



## **SHCY "Newsletter"**

### **No. 6 Summer 2005**

To Our Readers:

This issue of the SHCY “Newsletter” examines the emergence of a “conference identity” for the history of children and youth. Targeted panels on the history of children and youth are becoming regular features on the programs for meetings of our professional organizations, and we seem to be facing an explosion in the number of specialized conferences. And, not only are more conferences and panels taking place, these events are occurring around the world and feature presenters from many nations and disciplines. These conference events certainly underscore the robust nature of our research and the health of the field.

The highlight of this issue of the “Newsletter” is the news from our own Milwaukee event, the 3rd biennial conference of the Society for the History of Children and Youth. The issue’s conference coverage, however, is not limited to Milwaukee. Our recent request for members to share their conference experiences netted a cache of reports about the many settings in which scholars are talking about the history of children and youth. You will find them compiled in the feature article, “The Conference Circuit.” And, of course, the newsletter’s regular column, “News from the Field,” regularly alerts readers to upcoming conferences.

We hope to make the conference circuit an ongoing part of the “Newsletter.” All of us cannot attend all the conferences where the history of children and youth finds a home. So, we want to invite and encourage attendees to send us accounts of the conferences you are able to attend and the panels and papers you sit in on or present. Through these reports, SHCY members can share discoveries of new outlets for research and draw attention to different communities of scholars who deserve to know about the importance of studying history from the perspective of the child and the child from a historical perspective!

With best wishes from the editors for this issue,  
Kathleen Jones  
Colleen Vasconcellos

## Table of Contents – Summer, 2005

Kriste Lindenmeyer, <i>Message from the SHCY President</i> .....	3
News from the Milwaukee Conference	
Paula Fass, <i>Keynote Address</i> .....	4
Joe Hawes, <i>Presidential Address</i> .....	5
Joe Austin, <i>Article Prize Awarded to Timothy Gilfoyle</i> .....	13
Minutes from the SHCY Business Meeting.....	14
Sara Duff, <i>A South African Perspective on the Conference</i> .....	17
The Conference Circuit: The History of Children and Youth at Recent Conferences	
Berkeley Symposium.....	20
American Association for the History of Medicine.....	21
Society for Research on Child Development.....	22
Cheiron.....	22
Sex Education of the Young in the Twentieth Century.....	23
Berkshire Conference.....	27
International Conference of Historical Sciences.....	27
Nineteenth Century Studies Association.....	28
International Research Society for Children's Literature.....	29
Other Recent Conferences.....	30
Regular Columns	
Mona Gleason, <i>Canadian Happenings</i> .....	31
Pedagogy: Moira Hinderer, <i>Teaching the History of Childhood:</i> <i>Postmodernism and Practicality in the Classroom</i> .....	33
Syllabus for the Course.....	35
Websightings and Museum Reviews	
Heather Munro Prescott, <i>Edinburgh's Museum of Childhood</i> .....	39
News From the Field --Compiled by Nancy Zey and David Pomfret	
News from SHCY Members.....	40
Exhibitions.....	41
Forthcoming Conferences.....	42
Call for Papers.....	43
Recent Publications.....	44
Recent Dissertations and Dissertations in Progress.....	45
Contact Us: Editors and Contributors.....	51
Join SHCY - Membership Form.....	53

## **Message from the President**

### **Kriste Lindenmeyer**

I write this on a stormy Sunday evening while making my way home after the 3rd biennial SHCY Conference, August 4-7, held at Marquette University in Milwaukee, Wisconsin. Even the weather delay in Atlanta that has kept my connecting flight to Baltimore on the ground does not dampen my memories of the exciting interactions I shared with other scholars of children and youth over the weekend. Special thanks to Jim Marten for his terrific organization of the meeting and to Marquette University for use of its wonderful facilities. Congratulations and thanks to Julia Grant on putting together a fabulous program.

Approximately 120 enthusiastic participants attended the Milwaukee conference. As Joe Hawes told everyone in his Presidential Address, the historiography of our field has exploded over the past few years and there is good reason to be excited about the present and the future. I am honored to serve as SHCY's next president. The magic wand Joe passed on to me may come in handy, but I don't think it is necessary for ensuring the success of the study of the history of children and youth. As many presenters at the conference suggested, our field offers exciting new perspectives about old historical themes as well new topics important to furthering the study of history and beyond.

For example, no one made this point better than Paula Fass. In her keynote address she argued that examining the history of children and youth illustrates that globalization is not always the negative trend portrayed by many contemporary activists and social welfare reformers. Paula also urged SHCY members to use their findings to help shape current debates on the important issues touching the lives of children and youth around the world.

I spent last year as a Fulbright Senior Scholar teaching in the British and American Studies program at Martin Luther University in Halle, Germany. Living and teaching outside the United States made me even more conscious of the need to consider the many complex social and cultural factors contributing to the historical and contemporary constructions of childhood and youth. The historiography of our field has certainly made this point. A thoughtful discussion of Steven Mintz's new book, *Huck's Raft*, highlighted the links between the past, the present, and the future of childhood and youth experiences. Sessions also noted that there is a lot of work to be done in comparative history. Such efforts should reveal the connections linking the experiences of childhood and adolescence across national borders, cultural groups, and time periods.

The SHCY Executive Committee hopes that holding the 4th Biennial conference in Sweden in the summer of 2007 will help to encourage further international exchange in the field of children's and youth history. We are grateful to Bengt Sandin and Linköping University for their willingness to sponsor the event. At the SHCY business meeting Bengt shared some wonderful information about the exciting projects on children's history that have been completed by students and faculty at Linköping University's Child Studies Program. He also showed some beautiful photographs of the campus and its

facilities. I was privileged to visit the university last February and can attest to it being a wonderful location for our 2007 meeting. Bengt has secured support from the university administration so costs for holding the session will be minimal. The university also has dorm space close to the campus as well as hotels. The SHCY Executive Committee is exploring possible grant funding to help pay the travel expenses for graduate students, junior faculty, and independent scholars traveling to Sweden. Holding the meeting in Europe should help to attract new members to SHCY and underscore the organization's commitment to international study.

Many presenters at the Milwaukee conference emphasized the importance of viewing children and adolescents as powerful actors in their history. Agency has been a key argument in the history of childhood and youth during the past fifteen years. Panelists and audience members in the conference's last panel session held on Sunday morning suggested that this framework has been a useful tool that needs to be supplemented with additional questions and answers about children's lives in the past that might reveal more about the overall complexity of human experience. I am very excited to be part of this stimulating avenue of historical analysis and look forward to learning much from everyone in SHCY. See you in Sweden in 2007!

**Keynote Address**  
**"The World is at Our Door: Why Historians of Children and  
 Childhood  
 Should Answer"**

**Paula S Fass**, Margaret Byrne Professor of History at the University of California-Berkeley and Vice-President and President-Elect of SHCY, presented the keynote address, on Friday evening, after the conference dinner.

In the talk, Fass discussed the opportunity available to historians of childhood and youth to lead the profession boldly into a broader historical perspective by learning from current discussions of globalization. In urging such an engagement on her colleagues, she suggested that children and youth were the perfect subjects for such a larger perspective because of who they are and what they offer us in terms of understanding of the human condition. To enable us to think globally she urged that we adopt three strategies:

- 1) Think in interdisciplinary ways and learn especially from those disciplines that force us to see children in comparative and global ways.
- 2) Enter into contemporary policy discussions and supply the usually missing historical understanding and dimension.
- 3) Think about children's history as a natural entry to world history.

In order to bring these strategies to fruition in a richer historical understanding, Fass urged that historians learn from those disciplines that are able to contribute effectively to thinking about children in a global way, especially the new understanding about children's cognition involved in recent child development and brain research; the sensitivity to global issues adopted by some recent anthropology; and the fundamental role that economics is playing in the life of children in globalization today.

Fass further tried to demonstrate how contemporary literature on globalization has influenced her own work and her understanding of such historical issues as migration, schooling and youth culture. Finally, Fass urged scholars of children not to shy away from the lessons that globalization had to offer and to be firm in claiming legitimacy for their values regarding children, despite their knowledge of its historical and cultural bases and biases. Globalization and "a global perspective," she concluded, "makes clear that no children are protected when there are others who are vulnerable. And if we are not to lose fundamentals of the childhood we value, we must be prepared to defend them in a twenty-first century world and to defend them for all children, those who are our own and those who belong to other places."

**Eds. Note:** The *Journal of Social History* 38 (No.4, Summer 2005) is a special issue devoted entirely to the topic of "Globalization and Childhood."

## **Presidential Address**

### **FROM ARIÉS TO HUCK'S RAFT: A PERSONAL JOURNEY OF STUDYING THE HISTORY OF CHILDHOOD AND YOUTH**

**Joseph M. Hawes**

We know from the work of Erik Erikson and others that child's play is actually very serious developmental work. And we know from our own experience that to study the serious work of being a child is in itself a most satisfying enterprise for us. There is a certain symmetry in this which I find satisfying but I will leave to other thinkers the question of whether this is the result of some intelligent design or the result of a series of genetic mutations.

I came to this field quite by accident. It all started when I was unable to take a class from a well-known professor at the University of Texas. The graduate advisor suggested I take a class from a newly-hired professor who did western history (my interest) and something else called American Studies. I did and never thought seriously about the history of the American West again. I took two seminars with the man who became my major professor and published both papers. I found my topic on juvenile delinquency in nineteenth-century America (from a list of topics the professor provided) I left what was then considered mainstream U.S. history permanently. While we are here at the biennial conference of SHCY I hope to meet as many of you as possible and learn how you came to this field. By now I am sure some of you joined the field by choice and

with a clear understanding of what you were getting into—as for the rest I’ll buy the first round when tonight’s festivities are concluded.

I had thought when I published my dissertation (*Children in Urban Society*) that I might specialize in the field of legal history. And I did give my only paper at the OAH on the chaplains in 19<sup>th</sup> century American prisons. But try as I might I could not get away from children and youth. Shortly after that OAH paper I met Ray Hiner. The rumor is true—we were both at the Menninger Foundation in Topeka at the same time. We were both interested in children and I was at that time working on child psychology in the early twentieth century (A project never finished, but happily Kathleen Jones and Ham Cravens, among others have done important work in that area). Instead of becoming rivals and competitors, Ray and I became collaborators and life-long friends. And as a result of that meeting, we began to try to negotiate and help illuminate the difficult terrain we now call the history of children and youth.

Both of us wanted to teach courses in the field, but found that there weren’t any comprehensive texts. To try to find out what was available, we co-edited *American Childhood*, a survey of the literature on children and youth in the early 1980s. We found some very impressive work, but it was scattered across a variety of disciplines and specialties, and I suspect most people who had published were not aware of related work in disciplines other than their own. For example I still use John Demos’s *A little Commonwealth*, and Philip Greven’s *The Protestant Temperament*. I was aware of his *Concepts of Childrearing* and wanted desperately to use it but enough copies could not be found for class use. We were encouraged though by what we did find and at about the same time we brought out our own edited volume, *Growing Up in America*, which we both have used as a text in a basic survey course on the history of children and youth. We were struck as we collated the work of other scholars that there were many works that touched on children, but not so many which focused directly on children and youth. Paula Fass’s book, *The Damned and the Beautiful*, stood out along with Barbara Finkelstein’s collection, *Regulated Children/Liberated Children*. Still many of the works we cited dealt with family history or the history of education.

*American Childhoods* was followed in 1991 by *Children in Historical and Comparative Perspective* a broad overview of children and youth around the world and an update on the literature on children in the United States. In the meantime I had moved to a new university and found some resistance to the courses on the history of children and youth and American families I had previously taught. The curriculum committee could not see the need for both courses—wondering if there was sufficient material. I took *Children in Historical and Comparative Perspective* along with a similar guide on American families which I had done with Elizabeth Nybakken. And I have taught both courses—with solid enrollments—ever since.

As we thought about how to bring some order and structure to the literature we found, we had the advantage of Ray Hiner’s famous questions which distinguished between the experience of being a child and adult talk about children or about the social construction of childhood. Further we wondered about the influence of children on adults, on the larger society, or, in short how children functioned as historical actors. Beyond all this was a link between the study of children and the study of childhood—what were the social and personal meanings of children? As a consequence of these questions we were able to sort the material we found and come to see what could

form the basis of a new field and what was either antiquarian or so broadly theoretical as to be of little use to us.

I should pause here to say a bit about theoretical perspectives. One of the greatest uses of theory is that it prompts people to refute it and thereby stimulates a great deal of thought and research. In this light the correctness of Philippe Ariès's speculations in *Childhood and Society* is less important than the determination of later historians to prove him wrong. Similarly, though many of us may disagree vigorously with the ideas of Lloyd deMause, we are in his debt because of the ways his views have led to more active work on the history of children and youth by a host of historians. Some of us have proposed alternative explanations, while others have dug more deeply into the historical records in search of elusive and inscrutable children.

Ray and I found a great deal as I have said, and yet in some ways we did not find enough. We found allusions to children; we found Ross Beales debunking the timeless myth that in colonial America children were miniature adults. I should add here as an aside that in spite of Beales's impeccable scholarship students remain unswerving in their determination that colonial children were miniature adults. We found Peter Slater's *Children in the New England Mind*, Joseph Kett's *Rites of Passage*, Bernard Wishy's *Child and the Republic*, and Steven Schlossman's *Love and the American Delinquent*. We also found the antiquarian work of Alice Morse Earle and some considerable discussion of children's literature. We had hoped as the books we edited were published that a new field would spring forth.

