childhood members in building this specific listing, and I think this is a good enterprise for us. Knowledge-sharing is one of the great benefits of the academic community, and this is a chance to exercise it. Since he has offered to make this a collaborative effort, let’s take him up on it. I’ll get off my virtual soapbox now ...

The site is not without its “issues,” as my students say. The most important of these is the limited nature of the search feature. The site’s search engine is a bit quirky, to put it mildly. For example, when I entered the word “childhood” in the search box, it gave me twenty-five results. The problem is that there are clearly hundreds of titles or book descriptors that mention childhood. The same is true of “child” (28 results), “youth” (10 results), “growing up” (19 results), “boyhood” (7 results), and “girlhood” (4 results). The good news is that there are more than nineteen memoirs about growing up on Blue’s site; the bad news is that there are more than nineteen memoirs about growing up on Blue’s site. Forewarned is forearmed, as they say. Best results come, in my experience, when the user already has a region or event in mind and can go quickly to the appropriate category and skim titles for usefulness.

The second caveat: Unlike most of the web resources chronicled in the SHCY Bulletin, Memoir Reviews is a private enterprise. Blue’s site is not affiliated with any institution or funded by a foundation. The maintenance of this site appears to be a hobby for him, a hobby that I personally find laudable. As a one-man-show, however, there are a few points to consider. Blue created the site, he created the list, he created the categories and subcategories. For the most part, they are clear and effective. From time to time, however, the categories are problematic. For example, does the category titled Politics include memoirs about politicians’ lives, about life in politics, about the children of politicians, or about episodes of politics in non-political lives? The answer is yes, all of the above. As a result, a few categories are a bit of a mishmash of titles. As another example, why not put memoirs of African-Americans in the U.S. category as opposed to segregating them in the Ethnic and Racial Groups category? Overall, considering the difficulties inherent in organizing so many titles, I think Blue has done a good job. A less important point, right now, is that Blue’s site will someday face the dilemma of list and link maintenance without the assistance of funding or a cadre of enthusiastic graduate students.
This website will be of use to SHCY scholars building reading lists for a variety of courses, from literature to education to sociology to history. Here’s how I plan to use it: I teach world history surveys (World History, 1500-present) on a regular basis and, rather than using a textbook, employ a lot of primary texts, literature, and memoirs to supplement the lecture material. While searching this site, I found no less than twenty-five “leads” on new memoirs that, if appropriate, could be incorporated into my course. All twenty-five promise discussion of the author’s childhood or youth. They represent different geographical parts of the world as well as different eras/historical events of modern history. Asking my students to read a memoir on childhood in a world history course not only enhances understanding of a particular event or era in history, but also allows me to introduce them to children’s history and the memoir as a historical document, with all its attendant problems.

When I’m looking for new books for my courses, I employ variety of methods. I read book reviews and the “new publications” lists in journals. I troll the internet for other people’s syllabi – I want to see what other educators are having their students read. I flip through the multitude of catalogs I receive in my mailbox. I watch my library lists. Sometimes I just get on a site like amazon.com and start putting in search terms, looking for items that are well-received by readers. I do enjoy the thrill of the hunt, but the problem is, I can while away hours at my computer and come away with maybe two or three titles to pursue. The great value of a site like Memoir Reviews is its very existence. The sheer volume of titles and their categorization – even if imperfect – provides a great finding aid for academics, educators, and students. Bookmark it!

~~~

Graduate Student Column

Questions about Publishing in a Journal
Jessica Nelson

For graduate students the idea of submitting one’s work to a journal can be intimidating but I assure you everyone feels this way no matter how long they have been in the field. But it is essential to get one’s work published. There are many questions that I had when I submitted my first paper for consideration. Where should I send my paper? How long will this process take? What do I do if my work is rejected? What if it is accepted? How important is it for a graduate student to get published? How many publications should a graduate student have? In order to answer these questions I have done a lot of reading (see suggested books and chapters) and emailing professors who have responded to these questions.

1. Where should graduate students send their papers?
   -Look at what journals you read for your research
It is okay to start at the top, so if you study social history, send to the Journal of Social History. Submit to a journal that is good-quality specialized journals that are appropriate for the topic and your research. Look at the journal to see if and how often they publish graduate student work. Discuss your options with your advisor.

2. How long will the process take?
   - It can take a while, especially if you send your paper to a more prestigious journal because they get more submissions and the turn around time from submission to review to response can vary depending on the journal.

3. What should a graduate student do if the paper is rejected?
   - Not a bad thing, it takes time to get published
   - Most often you will get a critique and suggestions for another journal to submit to
   - Revise the paper according to the suggestions and send to another journal
   - Don’t take it personally, often your work just doesn’t fit the theme many journals have
   - Most academics have had papers turned down, it is part of the process of learning and developing as a scholar.

4. What if a graduate student gets a Revise and Resubmit?
   - Consider the comments from the readers
   - Document precisely how you have revised the paper
   - Provide a letter to the editor detailing changes or reasons why you haven’t acted on a suggestion
   - Try not to be hurt by the critique; this criticism can help you revise your paper to make it stronger.

5. How important is it for graduate students to get published?
   - Lately it has become more significant. It shows that you are a productive researcher and that you are dedicated to your work (the same is true for presenting at conferences).
   - Helps set you apart on the job market or if you apply for a post-doc.
   - More than just a line on the CV, getting feedback on your research from people outside of your program whose expertise you might not normally get.
   - Can help secure scholarship and external funding opportunities.

6. Other things to consider
   - Provide a nice cover letter to the editor explaining the main argument of the paper and the significance, most often they receive several submissions so providing this will help the editor easily decide if your work will fit.
   - Check what the journal requires for guidelines, formatting, and length of submissions
   - It is not a quick, simple process, it takes work, don’t get discouraged.

Books and Chapters Consulted:


Professors/Scholars who Contributed Advice

- Christopher Corley
- Whitney Walton
- Benjamin Roberts
- James Farr
- Scott Randolph
- Ryan Anderson
- Mona Gleason
- John Larson
- Sylvie Perrier