Alas we had to wait a long time before our hope reached fruition. We thought, somewhat naively, that by calling attention to a fairly substantial but disorganized body of literature on a topic consonant with the emerging fields of gender and social history, a torrent of new scholarly works would come forth. I am not sure why this didn't happen. Perhaps it was because the explosion of social and cultural history was so broad and dramatic that what many considered to be a subfield within this broad new trend lacked visibility. Or it could have been that the backlash against social history swept aside the history of children and youth because the practitioners of it were few in number and widely scattered. A brief anecdote from my own experience is illustrative:

A now distinguished former colleague was in the early stages of his career. He had done a splendid scholarly book on the uses of photography, which contributed both to our understanding of the history of photography, and the way material culture informed our historical understanding. The book also added a great deal to our understanding of the politics of a particular historical period. In spite of all this and in spite of a fistful of favorable reviews, he was told by his chair that it wasn't "real history."

Given that sort of culture in history departments just a short generation ago, perhaps it is not so surprising that studying the history of children was a bit slow to take off. Graduate students would have risked their careers if they had specialized in the field. And of course there was no organization to lend support and emphasis

There was (and is) another difficulty with this field is, even though many people regard it as trivial or easily done, that doing this sort of history well is very difficult and requires an unusual combination of abilities. To understand children and their worlds requires a quality of mind best described as "empathy." This quality is probably best illustrated in the provocative and important series of books by Robert Coles, "Children of

Crisis.” Anyone who has read those books knows that Coles has a special ability to pay attention to what children think and feel and he conveys their reality in ways that help his readers understand how children could deal with the realities of the Civil Rights Movement among many other issues. It would be almost impossible I think to write about children as historical actors if you lacked an understanding and appreciation of children themselves. So the capacity to empathize with children is essential but equally important are the professional qualities every historian must bring to the task of writing about the past. Our task is to write and review works of history and to subject those works to the highest of professional standards. To be accepted as a field in its own right the history of children and youth has to be both historically sound and to see children as they actually were. As for the pitfalls and difficulties involved in the writing of professional history, I will leave that discourse for others to tackle. I am sure we are all aware that a great deal has been said in defense of professionalism. Still we are engaged in a difficult struggle and have come together to advance an important—even vital cause.

But as Ray and I continued our labors we discovered others at work in the same difficult terrain. And we found many conflicting paths as we looked for the ways historians had sought to understand children in the past. We are deeply indebted to Harvey Graff, for example, for pointing out that all known societies had some concept of childhood and thus reminding us that childhood was not, in any significant sense, “invented.”

At our last gathering we had a lively debate about “childhood” versus “children” in our society’s name. The debate, of course, reflects the great divergence of approaches and understandings that are part of our field. As Ray and I surveyed the literature more than 20 years ago, we found more on childhood than on children themselves. Perhaps this was because children of the past are elusive, difficult to detect, and largely inarticulate on the historical stage, while talk and writing about children and especially about expectations for children is abundant. This is not to suggest that those studies were unimportant—indeed they helped to frame the field and gave us insights into the worlds children inhabited. And as more studies appeared, it became clear that scholars appreciated the warning that Jay Mechling had issued in 1975 about the distinction between talk about mothering and the behavior of actual mothers. The same advice holds true for us as we seek the lives of actual children.

Six years after the publication of *American Childhood* Ray and I brought out *Children in Historical and Comparative Perspective*. Need I point out that the change in title format was not coincidental? But the title was in a way more hopeful than descriptive. Our coverage, as any who has used the volume knows, is not uniform either in chronological or geographical terms. This meant that the field of the history of children and youth had not, as of the early 1990s, emerged in an equal way across the globe. It also meant that works about the social construction of childhood still outnumbered the works on children themselves.

Philippe Aries was still the focus of debate and Linda Pollock in *Forgotten Children* sought to show that historical sources contradicted his interpretation. But she concluded her work observing that “instead of trying to explain the supposed changes in the parent child relationship, historians could do well to ponder just why parental care is a variable so curiously resistant to change.” (quoted in *Children in Historical and Comparative Perspective*, 5)

Other important works also emerged in the late 1980s and early 1990s—Steven Ozment’s *When Fathers Ruled*, Ralph Houlbrooke’s *The English Family*, David Hunt’s *Parents and Children in History*, or Colin Heywood’s *Childhood in Nineteenth-Century France*— books which enhanced our understanding of children in families and the social conditions under which children lived. But these books, like their predecessors, did not focus expressly on children. Meanwhile scholars had done a great deal more with children’s literature, a field well-developed by the early 1990s. We knew more about what children read than any other aspect of their lives—except, perhaps, what advice their mothers could have read.

Among the notable work that was emerging in the late 1980s and early 1990s were books by Joan Jacobs Brumberg (*Fasting Girls*), James Gilbert (*A Cycle of Outrage*), Myra Glenn (*Campaigns Against Corporal Punishment*), Barbara Brenzel (*Daughters of the State*), Michael Grossberg (*Governing the Hearth*), John R. Sutton (*Stubborn Children*), Molly Ladd Taylor (*Raising a Baby the Government Way*), John Modell (*Into One’s Own*) and David Nasaw’s *Children of the City*. More than any other book from this period, Nasaw’s book sought to recover the lives of actual children. Despite the controversy that at first surrounded it (Nasaw sided pretty openly with street children against earnest Progressive reformers), *Children of the City* remains an impressive work, both because of its focus and also because of the unusual methodology employed. Nasaw combined autobiography, photography, and traditional sources to give unusual and provocative insight into the world of street children and he showed convincingly how children shaped events and the world around them.

Equally impressive but important for different reasons is Vivianna Zelizer’s *Pricing the Priceless Child*, which, coincidentally came out the same year as Nasaw’s book, 1985. Zelizer demonstrates beautifully and convincingly that childhood in the United States had undergone a remarkable change by the 20<sup>th</sup> century. No longer were children to be valued for their economic contributions; now their sentimental value was of much greater importance. These books were the harbingers of what proved to be a flood of new and important work. It wasn’t long after *Children in Historical and Comparative Perspective* came out that I bought the tee shirt I now wear Regularly—it reads “SO MANY BOOKS—SO LITTLE TIME”.

In the 90s our field literally burst on the scene. Here follows a partial list of titles (I don’t claim comprehensiveness here, but the range, variety and total is staggering):

*Taming the Troublesome Child*  
*Governing the Young*  
*Spare the Child*  
*The Great Arizona Orphan Abduction*  
*The Children’s Civil War*  
*Growing Up with the Country*  
*Kidnapped*  
*Small Worlds*  
*Growing Up in Twentieth Century America*  
*Conflicting Paths*  
*Immigrant Children in America*  
*The Age of the Child*  
*Children’s Health in America*

*Fatal Years*  
*Save the Babies*  
*At Liberty*  
*A Social History of Wet Nursing*  
*As Various as Their Land*  
*Endangered Children*  
*Growing Pains*  
*Children Between the Wars*  
*From Virtue to Character*  
*American Children's Literature and the Construction of Childhood*  
*Adolescence in the 1990s*  
*Children for the Union*  
*The Whiteness of Child Labor Reform in the New South*  
*A Tribe Apart*  
*The Children's Rights Movement*  
*After the Boom*  
*Family Matters*  
*A Mother's Job*  
*The Century of the Child*  
*From Father's Property to Children's Rights*  
*Vampires, Dragons and Egyptian Kings*  
*A Right to Childhood*  
*A Doctor of their Own*  
*A Judgment for Solomon*  
*Daddy's Gone to War*  
*The Empty Cradle*  
*Children as Equals*  
*Generations of Youth*  
*Reconstructing the Household*  
*Some Wore Bobby Sox*  
*Outside In*  
*Childhood in America*  
*The Children's Culture Reader*  
*A Vision for Girls*  
*Adoption in America*  
*The Commodification of Childhood*  
*Before Head Start*  
*Dolls and Duty*  
*Made to Play House*  
*American Sweethearts*  
*Kindergartens and Cultures*  
*On My Honor*  
*Children and Youth in Sickness and in Health*  
*Building Character in the American Boy*  
*Saving the Waifs*  
*Stolen Childhood*

*Raising Consumers*  
*Kids' Stuff*  
*Making Manhood*  
*Beyond the Century of the Child*  
*Children at Risk in America*  
*American Childhoods*  
*Children in the House*  
*Muscles and Morals*  
*A Home of Another Kind*  
*Children, Culture and Controversy*  
*Dubious Conceptions*  
*"G" is for Growing*  
*Democracy's Children*  
*Children of the Movement*  
*From Front Porch to Back Seat*  
*Where the Girls Are*  
*Coming of Age in Buffalo*  
*Children's Interests/Mother's Rights*  
*Child Care Policy at the Crossroads*  
*Born in Bondage*  
*The Cute and the Cool*  
*Out of the Garden*  
*Teenagers: An American History*  
*Sold Separately*  
*Raising Baby by the Book*  
*Delinquents and Debutantes*  
*The Body Project*  
*Hope in a Jar*  
*The Girls Own*  
*The Vulnerable Child*  
*The Discovery of Childhood in Puritan England*  
*Breasts, Bottles and Babies*  
*Obedient Sons*  
*Juvenile Justice and Youth Violence*  
*The Rise and Fall of the American Teenager*  
*Disciplines of Virtue*  
*Young, White and Miserable*  
*We Were There Too!*  
*Frontier Children*  
*Pioneer Children on the Journey West*  
*African American Childhoods in Historical Perspective*  
*Girls: A History of Growing Up Female in America*  
*Settler's Children*  
*Growing up in Australia*  
*Comic Book Nation*  
*Through the Eyes of Innocents*

*A Century of Juvenile Justice*  
*The Politics of Child Abuse in America*  
*The Failed Century of the Child*  
*Orphan Trains: The Story of Charles Loring Brace*  
*The Orphan Trains: Placing Out in America*  
*The Juvenile Court and the Progressives*  
*When the Old Left was Young*  
*The New Deal and American Youth*  
*Children in Time and Place*  
*Audacious Kids*  
*When the Bow Breaks*  
*Raising America*  
*Anxious Parents*  
*Delinquent Daughters*  
*Before It's Too Late*  
*Movie-Struck Girls*  
*Becoming Modern*

And, of course, *Huck's Raft*

I think this list, a preliminary one at that, makes the case that our field is robust. No serious historian can now write about past societies without including this work. We have already begun the process of affiliating with the American Historical Association; we are global in our scope and membership. From the first we have been an international organization. We have members from several countries and we intend to emphasize that as our organization looks to the future. We understand that many of the trends and forces which affect children and youth are not limited by national boundaries. Neither then should the historical study of them be limited. Another of the challenges for our organization is the need to maintain our commitment to a global understanding of the history of children and youth. We must become aware of the work being done by scholars all over the world and we must engage in meaningful dialogue with them. We cannot and should not remain regional, local, isolated or provincial. So as we go forward, we must do so globally. To that end I think we will have some exciting news about where we will meet for our next full gathering.

As a scholarly endeavor and as a society we have arrived. No longer are sessions on children, youth or childhood unusual on the programs of historical meetings. We are part of the academy; we belong. We might then be tempted to enjoy this success, to catch our breath and pass around some kudos, but we have to resist that.

If we have made major strides, we now have the equally difficult task of maintaining the momentum we now have, and we have to show that what we have accomplished is not a momentary trend but a significant and growing part of the historical enterprise. We have to write more books, publish more articles, expand our meetings, spread the word, encourage graduate students, and support each other in this work.

The field has truly expanded in a dramatic way since Ray and I began our collaboration. There are now more books on children and childhood extant than anyone

could read in a reasonable amount of time. This situation points to another task before us as a professional organization. We have to assess this mass of work; we have to discover how these works advance the cause of a continuing and vital history of children and youth. As I think about this issue I am reminded of what the chairman of the Physics Department said to me a good many years ago when we were talking about how to evaluate faculty publications. We ask, he said, if the publication adds something important or if it is just part of the background noise.

We have arrived at this stage in the evolution of our field. We can continue to celebrate the appearance of work in the history of children and youth, but we now have the burden of organizing and assessing this great mountain of scholarship. We are deeply in debt to Steven Mintz who has synthesized much of the work in *Huck's Raft* and he has offered us some ways to think seriously about what the new scholarly efforts mean. Likewise Harvey Graff and Joe Illick have offered us *Conflicting Paths* to an understanding of *American Childhoods*. So some of the business of sorting, categorizing, and judging has been done. But this effort must continue. One of our major purposes is to strive to do our very best and to recognize the best when it is offered. This is an obligation that we must all share.

Already we have begun that effort with our prize for the best article published between our biennial (or is it biannual?)—between our meetings held every two years. Now it is time to do the same for books. Accordingly, I want to ask Jim Marten to come forward now.

You will have noticed Jim, that the name of Alger Hiss did not appear on my list—I'll let you explain that, but I have something here for the society. This is a modest check—about what you would expect from an academic—but it is a beginning. This represents the initial contribution to what I hope will be a substantial fund. I suggest that the fund be used to award a prize for the best book on the history of children and youth published between our meetings, and I suggest that the fund be named for two of the pioneers in the field: Grace Abbot and Robert Bremner.

In conclusion let me add: while there is yet much to be done, I am at a personal high point. Nothing pleases me more than the opportunity to hand over the duties of my office to a wonderful successor and then to say truly that my soul is rested.

### **Report from the 2003-2004 SHCY Best Article Awards Committee** **Joe Austin**

Reports from awards committees often begin with phrases like “After considerable debate and negotiation...” suggesting that a haggard and weary chair has refereed the divergent opinions and priorities of a fractured committee, concluding with a selection that satisfies most, but pleases very few. Breaking with that tradition, I am very pleased to report that the SHCY 2003-2004 Best Article Award committee selected Timothy Gilfoyles' article, “Street-Rats and Gutter-Snipes: Child Pickpockets and Street Culture in New York City, 1850-1900” [*Journal of Social History* 37.4 (2004) 853-862], by a unanimous vote on the first ballot.

In this highly original scholarly work, Gilfoyle argues that, “in certain ways, pickpocketing emerged as an underground alternative to the traditional but vanishing forms of apprenticeship in the new urban market economy” (p.861). The committee was particularly impressed with Gilfoyle’s skillful reconstruction of a youthful petty-criminal subculture from bits of information derived from a very thorough examination of a wide range of historical sources: court records, biographies and autobiographies, state reports, newspapers, popular non-fiction, and official archives, among others. Although the article does not mention these terms, it admirably demonstrates the dialogic relationships between the institutionalized practices of childhood and the lived experience of children, both of which were located within the specific contexts of late 19<sup>th</sup> century New York City. The article is a model of clarity and organization, and accessible to most undergraduates; I recommend it for classes on the history of children and youth at all levels.

Timothy Gilfoyle is a professor in the History department at Loyola University in Chicago, and received two awards for his book, *City of Eros: New York City, Prostitution and the Commercialization of Sex, 1790-1920* (New York: W.W.Norton, 1992; paperback, 1994). The author of over 50 journal publications, he is currently working on three projects, including a *A Pickpocket's Tale: Inside the Criminal World of Nineteenth-Century New York* which will be published by W.W. Norton in 2006; *Millennium Park: Creating a Chicago Landmark*, to be jointly published by the University of Chicago Press and the Chicago Historical Society in 2006; and *The Flash Press: Sporting Men's Weeklies in the 1840s*, coauthored with Patricia Cline Cohen and Helen Lefkowitz Horowitz and to be published by the University of Chicago Press. The 2003-2004 SHCY Best Article Awards Committee included Joe Austin (chair), Paula Fass, and Heather Prescott.

**Business meeting of the Society for the History of Children and Youth  
August 6, 2005  
Milwaukee, Wisconsin**

**Officers:**

Kriste Lindenmeyer: President (2005-2007)  
 Paula Fass: VP-Pres.Elect (2005-2007)  
 Board: Bengt Sandin (2005-2009)  
 Julia Grant (2005-2009)  
 Rachel Cleves (2005-2009)  
 Continuing: Sean Martin and Harvey Graff

**Unapproved Minutes**

Joe Hawes called the meeting to order at 4:35 PM.

The members unanimously approved the minutes of the 2003 business meeting.

Joe introduced new president Kriste Lindenmeyer while providing salacious details of her previous career as a lingerie buyer and presenting her with a magic wand.

Kriste led the members in thanking Joe for his work over the last three years and introduced the new officers and members of the Executive Committee.

Kriste asked several members to report on efforts and programs of the SHCY and related organizations:

### **The Internet**

Pat Ryan reported on the book review program of H-Childhood and encouraged members to respond positively when asked. He also passed around a sign-up sheet for members interested in participating. Tom Cardoza, another, H-Childhood editor, asked members to utilize H-Childhood as a forum for discussions more regularly. Kriste announced that the SHCY website would be upgraded and updated by Christmas. She also announced that the Robert Bremner *Children and Youth in America* project was progressing and urged members to think of H-Childhood as a possible venue for publishing documents, essays, and other projects.

### **Membership**

Kriste announced the formation of a membership committee to deal with outreach, especially outside the US. She suggested that many scholars “do” children’s history without realizing it, or without realizing that there was an organization dedicated to that field. She asked for interested members to contact her. She also proposed amending the By-Laws in such a way that the Executive Committee would have the freedom to alter the dues structure when necessary (if the opportunity to publish a journal occurs in the next two years, for instance). The amendment passed unanimously.

### **Publications**

Jon Pahl introduced the Publications Committee and summarized discussions regarding three publications issues:

--Conference Proceedings: after considering other options for making conference papers more widely available and for publicizing the organization, the Committee recommended soliciting abstracts of all presentations at the 2005 conference and posting them (with authors’ email addresses) on H-Childhood. Jim Marten will solicit and collect the abstracts by September 1, 2005.

--Journal. Jon described three options considered by the committee and mentioned a few possibilities for proceeding. The University of Massachusetts has offered seed money for a publication; representatives from two other universities have suggested possibilities, as well. The Committee seeks formal proposals for institutional sponsorship and editorial staff by December 1, 2005. An extended discussion of the issue of publishing the journal ensued. Committee members expressed cautious optimism about the process; the Society wants to do this right and not rush into print without the necessary institutional support. The danger of “ghettoizing” the field was raised; members suggested that just the opposite might happen; a journal would legitimize the field and encourage even more

work and publication of that work in other journals. An association with the History Cooperative, institutional subscriptions, the possibility of organizing thematic issues, and the experiences of equivalent societies were also discussed.

--Newsletter. Kathleen Jones announced that the summer newsletter would feature essays and information about this conference and about the ways in which children's history has been featured at other conferences.

### **Prize Committee**

Joe Austin provided a brief report on the best article prize. Kriste announced that Joe had agreed to chair a general prize committee to work out procedures for a new book award, which Joe Hawes had proposed and donated money toward at Thursday night's Presidential Address.

### **2005 Program Committee**

Julia Grant reported on the work of the 2005 Program Committee. She introduced and thanked the members of the committee and applauded the high quality of the proposals. She raised the issue of funding for graduate students and junior scholars, especially non-American students coming to SHCY conferences in the US, and Americans who will want to participate at the 2007 conference in Sweden. Julia also raised the issue of the perception of the SHCY's orientation toward the study of American children. She also introduced a resolution thanking the administration and staff of Marquette University for their hospitality in hosting the 2005 Conference.

### **2007 Conference: Sweden**

Kriste announced that the 2007 conference would be held in Sweden, at the invitation of Bengt Sandin, new member of the Executive Committee and Professor of Child Studies at Linköpings Universitet. Kriste noted that the Executive Committee was aware of the expense of traveling to a conference in Sweden, and promised that the Committee was working on ways of reducing the cost, perhaps through foundation support. The rest of the meeting was devoted to a presentation by Bengt about the university and the city.

The meeting adjourned at 6:00 PM.

**Conference Report**  
*A South African Perspective on the SHCY Conference,  
 Marquette University, Milwaukee, 4-7 August 2005*

**Sarah Duff**

I think that I should begin this reflection on the recent SHCY conference at Marquette University, Milwaukee, by remarking on how much I enjoyed this gathering of historians of childhood and children; I have been to few conferences where the participants were so welcoming, enthusiastic, and keen to discuss and debate the issues raised by the panels and speakers. As the sole South African (indeed, African) representative, I found the interest in my research and paper – and in the situation, generally, of the history of childhood and children in South Africa – particularly stimulating. I left Milwaukee with a renewed desire to investigate both the lives of children, as well as the construction of the notion of childhood, in my country. What follows is a synthesis of the ideas and problems dealt with during the conference that appealed to me, and is, inevitably, coloured by the experience of unfamiliar surroundings and customs.

Of the sessions and roundtables that I attended, I was struck by the tendency to emphasise the history of children – of individual or local experience – rather than the history of childhood. The latter concern – the exploration of the development of the concept of childhood (or, equally, of adolescence or youth) – is best arrived at through the analysis of many examples of the particular and the specific, and it could be argued that the history of children allows us the best means of studying, and acknowledging, the extent to which unique cultural, social, educational, medical, recreational, economic, or political circumstances contribute to the creation of different childhoods. (Could we talk of a history of *childhoods* instead of *childhood*?) Yet, paradoxically, this interest in children – in ontology, not epistemology – also points to a broadening of our field. As was suggested at the conference, it is possible that the future of the history of children/childhood lies in the history of ‘age’: an analysis of a child’s way of life also reveals his or her parents’ – and community’s – attitudes towards childrearing, play, or education. Of course, considering that most of our access to children’s pasts is through documents produced by grown-ups, the history of children/childhood is as much one of adults/adulthood.

This simultaneous narrowing and broadening of interest within the sub-discipline was especially evident in, what was for me, the highlight of the conference: Paula Fass’s plenary, ‘The World is at Our Door: Why Historians of Children and Childhood Should Answer.’ In her appeal to the delegates to consider children and childhood in global terms, Fass showed the importance of understanding that not only do (and did) children’s lives and experiences differ radically from area to area (that what applies to Texas is not true, necessarily, for Moscow), but that the study of children and childhood is a useful and revealing means of analysing, among other things, government policies, adoption trends, migration, or charity work. As far as I remember, Fass did not deal explicitly with a question which I am asked whenever I attend a meeting of historians in South Africa: why study the history of children/childhood? She, did, though, suggest a number of

reasons, one of them being that it opens up a new perspective on the past. In a sense, this is, almost literally, a new 'history from below'. Of course, one could add that an excellent motivation is that it is 'there' – that it is an aspect of the past that, until recently, has gone unexplored. But could the history of children/childhood have a wider, or an educative, function?

In South Africa, 9 August is a public holiday that commemorates a 20 000-strong women's march to the Union Buildings in Pretoria to protest the extension of pass books to black women in 1956. As I write this, I am listening to a spirited debate on a local radio station about the significance of National Women's Day. Thus far, the discussion has followed two themes: do we need so many public holidays? And is it unfair to celebrate women and children (National Youth Day is on 16 June, to honour those killed during the 1976 student uprising), but to ignore South African men? While it would appear that everyone is in disagreement with the economists who propose halving our number of holidays, there is a great deal of divergence on the second issue. For gender historians, this shows up the extent to which men are no longer seen as the 'invisible' or de-gendered members of society. It is impossible to gauge whether the host and panellists on, and callers to, CapeTalk radio are responding to the trend in women's history to move towards a consideration of gender, but I think that there is some link here between debates in academia and those in the public domain. After all, as John Tosh reminds us, historians tend to write about those concerns that are uppermost in the thoughts of their societies – that they respond to issues within their communities.<sup>1</sup>

I am not suggesting that we narrow our interests to that which is commonly deemed to be 'relevant', or that – even worse – we all become sociologists, but that historians of children/childhood are in a unique position to shed light on present-day children and childhood: we are able to explode those myths surrounding children and childhood – that they possess a 'natural innocence', or that they need to have their 'natural badness' beaten out of them – and simplistic victim/agent binaries that inform government policies and other major decisions about young people. For example, as a result of the South African government's slow response to the country's AIDS crisis, educating children and the youth about HIV and AIDS has, until very recently, been the responsibility of non-governmental organisations, which tend to seek funding from abroad. One of the major problems that these NGOs have come across is the reluctance among many foreign donors (and Americans in particular) to finance sex education for children – in the belief that the 'innocence' of children is related fundamentally to their asexuality. Money is given more readily to hospices and homes for children orphaned by AIDS – those more easily defined as 'victims' of the syndrome.

Indeed, western attitudes to Africa, Asia, and South America (to the non-west, essentially) can be related to ideas relating to childhood. As Stefan Tanaka commented during the roundtable session on teaching children's history and youth studies, the non-west has been – and is – frequently described in childlike terms. Agents of British imperialism in Africa during the late nineteenth century characterised their 'native' subjects as being as irrational, intellectually backward, and gullible as children. Similarly, present-day media representations of African famines or wars portray people in Sudan or Niger as either passive, innocent victims of circumstance, or unreasonable agents of

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<sup>1</sup> John Tosh, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*, revised third edition (London: Longman, 2002), 47-48.

destruction, always needing the 'mature' and grown-up west to solve their problems. We have a duty, I think, to participate in debates about children and childhood, as popularly-held beliefs about youth and the nature thereof have the potential to do enormous harm – and good.

What I have attempted to do is to relate those arguments and trends that I found the most compelling at the SHCY conference. I hope that at our next meeting in Sweden that there will be a greater number of papers and presentations on non-American topics – and that it will be attended by historians from all over the globe. In November, the University of Tours in France will be hosting a two-day conference on the history of childhood entitled 'Stories for children, histories of childhood' and is to be attended by scholars from all over the world – among others, South Africa (me again), Nigeria, Iran, India, Australia, Puerto Rico, Brazil, America, Spain, Britain, Germany, the Czech Republic, and Greece. Why this international interest? Is it simply because Tours is less expensive than Milwaukee? Or that it was advertised more widely? Could it be cultural chauvinism? I think by attempting to answer these questions that we will begin to understand what the position of the history of children/childhood is like globally – and what the future holds for our field.

## The Conference Circuit: Reports of Recent Events

The history of children and youth is alive and well represented on the conference and symposium circuit. This section of the “Newsletter” offers a sample of recent events. The editors hope to make these reports a permanent feature of the “Newsletter.” We encourage all SHCY members to send us accounts, observations, critiques, or enthusiastic praise of the meetings you attend from September to January, the publication date for the next issue.

### Berkeley Symposium

**Paula S. Fass**, Margaret Byrne Professor of History at the University of California - Berkeley and Vice President and President-Elect of the Society for the History of Children and Youth, describes a special symposium on childhood that was held at Berkeley in May 9-11, 2005. The Center for Child and Youth Policy sponsored the symposium between graduate students at Berkeley and graduate students at the University of Linkoping in Sweden.

“**Bengt Sandin** and I took the initiative to bring our students together to learn from each other across cultural lines. We matched students according to their interests. Students who were matched up were asked to exchange papers in advance, then the contingent from Sweden came to Berkeley and the students spent time together exchanging their views, their perspectives and their understanding of how we do children's history and sociology. We all met together over dinner, with extra invited Berkeley faculty. The last day, everyone met together and the groups (six in all), reported about what they had learned from each other about different cultural contexts of childhood, different methodologies employed in the two university cultures, and how a comparative perspective helped them better to understand their own work. It was wonderful. One of the most exciting and stimulating events I have ever attended.”