~~~

**CONFERENCE REPORTS**

*Edited by Priscilla Clement*

For this bulletin, we are pleased that we have conference reports on children and youth representing various disciplines, held in different countries. If you are attending a conference on children and history anywhere in the world and would be willing to write a report on it, I would love to hear from you. Please contact Priscilla Ferguson Clement, Conference Reports Editor, p4c@psu.edu.

**American Historical Association, San Diego, CA, Jan. 7-10, 2010.**

**Session: "Reinventing Childhood in the Post-World War II World: A Roundtable"**

Janet Golden, Rutgers University, Camden

This terrific session, chaired by Paula Fass, gave the audience a wonderful preview of a forthcoming collaborative work post-World War II childhood and children with contributions by the attendees and others. Those who spoke at the presentation included Fass, Michael Grossberg, Steven Mintz, Mary Ann Mason, and Kriste Lindenmeyer. Rather than offer summaries of the presentations, which were in effect abstracts of their chapters, your reporter will offer some general comments on the session and the key points made by the participants.
Key themes in the session: The session made clear that American childhoods could only be understood in comparative perspective and they spoke of the critical role played in the project by Swedish scholar Bengt Sandin (who could not be present for the session) in alerting participants to the need to view the American experience from an international and comparative vantage point. The contributors also spoke to the periodization of postwar childhood. They saw it as marked by two distinct eras, one from the 1950s through the 1970s, and another from the 1970 and beyond. Grossberg spoke about an early period of children's rights defined by "liberation" and a second era dominated by "caretaking." Mintz discussed the demographic factors reshaping children's culture with shifts in mothers labor force participation, as an example, leading to a decline in unstructured, unsupervised play. Lindenmeyer offered an expansive view of the changing relationship of children and the state over the 20th century, centered on an analysis of legislative efforts and social movements. Mason, after reviewing legal rulings about child custody cases looked to future dilemmas as courts confront new family configurations and new reproductive technologies. An implicit third point to emerge from the session was the value of collaborative work, in which insights could be drawn from scholars with differing areas of specialization and accustomed to consulting different kinds of historical sources. Finally, all participants made clear that they understood there were many kinds of children and childhoods and that race, religion, gender, disability, and class needed to be considered in constructing arguments about childhood history. They also, in their individual presentations, illuminated the variety of sources available to scholars of twentieth century childhood.

As with any session time was limited and a number of points could not be addressed and these might merit discussion, perhaps at future roundtables. First, while Fass discussed age compression as an important theme, no one directly addressed the question of when childhood begins and ends. Second, because so much of the discussion necessarily centered on the relationship of parents and children, it would have been helpful to think about the continuum of involvement (from infant care to supporting unemployed adolescents for example) as well to work towards ways of understanding that involvement (from life-sustaining care to emotional support) and noting the historical factors that shaped these roles. Third, it would be interesting to think about the demands the new history of childhood makes on other fields of history. What kinds of historical scholarship needs to be tossed out, revised, or refigured in light of new findings about children? Is childhood history likely to make its way into history textbooks (as women's history did) initially though add-on paragraphs or will it leap over this stage to quickly infuse and invigorate the scholarship presented to students?