**Laura Mihailoff**, one of the Berkeley participants provides a student’s perspective on the Berkeley Symposium:

“The international format of the symposium raised questions about just how much of children's studies is affected by national exceptionalism versus fundamentally universal commonalities and experiences regarding childhood and adolescence. The panel debated just how much of a role the United States' unique historical formation had on American children's experiences. We discovered that, in most cases, Sweden and the United States had more in common than first appeared and that, indeed, we could speak of universal experiences in childhood that traversed national borders.”

“Moreover, we found that, both in Sweden and the United States, one of the most important topics of discussion in Childhood Studies had to do with the child in relationship with the state. Both American and Swedish scholars are wrestling with the impact of the state on children's rights and the private lives of children and their parents. We concluded that, although American and Swedish scholars try to maintain objectivity in our studies, we come to our topics from very specific cultural and political points of views, affecting our approach and methodology. Influenced by the current political debates about the welfare state in our own countries and by the professional requirements of our given disciplines, we found that we differed in our approach to government interference/assistance in children's lives and in our use of broader theoretical debates and philosophical constructions in framing our projects.”

**Laura Mihailoff** will be awarded her Ph.D. from UC-Berkeley in the Fall of 2005, with a dissertation titled “Protecting Our Children: A History of the California Youth Authority and Juvenile Justice, 1938-1968.”

### **Childhood at the American Association of the History of Medicine**

Compiled by **Kathleen W. Jones**, co-editor of the "Newsletter" and Associate Professor of History and Director of Graduate Studies at Virginia Tech.

The programs for annual meetings of the American Association of the History of Medicine (AAHM) often contain full sessions devoted to the history of children's health, childhood diseases, and pediatric medical practice. Not so at this year's meeting held in Birmingham, AL, April 7-10, 2005. This year, papers about children and youth were integrated into sessions that focused on areas of general interest to the field. This shift, although undoubtedly not a permanent one, nonetheless marks a new developmental stage in the history of childhood. The stories of children and youth have much to contribute to our overall understanding of the history of medicine.

“History of medicine” is, perhaps, a misnomer for an organization that routinely hosts presentations on the experience and meaning of disease, the definition of health, the expression of public health concerns, and the role of scientific research, along with studies of the practice and the intellectual foundations of clinical medicine. The papers presented at this year's conference reflect this broad construction of the field.

**Richard A. Meckel's** essay, “Politics, Policy, and the Measuring of Child Health,” focused on the family health survey conducted by the Public Health Service and the Milbank Memorial Fund in 1933 at the height of the economic depression. The survey represented the result of a debate over the impact of the depression on children's health. When statistics seemed to indicate that infant and child mortality was declining even in the face of economic disaster, the Children's Bureau claimed that poverty produced malnourished children, a better index of “child health” than mortality rates. The Hoover administration blamed malnutrition on ill-informed parents, and the Journal of the American Medical Association suggested that the simpler lifestyle necessitated by economic need actually contributed to the overall health of children. The Milbank survey confirmed the arguments of the Children's Bureau, but the findings did not lead to

support for national health insurance or a focus on the effects of long-term poverty. Rather the Roosevelt administration used these findings to direct attention to the immediate results of unemployment and led supporters to represent the federal unemployment insurance program as a child health measure. Meckel's paper was presented as part of a panel on "medical polity."

Measuring children was the subject of a second paper, this time as part of "The Body Ethic," a panel on human experimentation. **Paul Lombardo**, a lawyer and historian of eugenics, described " 'Measuring the Negroes': Eugenic Anthropometry at the Tuskegee Institute, 1932-1944." Those measured were more than 800 children, aged seven to nineteen. Through annual measurements of these children, American eugenicists hoped to identify the anatomical traits peculiar to African Americans. The findings lent support to those who thought interracial mixing was biologically dangerous.

Finally **Robin Rohrer**, of Seton Hill University, presented "The Development of Supportive Care in the Treatment of Children with Cancer, 1930 to the Present," in a panel on "Refining the Medical Gaze," that also included papers on public health and the Love Canal Disaster, and obstetrical education in the early twentieth century. Rohrer traced the changing relationship between treatment and palliative care and concluded that the very positive chance of survival of child cancer patients is related to the medical and psychosocial supportive care they receive. Her paper drew on oral histories of clinicians and support teams from the National Cancer Institute.

SHCY members interested in any aspect of child health should consider submitting an abstract to this organization; the 2006 conference will be in Halifax, Nova Scotia. Individual paper submissions are welcome, as are full panels. The AAHM website is: <http://www.histmed.org>

## **Child Psychology and Child Development – Two Conferences**

**Emily D. Cahan**, Associate Professor and Chair of the Department of Human Development at Wheelock College alerts members to outlets for interdisciplinary conversations between historians and psychologists.

Historians of childhood take note! Papers presented at two recent conferences should interest you. In April the Society for Research in Child Development (SRCD) met in Atlanta. Emily Cahan chaired an invited symposium on "Science Serves the Child? Historical and Policy Perspectives." **Roblyn Rawlins** spoke on historically changing views of early intellectual development in children, **Julia Grant** discussed the "boy" problem and special education, and **Stephen Woolworth** addressed the professional turf wars in child study and special education in the early 20<sup>th</sup> century. Posters included a portrait of Florence Goodenough, a pioneer in child development research and a picture of recent trends in child development research. The SRCD has a standing committee on History and welcomes contributions from historians related to children, child psychology, public policy, or child welfare, to name just a few topics of interest. The next meeting will be in April, 2007 in Boston.

Cheiron, the international association for the history of the social and behavioral sciences met in June at Berkeley. **Matthew Millikan** presented a paper on W.I. Thomas and the “problem of the individual,” **Rachel Cabasaan** portrayed the life and work of **Millicent Shinn**, and **Emily Cahán** discussed science, practice, and gender roles in early child psychology. Historians of childhood should feel free to submit their work to Cheiron as well. The next meeting will be in June, 2006 at Sarah Lawrence College.

## **Sex Education of the Young in the Twentieth Century: A Cultural History**

Durham, April 16-17, 2005

**Dr. Gayle Davis**, research associate in the Centre for the History of Medicine at the University of Glasgow, describes an international conference on sex education. Davis's interests are in social and medical history from the late nineteenth century to the present, relating in particular to psychiatry, sexuality, and the development of clinical records.

Durham provided the picturesque (if wet) location for this international conference, organised jointly by **Dr. Lutz Sauerteig**, Wellcome Lecturer in the history of medicine at the University of Durham, and Professor Roger Davidson, Professor of Social History at the University of Edinburgh.

The meeting was co-sponsored by the Wolfson Research Institute (University of Durham), the School of History and Classics (University of Edinburgh), and the Society for the Social History of Medicine. The conference, designed to explore the cultural history of sex education during the twentieth century, attracted fourteen speakers and a range of enthusiastic participants from Europe, North America, Australia and the West Indies, and from a wide variety of disciplines in the humanities, social and health sciences, film studies, education and law.

In her keynote paper, **Lesley Hall** (London) provided us with her trademark thought-provoking and wide-ranging insights into this comparatively under-studied field. Scholars seem to have approached sex education with the same diffidence as teachers. Lesley asked at least as many questions as she answered, causing subsequent speakers to start furiously scribbling and editing their papers in response! Amongst other things, she queried how we approach this subject as historians, what sort of archival material is available to allow us to do so, and from what perspective such research should be conducted--whether as part of the history of medicine, sexuality, childhood, or education and pedagogy.

**Roger Davidson** (Edinburgh) explored the content and broader cultural implications of the Alliance of Honour's work in relation to Scottish post-1945 sex education which, he argued, displayed a continued adherence to a policy focused on the control of the sexual instinct, the conflation of sexuality and pollution, and a gendered hierarchy of normality and deviance.

For the same period, **Bruno Wanrooij** (Florence) explored the history of Italian sexual education. He documented how the Catholic Church exercised a dominant influence on matters of family and sexuality, and opposed attempts to include human sexuality in the school curriculum. Thus young people often received incomplete information, if any, which tended to focus on transmitting moral values rather than concrete information. However, the paper also demonstrated how a progressive minority within the catholic community began to appreciate the potential risks of sexual ignorance.

**Britta McEwen** (Los Angeles) explored Catholic responses to the sexual education of children in early twentieth-century Austria, and attempts by socialist and reform-minded educators to replace religious authority on sexual matters with a more scientific and publicly distributed discourse of sexual knowledge. She argued that the production and distribution of sexual knowledge underwent a dramatic shift, where the question of the 'naturalness' of sex, a renewed importance of motherhood, and an overwhelming emphasis on purity and responsibility made children's sexual education central to the project of reforming sex.

**Lena Lennerhed** (Huddinge) explored the history of sex education in Swedish schools within the context of the emerging Swedish welfare state: how sexuality and 'normality' were defined, how female and male sexuality was depicted, and the status of sex-related knowledge. While the 'progressive' or at least 'liberal' nature of Sweden's sex education has been widely recognised, this was shown to have been a relatively recent development, with attempts to alter the content and objectives of sex education by focusing on pleasure and gender equality dating from the 1970s. **Magdalena Gawin** (Warsaw) outlined Polish disputes between the progressive intelligentsia and the conservative clergy about early twentieth-century sex education: over who was authorised to sexually enlighten adolescents; over how such education should be provided (whether imparted through the official school curriculum or only by parents); and over whether such teaching should be couched in relation to analogies with the animal world or in less intimate metaphorical language. Areas of agreement - that sex education should strengthen self-control mechanisms and delay sexual initiation - were also charted.

Within a communist context, **Mark Fenemore** (Manchester) explored sex education debates in the German Democratic Republic. He argued that this area illuminates both the gender and generational tensions that lay just below the surface, and the struggle between holding onto the past and embracing the future. The clash of communist progressive tendencies with an autocratic society created friction between the desire to use sexual enlightenment as a means of presenting a humane and progressive face to socialism, and concern to constrain 'decadent' sexual behaviour which threatened to destabilise and undermine the Republic. **Frances Bernstein** (Madison) explored attempts to address 1920s Soviet sexual concerns by developing an extensive programme of popular medical education to provide 'sexual enlightenment'. This became a central component of the revolutionary project to construct a socialist society. Sex advice for youths advocated bodily self-control to prevent sexuality's premature awakening, and the redirection of

sexual energy into more productive channels for the collective. The solitary vice of masturbation was thought to be the most dangerous sexual expression of all, because of its symbolic antagonism to the collectivist ideal of the new state.

In the middle decades of the twentieth century, US educators sought evidence to persuade their colleagues and policymakers of the need for sex education. **Susan Freeman** (Mankato) analysed the resulting data collected by American graduate students on the sources and content of teenage factual knowledge of sexual anatomy and reproduction. She argued that the 'facts of life' approach subordinated the information which young people received, doing more to pass on notions of conformity and preparation for marriage. **Lutz Sauerteig** (Durham) interrogated sex education books, published for a German readership between 1900 and 1980, to explore their representations of pregnancy and childbirth, and how they reflected prevailing concepts of 'normal' sexual behaviour and the sexual body. He argued that these representations and narratives played a central role in defining masculinity and femininity and that, over this period, representations of motherhood underwent fundamental changes. **Barbara Crowther** (Wolverhampton) analysed sexual discourse found in 1930s British public service health films. She argued that the treatment of 'sex' in such films reflected an institutional double-standard which related closely to the discourse of the male-led animal reproductive imperative found in natural history films, and contributed to an unconscious ideologically motivated agnotology--the cultural production of ignorance--about sexual and reproductive matters. Films intended to be informative in fact colluded in a sexual culture of opaqueness and evasion.

Bringing the debate forward, **Ann Blair** (Leeds) and **Daniel Monk** (London) explored contemporary British sex education law. Adopting a socio-legal approach, they focused on two issues: how public interest has been defined to see young peoples' sexual activity as a social problem demanding legal intervention in school-based education; and how law constructs conflicting images of childhood in different public and private spaces, such as classroom, home, and doctor's surgery. They argued that, underlying the political rhetoric of child welfare and rights arguments, the needs and experiences of children continue to be marginalised in public policy. **Hera Cook** (Sydney) then discussed the concept of pre-pubescent sexuality within modern Britain, and the historical continuities reflected in current debates. Utilising social learning theory, Hera argued that the denial of sexual experience to children (including nudity and body awareness) has played a major role in the creation of a constricted and prudish sexual culture; and that discussions of child sexuality and its development through play and learning have been stifled by adult anxiety over sexual precocity and pedophilia, and our 'infantilisation' of children.

The concluding discussion raised a number of common and important themes. Since most papers focused on one particular country, the concept of national identity was debated. It was generally agreed that sex education material and policy was not so much nationally specific as culturally and historically contingent. Countries did, however, often position themselves in opposition to a prudish or immoral 'other' in sexuality debates. The concept of 'race' engaged lively debate. For example, in opposition to the concept of 'civilisation', the notion of 'primitive' sexuality was associated strongly with 'unrestricted'

and 'dangerous' sexuality. This was felt to be an area in which future work might be fruitfully conducted.

The concept of education was discussed widely. Parent disinclination to enlighten children on the facts of life, school reluctance to enforce teaching on this potentially problematic embarrassing matter, as well as less desirable alternative sources of information suggest that schools have constituted the least useful forum for sex education. It is also a particularly unusual form of education in that sex educators often wanted children to forget this potentially destabilising or 'corrupting' information as soon as it had been imparted. This in turn raised issues of how useful formal sex education was in the learning process. It was suggested that perhaps it is, rather, a symbolic way to express adult anxieties, and a wish to control and protect the nostalgic concept of childhood innocence.

A further cluster of issues related to the nature of expertise within sex education: what makes an expert in this field? How is that expertise conveyed? How do they justify their right to educate us? Traditionally, this field has been occupied by a diversity of personnel, ranging from teachers, doctors and the clergy to parents and peers, but how do we judge which information was perceived to be the most 'correct', 'useful' or influential? Indeed some of the most useful information might be non-verbal or non-textual communications. And how have the young on the 'receiving end' - those reading the text, watching the film or listening to the informer - interpreted the issue? The relationship between sex education and pedagogical theory is often associated with progressive schools. Is progress a useful category to employ and, if so, whose values should we place our ideas of progress on? Inherent contradictions can be found between catholic, socialist and feminist ideologies and notions of progress, with each of these categories having multiple forms. Some participants thus suggested the idea of 'modernity' to be preferable to 'progress'.

It was also noted that the discourse of pleasure was almost entirely absent in these histories. Generally, sex education seems more commonly to have been framed within a discourse of prevention and limitation of damage: how to avoid venereal disease, how not to get pregnant, how not to indulge in sexual relationships at an inappropriately young age.

Among the concluding sentiments, it was recognised that, despite the significant differences between the acceptability, extent and efficacy of sex education in Europe and Northern America, striking similarities and parallels can also be discerned. More depressingly, although details have changed over the last century, many of the underlying issues remain. The organisers and participants must be thanked for a most interesting and sociable couple of days. The rich and varied selection of papers will assuredly make an excellent edited collection, and a valuable contribution to the international history of sex education.

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## **Thirteenth Berkshire Conference on the History of Women Sin Fronteras: Women's Histories, Global Conversations**

**Shurlee Swain**, a Reader in History at Australian Catholic University and a Senior Research Fellow in the Department of History at the University of Melbourne, offers her views on two summer conferences.. Her recent book, *Confronting Cruelty* (Melbourne University Press 2002) is a history of child protection in Australia.

The interlinking of women's and children's histories was apparent amongst the 217 panels presented at the Thirteenth Berkshire Conference on the History of Women held at Scripps College, Claremont, California, 2-5 June 2005. A major clustering was evident around pregnancy, birth, infancy and motherhood with panels on 'Mother, Fetus and Nation', 'New Directions in the History of Childbirth, Midwifery and Obstetrics', 'Infanticide in the 19<sup>th</sup> and Early 20<sup>th</sup> Centuries', 'Historical Perspectives on Breastfeeding', 'New Perspectives on Child Abuse', 'Blood suckers, Baby Snatchers and Capitalists for Christ', 'Babies Cross Borders', 'Rethinking Mothers and Daughters in Southern Africa' and 'War-brides, Prostitutes and Children'. A second clustering focused on girlhood and adolescence with panels entitled 'Girlhood and Global Conversations', 'Girls in Motion' and 'Jewish Girls on the Threshold of Modernity'. At such a large conference a delegate has to be selective but from the panels I attended two papers stand out both for their content and their theoretical sophistication: **Karen Dubinsky's** analysis of adoption, race and nation in the Americas and **Rebecca Wanzo's** ' "I Do Not Know This Little Girl": The Legal and Social History of Child Protection and Memorial Laws from Mary Ellen McCormack to Sherrice Iverson'.

**Addendum by Beth Hillman:** At a round table on "War Brides, Prostitutes, and Children: Sex in the Two World Wars," **Jennifer M. Morris** of Miami University presented a paper titled "From Degenerates to the Innocent: UNICEF's Anti-Syphilis Campaign for Children and their Mothers in Europe, 1946-1953." Her work is drawn from a dissertation on the origins of UNICEF. This paper focused on how the founder of UNICEF, Dr. Ludwik Rajchman, organized a public health campaign against syphilis in post-World War II Europe.

## **CISH 20<sup>th</sup> International Congress of Historical Sciences, held at the University of New South Wales, Sydney, Australia, 3-9 July 2005**

From **Shurlee Swain**

There was no space in the major thematic panels at this large international conference for the history of children and youth, but it was at the centre of one specialized panel and a round table. The special panel entitled 'Informal relations in Early Modern and Modern Society: Kinship, Patronage, Friendship, Social Networks' included a paper by Professor Patricia Crawford from the University of Western Australia identifying the origins of Australia's indigenous child removal practices in policies developed as part of the English Poor Law of 1601. At the round table 'Children and War' speakers from Canada,

New Zealand, Italy, the Netherlands, Finland, Belgium and the United States contrasted the romantic notions of childhood implicit in such publications as Ellen Key's *The Century of the Child* with the historically unprecedented levels of violence inflicted on children during the conflicts of the twentieth century. Running concurrently with the main conference were meetings of a range of affiliated associations and international commissions, including the Australian Historical Association, the International Commission for Historical Demography, the International Federation for Research of the History of Women, the International Standing Conference for the History of Education and the International Commission for Comparative Ecclesiastical History all of which included some papers touching on the history of childhood. Most compelling for me was Professor **Katharine Massam**'s paper on the role of memory in the process of reconciliation amongst Aboriginal women placed as children in the Catholic Mission at New Norcia, Western Australia, focusing on the organization and subsequent memorialisation of a reunion which brought the Spanish sisters who had been their careers back to Australia.

### **The 26th Annual Nineteenth Century Studies Association Conference** ***Infantuation: Childhood, Youth, and Nineteenth-Century Culture***

From **Colleen Vasconcellos**, co-editor of the "Newsletter and Visiting Assistant Professor of History at West Georgia University.

Each year, the NCSA hosts a scholarly conference that highlights a specific area of interdisciplinary study. While last year's conference focused on travel, cultural imperialism, and competition through such events as the World's Fair, this year's conference centered on ideas of childhood and youth in nineteenth century culture. I attended this meeting in March of 2005, and had the opportunity to hear a wide variety of papers that not only addressed how childhood and youth developed and changed throughout this period, but also how nineteenth century society and culture influenced, interpreted, or invented infants, children, adolescents, and youth.

The meeting, held at the Partridge Inn in Augusta, Georgia's historic district, brought academics from a wide range of disciplines and historical fields. According to the CFP, conference organizers were interested in proposals that addressed children at play, growing pains, race and ethnicity, masculinity and femininity expectations, "babification," censorship, nature and animals, aesthetics, art and architecture, public health and the changing place of medicine, middle- and upper-class childhoods, working class children and the impact of industrialization, crime, consumerism and eternal youth, and childhood as an emerging discipline. While these themes were well represented at the conference, other papers brought in new lenses with which to examine childhood and youth: specifically ideas of slavery and emancipation, imperialism and colonialism, as well as ideas of mothering and family. Furthermore, these papers were not limited to nineteenth century America. While I presented on children in post-emancipation Jamaica, other presenters focused on Romania, France, England, Canada, Africa, and Germany. So, the NCSA's conference was a success, and the planning committee got a well-rounded forum that featured papers on art, music, literature, history, sociology,

medicine, and anthropology, all centering on the theme of childhood and youth in nineteenth century culture.

Interspersed between the papers were several activities open to the conference participants, though not always focused specifically on childhood and youth. While conference participants could attend a concert on the USC Aiken campus hosted by **David Kushner** of the University of Florida, entitled "Music for Children through the Lenses of Schumann, Tchaikovsky, and Bloch," others were invited to take a walking tour of historic Aiken, South Carolina. These events were about a two hours' drive from the conference, and attendees were invited to take a shuttle two and from the Partridge Inn and USC Aiken's campus. On Friday, the NCSA held its Plenary and business meetings were held, followed by **Claudia Nelson's** Keynote Address on "The Child-Woman in Victorian Literature." Afterwards, conference participants took a walking tour of historic Augusta, and attended a reception at the Morris Museum of Art.

For more information on the Conference program, please visit [http://www.msu.edu/~floyd/ncsa/2005\\_program.htm](http://www.msu.edu/~floyd/ncsa/2005_program.htm)

## **IRSCS Conference**

**Margot Hillel**, co-editor of the SHCY "Newsletter," reports on an international conference for scholars studying children's literature.

The Biennial International Research Society for Children's Literature is one of the major international conferences on children's literature. Each year it is themed, and this year's theme was EXPECTATIONS AND EXPERIENCES: CHILDREN, CHILDHOOD AND CHILDREN'S LITERATURE. Within this broad theme, there were four strands: Childhood and families, Childhood and morality: message and medium, Childhood on display, and Childhood and theory – something for everyone interested in childhood and children's literature.

Convening for the first time in Ireland, it brought together children's literature scholars from around the world. There were delegates from more than thirty countries. All papers are delivered in English. The delegates were, for the most part, housed within the 'hallowed walls' of Trinity College, the home of the Book of Kells. This large, walled college, right in the heart of Dublin, is the *alma mater* of many prominent literary figures such as Jonathan Swift, Oscar Wilde, Oliver Goldsmith and Samuel Beckett. Trinity was certainly a fitting setting for a literature conference!

There were around 200 papers in parallel sessions over the four days and the choice between them was often difficult to make. One of the things which makes these conferences so worthwhile, is the opportunity to hear about the literatures and cultures of colleagues from many parts of the world. As well as learning so much from the papers, it is marvellous to be able to develop collegial relationships across the world. And how wonderful email is in being able to follow these up.

Each day began with a plenary session. These were wonderfully varied but all fascinating and stimulating. **Declan Kiberd**, Head of the Department of Anglo-Irish Literature and Drama at University College, Dublin began the first day with his assessment of the

literature for and about children in Ireland; **Michael Rosen**, well-known poet, critic and broadcaster gave a highly-personal view of the world of poetry for children and changes in education since the 1970s; **Anne Higonnet**, in her illustrated address, *Childhood Innocence, Then and Now*, expanded on her book on the same subject and on the final day, **Paul Muldoon**, formerly Professor Poetry at Oxford, gave a ‘poet’s-eye’ view with close readings of some of his poetry for children.

In addition to the papers, delegates were offered a wonderful range of entertainment with receptions at the Mansion House, home of the Lord Mayor of Dublin and at the National Library of Ireland. There were literary walks around Dublin – interspersed with performances of extracts from Beckett’s plays, a ‘Hooley’ night of traditional Irish music and dancing at Jameson’s Distillery and the conference finished with a wonderful Gala Dinner in the grand Dining Hall of Trinity College. And there was always the possibility of viewing the Book of Kells and the wonderful Long Room above it, at a time when one did not have to stand in a very long queue. That was quite a privilege and one of which many of us took advantage.

At the Gala Dinner, **Roni Natov** was presented with the IRSCCL Award for Outstanding Research for her book *The Poetics of Childhood* and **Jean Perrot**, Director of the Charles Perrault International Research Institute was awarded the IRSCCL Fellowship.

The next IRCL conference will be held in Kyoto, Japan in 2007.

### **Other Recent Conferences of Interest to SHCY Members:**

From 12 to 14 August 2005 the Nordic Women’s and Gender History Conference met in Turku, Finland. The conference included a session on the topic of **Gender and the History of Childhood**. For more details please see <http://www.nordkalender.org/nikk/arrangement.html?id=1959&back=index.html>

From 4 to 5 July 2005 the Society for the Study of French History at the University of Southampton, UK held its annual conference on the subject of **‘French History: Spaces and Places.’** In one of the sessions the topic of ‘Youth and Honour’ in Early Modern France was discussed.

Earlier this year, in February, the ‘informal educators’ responsible for infed.org organised their fourth history conference around the theme **‘history of youth and community work.’** Speakers included John Pitts (University of Luton) on the ‘Historical Development of Youth Justice’ and Mary Davis (London Metropolitan University) on the ‘History of the Woodcraft Folk.’ For more information see [www.infed.org/forum/history\\_conference\\_2005.htm](http://www.infed.org/forum/history_conference_2005.htm)

## Canadian Happenings

### Mona Gleason

The SHCY has an enthusiastic Canadian counterpart! The Canadian Historical Association meetings in London, Ontario, at the end of May, 2005, was home to the inaugural session of the CHA-affiliated History of Children and Youth Group (HCYG). The HCYG session entitled “Where are the Kids?” offered papers by Cindy Comacchio from Wilfrid Laurier University, Mona Gleason from the University of British Columbia, and Chad Gaffield and Tim Stanley, both from the University of Ottawa. The session attracted a great mix of students and more established scholars interested in bringing the history of childhood, children, and youth into the Canadian scholarly mainstream. Chair of the session, Dr. Tamara Myers from the University of Winnipeg, offered these observations about the session:

“Our “Where are the Kids?” panel was a great success thanks to Cynthia Comacchio, Chad Gaffield, Mona Gleason and Tim Stanley. Approaching the question from different angles, the panelists gave us a tremendous view of how important yet varied the histories of children and youth can/should be. While children seem ubiquitous at times, age as a category of analysis is still not well developed in the Canadian historical literature and the placement of children at the centre of historical inquiry remains elusive. The panelists raised critical epistemological, methodological and theoretical questions.”

Enthusiasm for continuing to meet as a group interested in children and youth was certainly solidified at the London meetings. We discussed ways to keep our momentum going with another sponsored session in 2006 at York University in Toronto. In addition, the HCYG is eager to establish strong and meaningful ties with our SHCY colleagues. Perhaps as both of our groups become further established, we can work on a joint conference between our two associations!