Finally, your reporter will add an editorial comment. The American Historical Association and the Society for the History of Children and Youth deserve special thanks for sponsoring this session. The quality of this session and the vitality of the discipline suggest that the history of childhood should be the topic of plenary sessions at future meetings with the goal of making sure the history of childhood is rapidly integrated into textbooks, teaching, graduate education and the broad enterprise of historical practice.
What price did children pay when European Countries modernized? In the first half of the Twentieth Century and after World War 2, what forces influenced the inter-relationships between the State, the family, and children? How violent were the relationships between these three in totalitarian regimes? When childhood was denied, what were the intergenerational results of such denial? How have memories been affected by a past both closed and manipulated?

These are some of the questions that the members of the panel on “Denied Childhood” tried to begin to answer. Historians have already addressed these topics for the Modern Age, but there is no general work on the Twentieth Century that compares the various experiences of “stolen childhoods” in different countries, from the perspectives of historians, sociologists and pedagogists.

Elena Dundovich, the organizer of the panel on “Denied Childhood,” presented a paper on “children as chimney sweepers.” She demonstrated that while this topic has been explored in children’s literature and cinema, the exploitation of laboring children has not been studied in Italy under liberal, fascist, and democratic regimes. Sara Valentina Di Palma presented a paper on “children in the German lagers.” It dealt with the persecution of Jewish and non-Jewish children by the Nazi regime as well as with the children’s experiences of life and death in ghettos, work and extermination camps. The third paper by Dorena Caroli examined the world of children in the Soviet Union in the Twenties and the relation between children and the Soviet concentration camps under Stalinism. Stefania Bernini concluded the panel presentation with a paper on children in Poland in World War 2 and in its aftermath. She investigated the various meanings of the orphans’ treatment during the war and how infancy became in Poland a crucial element in the connection between nation and family.

The discussant for the panel was Prof. Bruna Bianchi. Overall, the panelists emphasized the condition of childhood in Europe in the Twentieth Century, and they compared the treatment of children by two repressive regimes: Nazi Germany and the Soviet Union. Totalitarianism may be a violent stage but it is still a phase in the modernization process. Granted that, panelists suggested that a study of denied childhood may help us formulate a new understanding of modernity.
The theme of the 34th Annual Social Science History meeting was "Agency and Action" and it featured a session on "Children and Agency" with Kriste Lindenmeyer serving as Chair and Discussant. Birgitte SØland from Ohio State University presented a paper "Children and Medical Experimentation in the United States During World War II" that emerged from her oral histories of individuals raised in an Ohio orphanage for the children of veterans that opened in 1868 and closed in the 1990s. In the course of her interviews she discovered many recalled being subjected to medical experiments. Soland investigated further and discovered the children unknowingly participated in a test of a dysentery vaccine intended for soldiers sent overseas in World War II. Soland informed her interviewees of her findings and concluded that they felt that they had no agency, were conscious of their powerlessness, and believed their participation to be in exchange for the care they received.

Pavla Miller from the Royal Melbourne Institute of Technology presented a paper "Children, Time-Use, and Relations Between the Generations" examining children's household work. She found that parents in developed countries endorsed the idea of youth as a period free from work. Such parents viewed self-care and household duties as preparation for adulthood, but many young people disagreed. Miller noted as well the diversity of young lives as seen through time-use studies and, more importantly, the great variation among and between family members with significant gender- and age-based inequality. In essence, mothers were doing more work, children less.

Michelle Mouten of the University of Wisconsin, Oshkosh was unable to deliver her paper "Children in Postwar Berlin: Passive Recipients or Active Negotiators of Policy," although Professor Lindenmeyer offered a brief summary. She reported Mouten found that efforts to assist children in Postwar Berlin met with resistance because children had acquired agency as a result of their wartime experiences. Lindenmeyer then concluded with comments regarding Miller's findings about children's uselessness and Soland's findings about children's powerlessness. A lively audience discussion followed.

American Association for the History of Medicine
April 29-May 2, 2010
Janet Golden, Rutgers University, Camden