### New Publications on Children and Youth

The current issue of BC Studies – The British Columbia Quarterly 144 (Winter 2004-2005) is dedicated to “Being Young – Journeys into Adulthood,” and features articles by historians Veronica Strong-Boag (“Interrupted Relations: The Adoption of Children in Twentieth-Century British Columbia”), Margaret Milne Martens and Graeme Chalmers (“Educating the Eye, Hand, and Heart at St. Ann’s Academy: A Case Study of Art Education for Girls in Nineteenth-Century Victoria”), Nic Clarke (“Sacred Demons: Exploring British Columbian Society’s Perceptions of “Mentally Deficient” Children, 1870-1930”), and Michael Marker (“It Was Two Different Times of the Day, But in the Same Place”: Coast Salish High School Experience in the 1970s.)

Cynthia Comacchio’s new book entitled The Dominion of Youth: Adolescence and the Making of a Modern Canada 1920 to 1950 from Wilfrid Laurier University Press is due to come out in February of 2006. The book promises to “captures what it meant for young Canadians to inhabit this liminal stage of life within the context of a young nation

caught up in the self-formation and historic transformation that would make modern Canada...Cynthia Comacchio offers the first detailed study of adolescence in early-twentieth-century Canada and demonstrates how young Canadians of the period became the nation's first modern teenagers.”

**Also of Note...**

Rianne Mahon, “Child Care as Citizenship Right? Toronto in the 1970s and 1980s,” Canadian Historical Review, 86, 2 (June 2005): 285-315.

Dorothy A. Forbes, et. al. “Health and Well-Being in Young-Old and Old-Old Canadians: A Comparison of Two Time Periods,” International Journal of Canadian Studies 28 (2004): 39-62.

Kristin McLaren, “ ‘We had no desire to be set apart’: Forced Segregation of Black Students in Canada West Public Schools and Myths of British Egalitarianism,” Histoire sociale/Social History 37, 73 (2004): 27-50.

Tamara Myers, “The Rise and Fall of Jewish Female Anti-Delinquency Work in Interwar Montreal” in Bettina Bradbury and Tamara Myers, eds., Negotiating Identities in Nineteenth and Twentieth Century Montreal (Vancouver: UBC Press, 2004)

Mona Gleason, “From Disgraceful Carelessness to Intelligent Precaution: Accidents and the Public Child in English Canada, 1900-1950,” Journal of Family History 30, 2 (April 2005): 230-241.

## **Pedagogy**

### **Teaching the History of Childhood: Postmodernism and Practicality in the Classroom**

**Moira Hinderer**

Experienced teachers assure me that classroom teaching remains interesting because instructors never know what the alchemy of the classroom will produce. As a relatively new teacher, it is this unknown quality of the classroom that fills me with trepidation. So when I had the opportunity this past spring to design and teach a course in the history of childhood, I was both excited and wary. Like many graduate student instructors many of my fears were of the "what if they ask me a really easy factual question and I don't know the answer" variety; however, the major problem I dealt with throughout the course was much more difficult to address. In this column, I will address two questions/problems to which I hope to find some solutions.

1. What do students of the history of childhood need to know?
2. How should an instructor respond when students and teacher disagree about the answer to question number one?

As I began teaching, I had not considered that these questions would form my major pedagogical problem for the quarter; however, during the teaching roundtable at the recent SHCY meeting other instructors agreed that these issues are quite common for instructors of childhood/children's history. I came to the class feeling a responsibility to encourage students to question the conventional wisdom about what childhood is and what it means in society. In particular, this goal meant critically examining progressive narratives of child experience and ideas about childhood. My goal was no so much to disabuse students of the idea that the history of childhood has been one of continual enlightenment about child needs and continually better treatment of children (although I admit it is not a narrative that I find particularly convincing), as to encourage them consider the historicity of ideas about childhood and to see history as the sight of multiple possible narratives, rather than one correct answer. One of the major ideas I was trying to work through as I designed the syllabus was, what is the relationship between the rise of liberalism and the growing acceptance of childhood as a sentimental category strictly set apart from adult experience? Because this question is one to which I have not yet found a satisfactory answer, I entered the classroom with many questions of my own.

As a student of African American history I have been in many classrooms where discussion of race left students feeling discomfited or frustrated. I would expect issues and class and gender to incite similar feelings. But I was unprepared for how strongly some of my students held certain ideals of childhood. One student spoke to me at the end of the first week of classes. She told me she had been raised in a Christian family and she had concerns about the content and goals of the class, specifically that it seemed to her that the class was designed to find fault with families of the past. I sought to reassure her, but, I suspect the reading for the next class, Philippe Aries' essay "From Immodesty to

Innocence," with its discussion of the changing role of sexuality in parent/child relationships, spoke much louder (and perhaps more honestly) than I did. The student did not choose to remain in the class.

Other students who enrolled the class became aware of their personal and political attachments to specific ideas about childhood and children more slowly. Many found examining the historically specific nature of childhood an interesting intellectual project, but for others it seemed like an attack on their own beliefs and experiences, perhaps even on their narratives of their own lives. Heightening these feelings were the groups of children I chose to focus on in our class readings, including young slaves, working children, working-class children, and African American children. A few students wondered where the "regular children" were on the syllabus, the white middle-class children, frontier children, and puritan children, the children with whom many of my students could imagine a shared lineage.

Another area of discomfort arose in our classroom as I asked the student to imagine what society would look like if we took seriously the idea that children are agents both in history and in their own lives and that they are beings endowed with rights. These ideas seemed more comfortable for the history majors in the room who were happy to deconstruct and to view ideas about children and childhood, including those we hold in the present day, as historically specific. For future teachers, social workers, policy experts, and scientists; however, these questions proved to be the very sort of hypothetical post-modernism from which they sought refuge as they signed on to study the history of childhood. For these students, child is not a cultural category; instead it is a biological reality. This reality meant that I was considered wrong on two fronts, first I was asking them to deny what was clearly real and second, I was questioning the good works of educators, reformers and parents of the past. A few students seemed to feel that I was asking them to be jaded, to substitute postmodern confusion for good intentions based on quantitative science. They wanted further answers and tools for their future work and I gave them questions and problems.

I think most instructors would agree that it is important for students to encounter difficult questions and problems. As well, for student going into child professions it is a good thing to understand the unintended consequences of helping. However, I also think that that it is a valuable for students to consider what they want and need from their education and seek to get those things. I think some of my students were frustrated because they felt ineffectual at refuting arguments with which they disagreed. Perhaps that is why the class felt most successful when we focused on historical research. The research portion of the class seemed to provide space for both my goals for the class and the student's individual goals. The major project of the class was a research paper based on primary sources of the students' choosing. The class spent several sessions in our University's Special Collections looking at archival materials, the students completed several small research assignments, and we spent time talking about finding sources and developing arguments for history writing. I encouraged my students to choose research topics that they found interesting and useful, with the caveat that they had to develop working thesis statement and a find a body of sources that were subject to my approval. Overall, the

quality of the student's final papers was very high, and in some cases the students developed a good deal of expert knowledge on their subjects. It was in their specialized areas of research that students understandably felt most confident. They felt better able to articulate their concerns about questioning the category of child while learning information that they found valuable. The students growing expert knowledge made for more serious engagement with ideas and less frustration in the classroom.

While I found a partial solution to the problems I faced in the classroom, I do not think I was fully able to address the question of what students need to know when they take history of childhood courses and how instructors can facilitate that learning. I am curious to hear what problems readers encounter specific to teaching history of childhood and what strategies they have found most helpful.

## **Syllabus**

MW 3-4:20  
Room: Harper 155

Moira Hinderer  
[mehinder@uchicago.edu](mailto:mehinder@uchicago.edu)  
Office Hours: TBA

### History 188 Colloquium: Childhood in America

This research colloquium is designed to introduce students to the major issues in the history of childhood in the United States during the nineteenth and twentieth centuries. The class will examine how and why specific ideas and experiences of childhood have developed over time. Major themes of the class include: the rise of the sentimental child, childhood in the context of slavery and Emancipation, the discovery of child labor, the rise of specialized goods and institutions for children, and the creation children's rights movements. We will discuss shared ideals of childhood as well as differences of race, class, gender, geography, and generation. Class readings will incorporate a variety of approaches scholars have taken in writing the history of childhood including: exploring ideas of childhood as understood by adults; examining the goods, institutions, and experiences adults created for children; and attempting to reconstruct the experiences and voices of children themselves.

The major project for each student in this colloquium is a ten to twelve page research paper based on primary sources. As preparation for the paper the class will examine a variety of methodological approaches to history. We will use locally available archival collections to address research methods and problems. We will also examine research strategies that use published texts, oral histories, and visual sources.

In addition to the research paper, course requirements include the completion of weekly readings and active participation in class discussion. As part of the research process students will be asked to bring several examples of primary sources to class, to complete a two-page research proposal, and to present two brief in-class reports on the research project.

*Required texts*

Henry Jenkins ed., *Children's Culture Reader* (New York: New York University Press, 1998).

All other readings are on reserve at the Regenstein Library.

**Part 1: Defining Childhood**

*March 28: Introductions*

Lecture/Discussion: What is Childhood? How and Why Do We Study It?

*March 30: Seeking the Historical Child*

Henry Jenkins, "Childhood Innocence and Other Modern Myths" *Children's Culture Reader (CCR)*, 1-20

Emily Cahan et al., "The Elusive Historical Child: Ways of Knowing the Child of History and Psychology" in Elder, *Children in Time and Place*, 192-220

*April 4: Childhood and Change Over Time*

Philippe Aries, "From Immodesty to Innocence" *CCR*, 41-56

Viviana Zelizer, "From Useful to Useless: Moral Conflict Over Child Labor" *CCR*, 81-94

**Part 2: Researching Childhood**

*April 6: Research Approaches to Childhood*

**Visit special collections.** We will meet in Special Collections at the Regenstein Library (JRL 111), during our regular class period. Archivists at Special Collections will speak to the class about the library's holdings related to the history of childhood, including the E.B Collection of historical children's books, and the papers of reformers Grace and Edith Abbott, and sociologists Ernest Burgess and Alison Davis. We will view selected items from the collections and discuss possible sources and topics for research papers.

*April 11: Research Approaches, Childhood and the State*

Barbara Finkelstein, "Uncle Sam and the Children: A History of Government Involvement in Child Rearing" in *Growing Up in America*, 255-266

**OR**

Alison Brysk, "Children Across Borders: Patrimony, Property or Persons," *People out of Place: Organization, Human Rights, and the Citizenship Gap*, 153-172.

**Assignment:** Bring to class an example of a primary source that deals with the history of childhood and the state produced between 1600 and 1970. Examples could include legal cases, state or federal regulations, records of publicly funded institutions. Be prepared to briefly discuss why you chose this item, the issues it raises, and how you would use it to make a historical argument.

*April 13: Research Approaches, Childhood and Cultural Production*

Neil Harris, *Planes, Trains and Automobiles: The Transportation Revolution in Children's Books*, 1-12

**Assignment:** Read one historical children's book in the E.B. Collection at Special Collections. Come to class prepared to discuss the book in class.

*April 18: Research Approaches, Childhood and Resistance*

Carolyn Steedman, "The Tidy House" *CCR*, 431-453

**Assignment:** Bring a primary source that contains an example of a child's voice, writing, or artistic expression. Examples might include diaries, letters, drawings, or interviews. Come to class prepared to discuss your source.

*April 20: Research Approaches, Paper Proposals*

**Assignment:** For class, prepare a five-minute presentation about your preliminary research topic. In the presentation you should identify the primary sources you will consult and the major problem you will address. A one or two page summary of the proposal is also due in class.

**Part 3: Creating an Historical Narrative**

*April 25: The Sentimental Child and the Problem of Slavery*

David Brion Davis, "The Quaker Ethic and the Antislavery Debate" in *The Antislavery Debate*, 27-64

Harriet Beecher Stowe, *Uncle Tom's Cabin*, Chapters 25-26 [302-321]

*April 27: Slave Childhood?*

Wilma King, *Stolen Childhood: Slave Youth in Nineteenth Century America*, 1-50

*May 2: Children in the Age of Emancipation*

Peter Bargaglio, "The Evolution of Contractual Families" in *Reconstructing the Household: Families, Sex, and the Law in the Nineteenth Century South*, 137-175

Rebecca Scott, "The Battle Over the Child: Child Apprenticeship and the Freedmen's Bureau in North Carolina, in *Growing Up in America*, 193-207

*May 4: Inventing Child Labor*

John Hingham, "Industrialization of Child Labor" *Child Labor*, 2-41

Muller v. Oregon (class handout)

View Lewis Hine photographs held by the National Archives at [www.archive.gov](http://www.archive.gov).

*May 9: Child Saving, Constructing the Problem*

Hingham, "Child Labor Reform" *Child Labor*, 44-83

Jane Addams, *The Spirit of Youth and the City Streets*, Chapters 1 and 2, 8-30.

*May 11: Generations, Cohorts, and Social Change*

Glen Elder and Tamara Hareven, "Rising Above Life's Disadvantage: From the Great

Depression to the War" in *Children in Time and Place*, 27-46  
 William Tuttle, "America's Home Front children in World War II" in *Children in Time and Place*, 47-72

*May 16: Generations and Class Consciousness*

Robin Kelley, "'We are Not What we Seem' The Politics and Pleasures of Community"  
*Race Rebels: Culture and Politics and the Black Working Class* 35-53  
 E.P. Thompson, "Childhood" *The Making of the English Working Class*, 331-349

*May 18: Human Rights, Civil Rights, and Children's Rights*

Dominique Marshall, "Humanitarian Sympathy for Children in Times of War and the History of Children's Rights, 1919-1959" in *Growing Up in America*, 184-200  
 Declaration on Rights of Children (1924) (class handout)  
 Declaration of Rights of the Child (1959) (class handout)  
 Resolution on the Prevention and Punishment of the Crime of Genocide (1948) (class handout)

*May 23: Brown v. Board*

Hannah Arendt, "Reflections on Little Rock" *The Portable Hannah Arendt*, 231-247  
 Opinion of the Court in *Brown v. Board of Education*, (1954)  
 Kenneth B. Clark, "Effect of Prejudice and Discrimination on Personality Development," (Midcentury White House Conference on Children and Youth, 1950)

**Rough Drafts due 3:00pm Friday May 27 in Chalk Digital Drop Box.**

*May 25: Child Saving II, Childhood and Liberalism*

LeAlan Jones and Lloyd Newman, *Our America: Life and Death on the South Side of Chicago*, 29-49  
 Laura Briggs, "Mother, Child, Race, Nation: The Visual Iconography of Rescue and the Politics of Transnational and Trans-racial Adoption" *Gender and History*, 179-198.  
 Marina Warner, "Little Angels, Little Devils: Keeping Childhood Innocent" *Managing Monsters: Six Myths of Our Time*, 33-48

*Class 21: Paper Presentations*

*Class 22: Paper Presentations Continued*

**Final papers due the last day of finals week at noon.**

*Grades*

20% participation  
 30% short assignments and class presentations  
 50% final paper

## **Museum Review: Museum of Childhood, Edinburgh**

### **Heather Munro Prescott**

Founded in 1955, this museum claims to be the first such institution dedicated to the history of childhood. The museum's founder, Joseph Patrick Murray (1908-1981) was a bachelor who claimed not to like children, stating that they were "only tolerable after their baths and on their way to bed." Murray insisted in the museum's first guidebook that "this is not a children's museum; it is a museum about them."\* Consequently, the museum strives to avoid a simplistic nostalgia trip by providing a thorough, unsentimental look at childhood over the past three hundred years.

The collection is spread through five floors and is organized thematically into categories such as health and hygiene, food and drink, school days, children at work, and toys, games and pastimes. Murray's original captions to the exhibits are informative and entertaining, with an off-beat sense of black humor similar to that of children's author Roald Dahl. For example, Murray accompanies a design for a proposed memorial window to King Herod's "Massacre of the Innocents" with the following: "Modern research suggests that the exact number of 'Innocents' massacred could not have been more than twelve or fifteen. To a Museum Curator, when distracted by noisy or aggravating children, this seems a very disappointing total, and one well within his capacities to improve." Since the museum is purported to be the noisiest in Edinburgh, adults might find the preceding remark humorous, if horrifying. Yet Murray realized that adults could be just as horrible, if not downright despicable toward children. Consequently, the museum provides an unvarnished look at some of the more disagreeable aspects of childhood's past, including an excellent section on child labor. At the same time, the curatorial staff attempts to show that the lives of working children were not ones of unremitting misery, and illustrates how children were able to find fun and pleasure amidst even the worst urban squalor.

On the whole, the museum provides an excellent balance between entertainment and education. At times, I found the sheer volume of objects overwhelming and younger children will probably grow bored long before reaching the end of the museum. I also was a bit annoyed that one entered (and exited) the museum through the giftshop, although admission to the collections is free. Nevertheless, I would highly recommend a visit to this charming museum. It is located at 42 High Street, on Edinburgh's historic Royal Mile. Hours are Monday-Saturday, 10am-5pm and Sunday noon-5pm. The museum itself does not have a website, but further information can be found at the City of Edinburgh Council's Museum and Galleries website, <http://www.cac.org.uk/>

\* Information on the museum comes from John Heyes, *Museum of Childhood Edinburgh*, Second Edition (City of Edinburgh Museums and Art Galleries 1986 & 1993), which can be purchased in the Museum Shop.

**News from the Field**  
 compiled by Nancy Zey and David Pomfret

**Member News**

SHCY is proud to sponsor the online publication of *Children and Youth in America: A Documentary History* (Harvard University Press, 1973). This seminal work was edited by Robert H. Bremner with associate editors John Barnard, Tamara Hareven, Robert Mennel. The online version is still a work-in-progress, but the beta version of Volume I is now available for use at: <http://www.h-net.org/~child/Bremner/TOC.htm>

Kudos to **Kriste Lindenmeyer** for her appointment as the Fulbright Senior Scholar at Martin-Luther-Universität Halle Wittenberg (Germany) during the last academic year. There she taught courses on American history in the university's Institute for British and American Studies. She is now back at UMBC where she is chair of the History Department. Her new book, *The Greatest Generation Grows Up: American Childhood in the 1930s* will be published by Ivan R. Dee in October, 2005.

Congrats to **Jackie Wolf**, Associate Professor in the Departments of Social Medicine and History at Ohio University. She received a two-year publication grant from the National Library of Medicine to complete her second book, tentatively titled *Birth Pangs: A Social History of Obstetric Anesthesia*.

**David Wolcott** announces that his book, *Cops & Kids: Policing Juvenile Delinquency in Urban America, 1890-1940*, will be released by Ohio State University Press in September 2005. Further information may be seen at <http://www.ohiostatepress.org/Books/Book%20Pages/Wolcott%20Cops.html>

From **Laura Lovett**, "I have a journal article on the history of child health and nutrition (or, why Popeye eats spinach) coming out in the *Journal of Health Policy, Politics and the Law* in October. Written primarily for health policymakers, "The Popeye Principle: Selling Child Health in the First Nutrition Crisis" appears in a special issue on the Obesity epidemic and, argues that current policymakers need to know more about the history of child health education to begin to assess current approaches to the issue. For example, not only was Popeye's spinach consumption a direct result of an effort to popularize vitamin consumption in light of their discovery in 1911 by popular media, but so, too, were the introduction of child height and weight charts into school programs and the notion of a "normal" weight and diet.

**Amy Ogata**, Associate Professor at the Bard Graduate Center for Studies in the Decorative Arts in New York, has a new article out, entitled "Creative Playthings: Educational Toys and Postwar American Culture." Look for it in the most recent issue of *Winterthur Portfolio: A Journal of American Material Culture*.

**Gail S. Murray** has a new title and position at Rhodes College. Address her as Associate Professor and Chair of the Department of History!

And **Emily Cahan**, too, has a new title. She has been appointed Chair of the Department of Human Development at Wheelock College. Last year Emily was also elected to the to the Review/Executive Committee of Cheiron.

**Andrea Tanner** is creating a database of the in-patients at Great Ormond Street Hospital during 1852-1914. So far 51,000 children have been entered, and there are plans to have the pre-1900 data cleaned, standardized, and validated by Spring 2006 so that the database can be interrogated on the hospital website. This project should prove an invaluable source of information on the health of poor urban children in Victorian London.

Congratulations to **Stephen Lassonde**, whose book, *Learning to Forget: Schooling and Family Life in New Haven's Working Class, 1870-1940* (New Haven: Yale University Press, 2005), appeared in May.

Congratulations, also, to **Pamela Riney-Kehrberg**, Associate Professor of History and Director of Agricultural History and Rural Studies at Iowa State University, upon the publication of her new book, *Childhood on the Farm: Work, Play, and Coming of Age in the Midwest*. Please refer to <http://www.kansaspress.ku.edu/rinchi.html> for more information.

**Miriam Forman-Brunell** reports that her book, *The Babysitter: A History*, is under contract with New York University Press and will be published next year.

**Peter Holloran** of Worcester State College announces the 2005 Northeast Popular Culture/American Culture annual book award has been awarded to **Jane Lancaster** for *Making Time: Lillian Moller Gilbreth, A Life Beyond "Cheaper by the Dozen"* as an outstanding contribution and model of original scholarship.

Rick Jobs has organized a panel entitled ‘**The Rights of Youth and Modern French History**’ to be chaired by Professor John Gillis at the **Social Science History Association** conference. The conference will be held in Portland, Oregon from 3-6 November 2005. For more details please see <http://www.ssha.org>

### **Exhibitions:**

For an interesting look objects designed for children around the world and over time—from seventeenth-century New England to Papua New Guinea in the modern era—check out the current exhibition at the Carnegie Museum of Art, “kid size: The Material World of Childhood.” The exhibition runs from April 30 to September 11, 2005; more details can be found at <http://www.cmoa.org/exhibitions/exhibit.asp>

The International Cultural Research Network is holding its next Congress in Greece from July 10-15. The topics include: Children and Youth; Education; Indigenous Issues; and Terror and Terrorism. More details will be available in September. For more information, send an email to [icrn@telusplanet.net](mailto:icrn@telusplanet.net).

*Teen Chicago* continues through December 4, 2005 at the Harold Washington Cultural Center in Chicago. This exhibition examines Chicago's influence on teen life and the imprint teens make on the city; it is part of three-year project sponsored by the Chicago Historical Society. More information as well as an online version of the exhibition can be found at <http://www.teenchicago.org>.

The British Library is running an exhibition on the underlying themes to Hans Christian Andersen's fiction, from May 20 to October 2, 2005. Using clues provided by some of his best-known characters, it explores the dark side as well as the innocence of his vision. For more details see exhibition website, [www.bl.uk/onlinegallery/features/andersen/homepage.html](http://www.bl.uk/onlinegallery/features/andersen/homepage.html), as well as Antoine Capet's review on H-Museum.

The Zentrum für Kunst und Medientechnologie (ZKM) Karlsruhe is featuring an exhibition on today's youth cultures and kids' ways of coming to terms with questions of identity in a consumer culture. Please refer to [www.coolhunters.net](http://www.coolhunters.net) for more information.

Though already past, members may be interested to know that on August 20, 2005, the Peter Wentz Farmstead in Pennsylvania hosted an interactive event on "Colonial Childhood." Participants experienced childhood in the 18th and 19th centuries as demonstrated by the site's youth apprentices and learned about period clothing, games and colonial life. More information about this and future events can be found on <http://www.montcopa.org/historicsites/peter%20wentz%20narrative.htm>

The Maastricht public library in Maastricht, Netherlands has a photographic exhibit of schools and children from the past 100 years in that city.

#### **Forthcoming Conferences:**

Swiss Museums Association AMS and ICOM Switzerland are preparing a meeting with the theme "Kinder im Museum" (in German). More information can be found on <http://www.vms-ams.ch/fileadmin/vms-ams/docs/Kinder.pdf>. While the conference is completely overbooked, preparations are being made for another meeting with the same theme in the French speaking part of Switzerland.

The Florida Reggio Collaborative for the Rights of Children will be hosting a conference on "The Pedagogy of Listening" in Miami, FL on October 7-8. For further information, please go to: <http://www.floridacollaborative.org/>.

On 12 December 2005 a conference entitled '**Children, Youth and their Education in a Globalizing India**' will commence at the Centre for Postcolonial Education, Varansi. Organizers invite paper-givers and attendees to explore local and global interactions 'with particular reference to children and youth' through discourses of history and other 'sites' for investigation. For more information please see <http://www.h-net.msu.edu/announce/show.cgi?ID=145467&keyword=youth>

A conference on **Christian Youth Movements: Their History and Significance** is scheduled to take place under the aegis of the Royal Historical Society in February 2006. The venue for the conference is likely to be Birmingham, UK, and the themes up for discussion include class, networks, gender and sexuality; youth, and age; nationalism, and internationalism; formation, education and citizenship; ecumenism, spirituality, personality; muscular Christianity, and sports; internationalism, and war; Euro-Americanism, imperialism, and colonialism; development and the rural/urban divide. Further information is available from the Executive Secretary, Royal Historical Society, University College London, Gower Street, London, WC1E 6BT, e-mail: [royalhistsoc@ucl.ac.uk](mailto:royalhistsoc@ucl.ac.uk).

### **Call for Papers:**

"Children's Literature at the Edge: New Texts, New Technologies, New Readings, New Readers"

7<sup>th</sup> International Conference of the Australasian Children's Literature Association for Research (ACLAR) Melbourne, Australia 13-14 July 2006. We welcome abstracts which address the theme. Papers can address, but are not limited to, the following:

- Emerging genres of children's literature
- Changing styles of narrative
- New technologies and their effects on texts
- Traditional forms with a new twist
- New scholarly directions
- Cultural shifts and children's texts
- New versions of older texts
- Marketing newness

Abstracts (of no more than 250 words) are due by: 31 March 2006.

Please email or post abstracts to:

Prof Clare Bradford (email [clarex@deakin.edu.au](mailto:clarex@deakin.edu.au))

Arts Faculty  
Deakin University  
221 Burwood Highway  
Burwood 3125  
Australia  
Phone: (03) 9244 6487

Notification of the acceptance of proposals will be made by 21 April 2006. For further inquiries contact the conference convenors: Clare Bradford ([clarex@deakin.edu.au](mailto:clarex@deakin.edu.au)) or Elizabeth Parsons ([parsons@deakin.edu.au](mailto:parsons@deakin.edu.au))

### Recent Publications:

This column provides a brief introduction to the recent (mostly) English-language publications which may be of interest to scholars working on the History of Childhood and Youth.

On Childhood in Europe, an edited volume is now available entitled *Childhood in South East Europe : historical perspectives on growing up in the 19th and 20th century* (editors Slobodan Naumovic and Miroslav Jovanovic). It is distributed in the US by Transaction Publishers. Lynn Nicholas's *Cruel world : the children of Europe in the Nazi web* (Knopff) addresses Nazi ethnic and racial policies by studying the impact of these policies upon children both in Germany and elsewhere in Europe. Troy Boone's *Youth of darkest England : working-class children at the heart of Victorian empire* (Routledge) addresses representations of English working class children and the responses of these children to efforts to impress upon them nationalist and imperialist values.

On childhood in China, *A tender voyage : children and childhood in late imperial China* by Hsiung Ping Chen has been published this year (Stanford University Press).