Child health is a significant area of research within the field of medical history and at the annual meeting of the American Association for the History of Medicine scholars presented a number of papers that would be of interest to historians of childhood. Indeed there were so many that your reporter could not attend all of them. Some are, therefore, just listed; others are briefly described. Papers included "The Evolution of Orthopedic Surgery I the Treatment of New York City's 'Crippled Children' in the Late Nineteenth Century," (Lisa Pruitt, Middle Tennessee State University); "Paying for Healthy Mothers and Babies: Elizabeth Putnam, Prenatal Care and the Middle Class, 1908-1923," (Cheryl Lemus, Northern Illinois University) "What to Test, How to Test and Who To Test: Medical Knowledge and the Feingold Diet for Hyperactivity," (Matthew
Smith, University of Exeter, UK). There were as well papers on maternal deprivation, autism, breastfeeding, diets for pregnant women and single motherhood that touched on topics that might be of interest to historians of childhood. One session focused entirely on infant development. Amanda Brian (Coastal Carolina University) presented a paper on baby diaries kept by German researchers: "The Researcher and the Baby: Developmental Psychology in Turn-of-the-Twentieth-Century Germany." Leslie Reagan (University of Illinois, Urbana-Champaign) discussed the impact of publicly viewed examinations of children at state fairs and other venues on the normalizing of the healthy child exam: "Exhibiting Children for Health." Janet Golden (Rutgers University) presented a paper analyzing health and consumer culture in twentieth century baby books: "Medicalization and Infant Care: What the Baby Books Tell Us." Scholars working in the area of childhood history and health can find the call for papers for the next meeting (and for other related meetings) at www.histmed.org

Child Health and Welfare
in Europe and the United States, 1914-2000
Glasgow, Scotland
John Stewart, Glasgow Caledonian University

This workshop took place at Glasgow Caledonian University from 13 to 15 January 2010. The event was financially supported by the Wellcome Trust (via the Enhancement Award held by the Centre for the Social History of Health and Healthcare - http://www.gcal.ac.uk/historyofhealth/ ) and the Economic History Society. Participants were drawn from universities in Britain, Norway, Spain, and Sweden and, via SKYPE, the United States. This embryonic network, which the participants plan to develop further, derives from discussions which have taken place over a number of years and at a number of locations throughout Europe.

An introductory session by Alysa Levene (Oxford Brookes University) on ‘Medicalising the Welfare Child: Recent Developments in Research’ appropriately set the historiographical scene (see further her article in History of the Family, 11 [2006], 67-79). A number of themes emerged thereafter. On the issue of hospitals contributions came from Mary Clare Martin (University of Greenwich) on children’s hospitals in Britain, France, and the United States while Andrea Tanner and Sue Hawkins (Kingston University) described their important project on archiving and accessing the records of hospitalised children in Victorian and Edwardian London and Glasgow (see http://www.smallandspecial.org/ ). Dealing with the sick child, and attempts to stop them becoming sick, were the topics of papers by William Hubbard (University of Bergen) on Scottish infant mortality; Lawrence Weaver (University of Glasgow) on the Glasgow’s contribution to international paediatrics post-1918; and Chris Nottingham and Chris Robinson (Glasgow Caledonian University and the Scottish Executive) on child protection in Scotland.
More obviously from the perspective of children and young people themselves John Welshman (Lancaster University) discussed his work on evacuation during the Second World War (see http://ukcatalogue.oup.com/product/9780199574414.do?keyword=welshman&sortby=bestMatches) while Kathleen Jones (Virginia Tech) delivered, by the magic of SKYPE, her paper on historical and contemporary perspectives on youth suicide in the USA. The Spanish viewpoint came from Enrique Perdiguero (University of Alicante) on child health and welfare under the Franco dictatorship and Josep Barona (University of Valencia) on medicine and maladjustment in the pre-Franco era.

Indeed the notion of maladjustment and its implications was taken up by a number of participants. Sarah Hayes (University of Exeter) described her research on the maladjusted child in post-war Britain. From Scandinavia, meanwhile, Kari Ludvigsen (University of Bergen) explored the role of psychiatrists in promoting child mental health in Norway from the 1930s to the 1960s while for a similar period Karin Zetterqvist Nelson (University of Linköping) examined the development of Swedish child therapy. Science, ‘normality’, and surveillance were addressed by John Stewart (Glasgow Caledonian University) in his paper on the notion on ‘normalcy’ in British child guidance with Astri Andresen (University of Bergen) engaging with the politics of surveillance medicine in respect of Norwegian education.

Finally, Mathew Thomson (University of Warwick) analysed the landscape of the post-war British child from the perspective of psychology and psychological health. Bengt Sandin (University of Linköping) addressed a broad range of child health issues in his presentation on, inter alia, the political significance of children’s physical and mental wellbeing and children’s rights.

It has often been remarked that the history and meaning of child health has been seriously underexplored by historians, especially in Britain. The Glasgow workshop was, it is to be hoped, an important step towards addressing this gap in our historical understanding. Future meetings of the network are anticipated and discussions are taking place as to how this might be further promoted and expanded. Anyone interested in this field – including colleagues in North America - is encouraged to contact John Stewart at John.Stewart@gcal.ac.uk

~~~
Member News and News from the Field
compiled by Nancy Zey (Sam Houston State University)

My news is that I had a baby girl this spring, which contributed to the delay of this newsletter.

Member News:

Ning de Coninck-Smith (Danmarks Pædagogiske Universitetsskole) was appointed as professor beginning December 1, 2010. The appointment is connected to the chairing of the five-year research project on the history of the Danish educational system from the middle ages until today, founded by the Carlsberg foundation. For more information see: http://www.dpu.dk/site.aspx?p=13301 (there will soon be an English version of the text).

James Marten (Marquette University) edited Children and Youth in a New Nation (New York: NYU Press, 2009); delivered “The Burden of Being Roosevelt: Roosevelt and the Idea of Family,” at the Theodore Roosevelt: Family Man in the Arena Symposium at Dickinson State University, October 2009; was Co-Organizer and a presenter at the Legacies of Lincoln Conference at Marquette University, October 2009; and consulted on the recently published 6 vol. series of books for middle-school readers called Voices for Freedom: Abolitionist Heroes. He continues to serve as department chair and as president of the Society of Civil War Historians.

David Wallace Adams (Cleveland State University) and Crista DeLuzio (Southern Methodist University) co-organized a symposium entitled "On the Borders of Love and Power: Families and Kinship in the Intercultural American West." Co-sponsored by SMU's Clements Center for Southwest Studies, the Center for the Southwest at the University of New Mexico, and the Institute for the Study of the American West at the Autry National Center, Los Angeles, the conference was held on 2/27/10 at Southern Methodist University in Dallas. For more information, go to: www.smu.edu/swcenter/LoveAndPower.htm

Luke Springman (Bloomsburg University) was awarded a research grant from the German Academic Exchange Service (Der Deutsche Akademische Austauschdienst or DAAD) to conduct research in the German National Archives, Film Division in Berlin, Germany in June and July, 2010. Educational and popular films about Afrika in the period of the German Weimar Republic (1918-1933) suggest a powerful and more complicated colonial consciousness among German youth than has been previously understood. An analysis of archival film footage will expand our understanding of interracial global and colonial consciousness in the period preceding the Nazi regime.
This research will apply to a book on colonial consciousness among youth of the Weimar Republic.

Congratulations to all!

**Member Introductions**

To help foster research and professional connections, the SHCY invites members new and longstanding to introduce themselves.

From new member **Sara Valentina Di Palma**: “I have a Ph.D. in Political Science and a fellowship at the GEXcel (Center of Gender Excellence, Department of Gender Studies, Faculty of Arts and Sciences, Linköping University, Sweden) studying violence on women and mass rape in Bosnia and Rwanda in the Nineties. I have also a fellowship as Researching Associate in Contemporary History (Dept. of History, Faculty of Humanities, Siena University). I am Research Assistant at the Communication Sciences Department, Faculty of Humanities at Siena University. Among my publications on the history of children, *Bambini ebrei, dai giochi ai lager [Jewish children from toys to lagers]*, “Il calendario del popolo”, Milano published by Teti Editore, a.62, n. 715, Jan. 2007; *Bambini e adolescenti nella Shoah. Storia e memoria della persecuzione in Italia, [Children and adolescents in the Holocaust. History and Memory of the Persecution in Italy]* Milano, Unicopoli, 2004; *History and Memory of Children and Adolescents in the Holocaust*, in J.-D. Steinert, I. Weber-Newth (eds), Beyond Camps and Forced Labour. Current International Research on Survivors of Nazi Persecution, Osnabruck, Secolo Verlag, 2005, pp. 700-711; *Jews, homosexuals, gypsies: Persecutions, identities, memories*, in J.-D. Steinert, I. Weber-Newth (eds), Beyond Camps and Forced Labour. Current International Research on Survivors of Nazi Persecution, Osnabruck, Secolo Verlag, 2008, pp. 378-390.”

Grazia De Michele is another new member. She graduated from the University of Naples “L’Orientale.” and is currently completing a PhD in Modern Italian History at the University of Reading (UK). Her research is focused on the marginalization of Southern Italian children in Turin primary schools between the 1950s and the 1970s.

From member Martha Tomhave Blauvelt (College of St. Benedict/St. John’s University): “I am working on a project on daughters and fathers in the Northeastern US between 1780 and 1840. I have previously published many articles and The Work of the Heart: Young Women and Emotion, 1780-1830 (U. of Virginia Presss, 2007).”

News from the Field:

New Books

Hamilton Cravens (Iowa State University) published two books of essays this year: Great Depression: Peoples and Perspectives (ABC-Clio, 2009) and, as co-editor and contributor, Race and Science. Scientific Challenges to Racism in Modern America (Oregon State U. Press, 2009). Several SHCY members are contributors to these volumes.


Mona Gleason (University of British Columbia) announces a new collection with co-editors Tamara Myers, Leslie Paris, and Veronica Strong-Boag: Lost Kids: Vulnerable Children and Youth in Twentieth Century Canada and the United States (Vancouver: UBC Press, 2010). Lost Kids brings together a distinguished group of scholars who explore the under-representation and often inadequate care of vulnerable children. Drawing on feminist, postmodern, and postcolonial theories, they address three determining factors: the role of the state, the shifting context of the family, and the evolution of child protection and juvenile justice. From examinations of interracial adoption and the treatment of children with disabilities to the deregulation of child labour laws and the social construction of the "hopeless child," this multifaceted collection illuminates the diversity of disadvantaged childhoods and rejects the essentialism of the so-called priceless child or hopeless youth.


Boris Gorshkov (Auburn University) announces the publication of Russia's Factory Children: State, Society, and Law, 1800-1917 (University of Pittsburgh Press, 2009).
Thomas Cardoza (Truckee Meadows Community College) has a new book: Intrepid Women: Cantinières and Vivandières of the French Army (Indiana University Press, 2010). While it is focused on French military women, there is a great deal of material on their children as well. Please see: [http://www.iupress.indiana.edu/catalog/product_info.php?products_id=186245](http://www.iupress.indiana.edu/catalog/product_info.php?products_id=186245)


William S. Bush (Texas A&M University-San Antonio) announces the publication of Who Gets a Childhood?: Race and Juvenile Justice in Twentieth-Century Texas in October 2010 by the University of Georgia Press.

Patrizia Guarnieri (Università di Firenze) reports the publication of an edited collection: In scienza e coscienza: Maternità, nascite e aborti tra esperienze e bioetica (In Science and Conscience: Motherhood, Births and Abortions between Experiences and Bioethics) Rome, Carocci, 2009. euro 15,60. (Link to Table of Contents (pdf) can be found in the electronic version of the Bulletin.)

Of the book, Guarnieri writes: Why are Italian women no longer having children? They bear few, and only late in life. Survey analysis yields an unchallengeable answer: Maternal desire is there, and yet . . . How has the context of childbearing and women's actual behavior changed? Italian women used to be prolific mothers; today they become one child "primips" almost at the threshold of senility. The Italian case is atypical in Europe, where, in contrast to Italy, women who have an income can allow themselves a number of children.

Expecting a baby, planning one or finding oneself pregnant, wanting one at any price, feeling not yet or never ready for one, not wanting one, having wanted one but not this way . . . In these circumstances, personal decisions are difficult to make and by no means are they determined by biomedical progress in the treatment of neonates or in assisted childbearing. Moreover, neither changes in the legal framework nor the Church's influential decisions about the rights of the not yet born (rights that have changed greatly over the years) makes these decisions any easier to take.

Confronted by these difficult choices, women often feel themselves alone, with little freedom of action, and almost always judged harshly by others. Popular
discourse confuses abortion, which was legalized in the maternity legislation of 1978, and infanticide, which is a crime, although not heavily penalized. And there is another Italian singularity: until thirty years ago the biological fathers were also indicted.

Science and conscience are in a reciprocal relationship -- and not just among the doctors. It is precisely in those cases where cause and effect remain uncertain and yet concrete decisions have to be made about real problems that the scientific viewpoint needs to go together with the viewpoint of conscience. This book opens a multidisciplinary perspective, and specialists in demography, medicine, law, psychology, philosophy and history engage in a discussion of the present -- clear and up-to-date -- in the framework of a historical analysis that puts mother and child at the center.

Recently Published Articles

Simon Heap has published: "Their Days are Spent in Gambling and Loafing, Pimping for Prostitutes, and Picking Pockets": Male Juvenile Delinquents on Lagos Island, 1920s-1960s,” Journal of Family History 2010 35: 48-70


From Ben Jordan (Christian Brothers University): My essay, "'Savages and the 'She Period': The Boy Scouts of America's Younger and Older Boy Problems, 1910-1930" has recently been published as part of a new volume on the global history of Boy and Girl Scouting for its centennial anniversary. The volume stemmed from a conference on global Boy and Girl Scout history held last year at Johns Hopkins University. The volume was edited by Nelson Block and Tammy Proctor and is entitled, "Scouting Frontiers: Youth and the Scout Movement's First Century" (Newcastle upon Tyne, United Kingdom: Cambridge Scholars Publishing, 2009).

Museums / Exhibitions

Waller Hastings (Rutgers University) has reported that the New York Historical Society is planning a section devoted to the history of childhood: The DiMenna Children's History Museum. For more information see: http://www.nytimes.com/2010/01/23/arts/design/23historical.html?scp=1&sq=new%20york%20historical%20society&st=cse

Other

Z. Sonia Worotynec reports that 2010 has been declared “Year of the British Home Child” in Canada. “As an immigrant advocate (specifically immigrant children), I follow this kind of story and have started a page on my blog: http://immigrantchildren.ca where I plan to post things as I learn about them.”

~~~

Girlhood Studies: An Interdisciplinary Journal Wins Major Award

Gabriel Stuart at Berghahn Books and Journals

The Professional and Scholarly Publishing (PSP) Division of the Association of American Publishers (AAP) has just announced the Professional and Scholarly Excellence (PROSE) award winners for 2009. We are delighted to announce that Girlhood Studies: An Interdisciplinary Journal, published by Berghahn Books and Journals, won the award for Best New Journal in the Social Sciences & Humanities.

About Girlhood Studies

Girlhood Studies is a peer-reviewed journal providing a forum for the critical discussion of girlhood from a variety of disciplinary perspectives, and for the dissemination of current research and reflections on girls' lives to a broad, cross-disciplinary audience of scholars, researchers, practitioners in the fields of education, social service and health care and policymakers. International and interdisciplinary in scope, it is committed to feminist, anti-discrimination, anti-oppression approaches and solicits manuscripts from a variety of disciplines.

Peer Comments about Girlhood Studies

“A rich and stimulating intellectual resource... a quilting of articles, rich with empirical evidence, theoretical depth, and critically nuanced analysis. The articles published are daring and innovative...a must read for anyone studying girls!

Dafna Lemish, Professor and Chair of the Department of Communication at Tel Aviv University
“[A] cutting edge voice in the interdisciplinary field of Girlhood Studies [and] a thought provoking guide for scholars, teachers, activists and practitioners ...”  
Jessica Ringrose, Senior Lecturer in the Sociology of Gender and Education at the University of London

“Girlhood Studies provides the evidenced base knowledge urgently required for advocacy for, and mainstreaming of, gender equality in policy-making, planning, programming and evaluation.”  
Changu Mannathoko UNICEF Senior Education Adviser

Volume 2, Issue 2 : Winter 2009
Rethinking Agency and Resistance: What Comes After Girl Power?

Considering New Ways  Authors: Mitchell, Claudia; Reid-Walsh, Jacqui

Rethinking Agency and Resistance: What Comes After Girl Power?  Authors: Gonick, Marnina; Renold, Emma; Ringrose, Jessica; Weems, Lisa

The Girl in the Mirror; The Psychic Economy of Class in the Discourse of Girlhood Studies  Author: Hey, Valerie

The Pariah Princess; Agency, Representation, and Neoliberal Jewish Girlhood  Author: Byers, Michele

M.I.A. in the Global Youthscape; Rethinking Girls’ Resistance and Agency in Postcolonial Contexts  Author: Weems, Lisa

South Asian Canadian Girls’ Strategies of Racialized Belonging in Adolescence  Author: Rajiva, Mythili

Girls Reconstructing Gender; Agency, Hybridity and Transformations of 'Femininity'  Author: Willis, Jessica Laureltree

Raperas of the NeoRevolució; Young Women, Capitalism and Cuban Hip Hop Culture  Author: Whynacht, Ardath

The Teaches of Peaches: Performance, Hybridity and Resistance  Author: Gonick, Marnina

Authentik: The Voice of Real Girls  Author: MacEntee, Katie

What Games can tell us about Girls  Author: Schneider, Cornelia

Celebrating Black Girlhood  Author: Guillard, Julianne
Call for Authors

From Heidi Morrison: Proposed Volume on The History of Childhood and Children in the Middle East and North Africa

Historians agree that childhood is not an unchanging, natural phenomenon but one that is a social and cultural construct. This has been a much-debated topic in the history of the West, where scholars have made strong arguments as to how to conceptualize historical changes in childhood, how to theorize children’s diverse experiences, as well as how to uncover the authentic voice of children. While it is clear that the concept of childhood and children’s experiences have changed over time, historians have not comprehensively researched how they have changed in the Middle East and North Africa, nor what sources can be used to access the little voices of the past.

This volume seeks to pull together research on children’s lives in the Middle East and North Africa from different geographical areas and historical periods in order build knowledge about the history of childhood in the MENA region, as well as to articulate sources and methodological concerns for conducting such history. Establishing and advancing the field of the history of childhood in the Middle East is important for various reasons, including the following three:

1) By adding otherwise silenced actors in history to the historical narrative of the Middle East and North Africa, we can open doors for
understanding new dimensions of already-studied topics, such as nationalism, health and medicine, women’s movements, conflict, etc.

2) Developing the field of the global history of childhood requires more accounts of childhood from the non-west, such as the MENA region.

3) A historical perspective on childhood can contribute to contemporary children’s rights policies and debates in the Middle East and North Africa.

Therefore, this volume seeks papers that address a diversity of childhood experiences and meanings in Middle Eastern and North African history.

Please submit abstracts of between 300 and 500 words to Heidi Morrison (morrison.heid@uwlnax.edu).

Contributors to Issue #15, SHCY Bulletin

Priscilla Ferguson Clement edits the conference reports for the SHCY Bulletin. She is the author of several books and articles on the history of American children in the 19th Century. She is retired from Penn State and is currently completing a novel in which the history of teens in the 1950s figures. She can be reached at p4c@psu.edu.

Julie deGraffenried is the new editor for the Bulletin’s “Websightings” column. She is Assistant Professor of Russian and East European History at Baylor University. Julie_deGraffenried@baylor.edu

Janet Golden is Professor of History at Rutgers University. She is currently writing a book on the history of babies in the 20th century United States and is the recipient of an NEH fellowship for 2010-2011 in support of this project. Contact her at jgolden@camden.rutgers.edu

Kathleen W. Jones edits the SHCY Bulletin. She is an associate professor of history at Virginia Tech. She is the author of Taming the Troublesome Child; American Families, Child Guidance, and the Limits of Psychiatric Authority (Harvard University Press, 1999). Her current project is a history of youth suicide in the United States, 1870 to the present. She can be reached at kijwi@vt.edu

Susan Miller is an assistant professor in the Childhood Studies Department at Rutgers University -Camden where she teaches courses in the history of children and youth from
colonial times to the present day. She is the author of *Growing Girls: The Natural Origins of Girls' Organizations in America* (Rutgers University Press), and is working on a new project on the civic education of American youth in the 1920s and 1930s. Contact her at millersa@camden.rutgers.edu

**Steven Mintz**, after many years as the Moores Professor of History at the University of Houston, became the Director of the Graduate School of Arts and Sciences Teaching Center at Columbia University in 2008. The creator of the Digital History website, he is a member of Columbia's History Department and serves on the Board of Advisors of the Gilder Lehrman Institute of American History, Film & History, the History Teacher, the Journal of Family Life, and Slavery & Abolition. His 13 books include Huck’s Raft: A History of American Childhood and Domestic Revolutions: A Social History of American Family Life. He is currently writing a history of American adulthood. Email: sm3031@columbia.edu

**Gail Murray** is an associate professor of history at Rhodes College. She teaches courses in Colonial and Early America, Poverty and Poor Relief, Childhood in America, Southern Women’s History, and in the core freshman humanities program. Author of *American Children’s Literature and the Construction of Childhood* (Twayne History of American Childhood Series, 1998) and *Throwing Off the Cloak of Privilege: White Southern Women Activists in the Civil Rights Era* (U Press of Florida, 2004), she is currently researching biracial women’s activism in Memphis. She has been a member of SHCY since its founding meeting.

**Jessica J. Nelson** is a PhD Candidate at Purdue University (West Lafayette, IN). She is the current Graduate Student Member on the SHCY Executive Committee. Her dissertation is titled Policy and Sentiment: Attitudes and Institutions Concerning Abandoned Children in Seventeenth and Eighteenth Century France. Contact Jessica at jessjnelson@hotmail.com

**Marsha Walton** is Professor of Psychology at Rhodes College. She has taught a variety of courses including Psychology of Language and Communication, Psychology of Women, Infant-Child Development, and Adolescent-Young Adult Development. Her Child Development class often focuses on particular local issues, such as Children and Violence, Effects of Racism on Children, or Children and the Arts. Her research centers on the role that narratives, especially those about conflict, play in various aspects of children’s development, including moral and social development and their sense of self. Her most recent publications include Walton, M. D., Harris, A. R. & Davidson, A. J. (2009). “‘It makes me a man from the beating I took’: Gender and aggression in children’s narratives about conflict.” *Sex Roles*, 61, 383-398 and Harris, A. R. & Walton, M. D. (2009). “‘Thank you for making me write this’: Narrative skills and the management of conflict in urban schools.” *The Urban Review: Issues and Ideas in Public Education*, 41(4).
Nancy Zey is Assistant Professor in History at Sam Houston State University. In May 2007, she completed her PhD in History from the University of Texas at Austin and is currently working on a manuscript looking at child welfare in early republic Natchez, Mississippi. She has recently authored two publications relating to the history of children: "Children of the Public: Poor and Orphaned Minors in the Southwest Borderlands," in James Marten, ed., Children and Youth in a New Nation, New York University Press (2009) and "'Every Thing but a Parent's Love': The Family Life of Orphan Asylums in the Lower Mississippi Valley," in Craig Thompson Friend and Anya Jabour, eds., Family Values in the Old South, University Press of Florida (2009). Contact Nancy at nancyzey@shsu.edu