Pamela Riney-Kehrberg's, *Childhood on the farm : work, play, and coming of age in the Midwest* (University of Kansas Press) deals with farm children from the early post-Civil War period through the Progressive Era. Memoirs and other forms of personal testimony continue to be published, providing rich detail on experiences of childhood and youth in various historical contexts. Noteworthy is *Ohio volunteer : the childhood & Civil War memoirs of Captain John Calvin Hartzell*, edited by the late Charles I. Switzer (published by Ohio University Press).

On youth in the European context, this year saw the appearance of a volume of nine essays entitled *European Cities, Youth and the Public Sphere in the Twentieth Century* (Ashgate) edited by Axel Schildt and Detlef Siegfried. The volume has a broadly European focus and investigates tensions and problems emerging from the myriad ways in which city government, youth and public space met in the twentieth century. The essays deal with a range of topics and case studies, from rural immigrant youth in nineteenth century Germany to hooligans in 1950s Hungary.

Staying with Europe, there have been several new additions to the emerging literature on youth in postwar Europe. Amongst them are Mark Edward Ruff's *The wayward flock : Catholic youth in postwar West Germany, 1945-1965* (published by University of North Carolina Press). This includes chapters on youth in Cologne, the Rhineland, and issues such as the relationship between catholicism, youth and commercial culture. Gaetano Quagliariello has produced an edited volume of essays on the subject of 'the politics of youth in Italy' (*La politica dei giovani in Italia : 1945- 1968*) (LUISS University Press). Another new book, though not with an academic press, which takes on a sixties phenomenon (purportedly from a cultural history perspective) may be of interest. The book is Steven D. Stark's *Meet the Beatles : a cultural history of the band that shook youth, gender, and the world* (Harper).

New arrivals dealing with youth in the US context are Rodney Hessinger's *Seduced, abandoned, and reborn : visions of youth in middle-class America, 1780-1850* (University of Pennsylvania Press) and Peter S. Carmichael, *The last generation : young Virginians in peace, war, and reunion* (University of North Carolina Press).

For those interested in contemporary history and studies of youth from a popular history perspective Tara Brabazon's work, *From revolution to revelation : Generation X, popular memory, and cultural studies*, published with Ashgate, may be of interest.

If readers have suggestions relating to conferences which they attended, calls for papers, or new publications that they might like to see included in this column of the bulletin please contact me at [pomfret@hkucc.hku.hk](mailto:pomfret@hkucc.hku.hk).

## **A List of Recent Dissertations and Dissertations in Progress on Topics Related to the History of Childhood and Youth**

### **Recent Dissertations**

Bryan, Derrel James, EdD

"A Legal and Historical Study of Parental Choice: Implications for Public Education."  
University of South Florida, 2004

de Schweinitz, Rebecca Lyn, PhD

"If They Could Change the World!: Children, Childhood, and African-American Civil Rights Politics"  
University of Virginia, 2004

Dzon, Mary Christine, PhD

"The Image of the Wanton Christ-Child in the Apocryphal Infancy Legends of Late Medieval England."  
University of Toronto, 2004

Hill, Janice M., PhD

"Building a Nation of Nation-Builders: Youth Movements, Imperialism and English Canadian Nationalism, 1900-1920"  
York University, 2004

Huber, John B., EdD

"The Accessibility of American Catholic Secondary Schools to the Various Socioeconomic Sevels of Catholic Families in the 21st Century"  
University of San Francisco, 2004

Johansson, Kent Sven Patric, PhD

"Child Mortality During the Demographic Transition: A Longitudinal Analysis of a Rural Population in Southern Sweden, 1766-1894"

Lunds Universitet (Sweden), 2004

Leppanen-Guerra, Analisa Pauline, PhD

“The Child Lost in the Garden of Time': Childhood and the Fourth Dimension in the Works of Joseph Cornell”

University of California, Irvine, 2004

Lohmeyer, Jan W., PhD

“The Lutheran Church-Missouri Synod School System: A Historical Perspective and Comparative Study”

University of New Orleans, 2004

Mandell, Elisa C., PhD

“The Birth of Angels: Posthumous Portraits of Infants and Children in Mexican Art”

University of California, Los Angeles, 2004

Mason, Frederick Daniel, PhD

“Straightening Children and Reconstructing Men: Medical Discourse on Physical Therapies and People with 'Disabilities,' 1885-1920”

The University of Western Ontario, 2004

Nolan, Lucinda A., PhD

“Sophia Lyon Fahs: A Theology and Philosophy of Transformative Religious Education”

Fordham University, 2004

Pearson, Susan J., PhD

“The Rights of the Defenseless': Animals, Children, and Sentimental Liberalism in Nineteenth-Century America”

The University of North Carolina at Chapel Hill, 2004

Rybakova, Maria, PhD

“The Child-snatching Demons of Antiquity: Narrative Traditions, Psychology and Nachleben”

Yale University, 2004

Sheehan Mc Hugh, P. A., EdD

“A Sociocultural and Historical Exploration into Discourses of Discipline in Two Early Childhood Inclusive Classrooms”

State University of New York at Binghamton, 2004

Unger, Steven, DPA

“The Indian Child Welfare Act of 1978: A Case Study

University of Southern California, 2004

Vasconcellos, Colleen A., PhD

“And a Child Shall Lead Them?': Slavery, Childhood, and African Cultural Identity in Jamaica, 1750-1838”

Florida International University, 2004

Wridt, Pamela J., PhD

“Childhoods in Place and Placeless Childhoods: An Historical Geography of Young People in Yorkville and East Harlem, 1940-2000

City University of New York, 2004

### **Dissertations in Progress**

Aird, Sheila Marie. [Howard](#) University

“The Forgotten Ones: Enslaved Children and the Formation of a Labor Force in the British West Indies”

Allen, Benjamin Mark. University of Texas-Arlington

“Children of the Sun': Spiritual Bridges along the Spanish Frontier, 1500-1820”

Anuik, Jonathan. University of Saskatchewan

“Métis Children and the Christian Educational Agenda--The Formation of a Métis Childhood Identity in 19th-Century Northwest North America”

Audet, Caroline. University of Arizona

“Colonizing Children, Colonizing Families: Youth and Youth Organizations in Colonial Tunisia, 1918-40”

Bates, Rebecca. University of Kentucky

“Cultivating the British Nation, Saving the English Laborer: A Study of Working-Class Childhood, Labor, and Philanthropy, 1830-1924”

Birk, Megan E. Purdue University

“Children in the Country: 19th-Century Solutions for Rural, Dependent Children”

Brian, Amanda. University of Illinois, Urbana-Champaign

“Bonds of Empire: Growing Children in the Kaiserreich, 1871-1918”

Bullard, Katharine. University of Illinois, Urbana-Champaign

“Imperial Children: Race, Citizenship, and Child Welfare”

Carriere, Michael. University of Chicago

“I Now Pronounce You Children of a New Age': Columbia University, Democracy, and Economy in New York City, 1960-98”

Chalmers, Elizabeth. University of Kentucky

“Children of the Occupation: French Children Living in German Occupied France during

the First World War”

Chupik, Jessa. McMaster University

“The Institutional Confinement of 'Idiot' Children in 20th-Century Canada: The Case of the Orillia Asylum, 1900-35”

Collinson, Caroline. The Ohio State University

“The Littlest Immigrants': Adoption, Migration, and Exploitation of Border Crossing Children in the Americas”

Drixler, Fabian. Harvard University

“Children of Fear: Population Policy and the End of the Low Fertility Regimes of Northern Japan, 1720-1920”

DuRocher, Kristina. University of Illinois, Urbana-Champaign

“Lessons in Black and White: Violence as an Education in Race, Gender, and Southern Identities for Children in Jim Crow South, 1880–1930”

Fu, Jia-Chen. Yale University

“Society's Laboratories: Mapping Children's Health in Republican China, 1928-49”

Gallop, Rachel. University of Minnesota

“Dirty Hippies, Earth Mothers, Love Children: California Counterculture in the Vietnam Era”

Gorshkov, Boris. Auburn University

“Factory Children: Child Industrial Labor in Imperial Russia, 1780–1917”

Green, Rachel. University of Chicago

“‘There will not be orphans among us!’ Detdomovtsy, Foster Children, and Adoptees of the World War II Era”

Hartzok, Justus G. University of Iowa

“Children of Chapaev: The Russian Civil War Cult and the Creation of Soviet Identity, 1918-82”

Hinderer, Moira. University of Chicago

“Making African American Childhood: Chicago, 1890-1930”

Jowers, Sandra. Howard University

“Ending the Educational Exile of Black Deaf Children in Washington: Miller v. District of Columbia Board of Education”

Kickler, Troy. University of Tennessee

“Black Children, Northern Missionaries: The Freedmen’s Bureau, and Southern

Conservatives in Tennessee, 1965-70”

Lachaussee, Alice Hull. University of Mississippi  
 “Lessons in Heritage: Southern Children Inherit the Lost Cause”

Livschiz, Ann. Stanford University  
 “Soviet Childhood as a Social, Cultural, and Political Institution, 1918-58”

May, Michele. University of Illinois, Urbana-Champaign  
 “The Republic and Its Children: French Children’s Literature, 1855–1900”

McKinley, Charles. Brandeis University  
 “The Illegitimate Children of the Enlightenment: Jean-Jacques Rousseau and the 19th-Century French Anarchist Movement”

Miller, Leslie. University of Georgia  
 “The Power of the Privileged: The Model of the White Middle Class Family and the Education of American Children, 1820–1920”

Morley, Joselyn C. Carleton University  
 “‘Mother Dead, Father Living, A Very Useless Man’: Children in Need, the Protestant Orphan's Home, and Municipal Welfare in Ottawa, 1915-29”

Myers, Sharon. New Brunswick  
 “The Governance of Childhood: The Discourse of State Formation and the New Brunswick Child Welfare Survey, 1927-30”

Ransmeier, Johanna. Yale University  
 “‘No Other Choice’: The Sale of Women, Children, and Laborers in Late Qing and Republican China”

Ringel, Paul. Brandeis University  
 “Conceiving Children: Children’s Literature and the Shaping of American Cultures, 1865–1930”

Sribnick, Ethan. University of Virginia  
 “The Transformation of Child Welfare: Children, Policy, and the State, 1945–80”

Stern, Gaius. University of California, Berkeley  
 “Women, Children, and Senators Celebrating Pax Romana on the Ara Pacis”

Sundermann, Elisabeth. University of California, Davis  
 “Identity Lessons: Nationalism and the Education of Schoolchildren in Postwar London”

Tinsley, Alexis. Brandeis University  
 “Liberty’s Children: The Changing National Identity of Children in New England, 1700-

1827”

Villarreal, Rachel. University of Arizona

“Gladiolas for the Children of Sanchez: Revolutionary Rhetoric and Urban Renewal in Mexico City, 1946-68”

Wash, Charles. Howard University

“Childhood in Brazil: Free and Enslaved Children in Salvador da Bahia, 1822-88”

Webb, Daryl A. Marquette University

“Milwaukee Children in the Great Depression”

## Editors and Contributors to the SHCY "Newsletter" Issue #6

**Joe Austin** is associate professor of history at the University of Wisconsin at Milwaukee and author of *Taking the Train: How Graffiti Art Became an Urban Crisis in New York City* (2001). He is currently working on the development of print-zines and globalizations among goths and graffiti writers.

**Sarah Duff** is an MA student in the Department of History at the University of Stellenbosch, South Africa. She is currently completing her dissertation, 'Head, Heart, and Hand: Constructions of Middle Class Afrikaner Femininity at the Huguenot Seminary, 1874-1910.'

**Paula S. Fass** is Preston Hotchkis Professor of History at the University of California, Berkeley. She is coeditor of *Childhood in America* (2000) and author of *The Damned and the Beautiful: American Youth in the 1920s* (1977), *Outside In: Minorities and the Transformation of American Education* (1989), and *Kidnapped: A History of Child Abduction in the United States* (1997). She is currently writing a book on children and globalization.

**Mona Gleason** teaches the history of children and youth and the history of education at the University of British Columbia. She is the author of *Normalizing the Ideal: Psychology, Schooling, and the Family in Postwar Canada* (Toronto: University of Toronto Press, 1999) and co-editor of *Rethinking Canada: The Promise of Women's History* - 4th Edition (Toronto: Oxford University Press, 2002) and *Children, Teachers, and Schools in the History of British Columbia* (Calgary: Detselig Press, 2003). Mona edits the "Canadian Happenings" column of the "Newsletter." Email: mona.gleason@ubc.ca

**Joseph Hawes** is professor of history at the University of Memphis. In addition to editing and co-editing several anthologies and research guides, the most recent of which is *The Family in America; An Encyclopedia* (ABC-CLIO, 2001), he has published *Children in Urban Society: Juvenile Delinquency in Nineteenth Century* (1971), *The Children's Rights Movement: A History of Advocacy and Protection* (1991), and *Children Between the Wars: American Childhood, 1920-1940* (1997). He is the past president of the Society for the History of Children and Youth.

**Maira Hinderer** is a graduate student in the History Department at the University of Chicago. She is writing her dissertation, "Making African American Childhood: Chicago, 1919-1939," and struggling with issues of accessibility to sensitive records. Maira is regular contributor to the "Newsletter." Email: mehinder@uchicago.edu

**Kathleen W. Jones** co-edits the SHCY Newsletter with Sean Martin, Colleen Vasconcellos, and Margot Hillel. She is Associate Professor of History at Virginia Tech, where she teaches the history of medicine and a course on murder in America. Kathleen is the author of *Taming the Troublesome Child: American Families, Child Guidance and*

*the Limits of Psychiatric Authority* (1999; 2002); at present she is working on a history of youth suicide. Email: [kjwj@vt.ed](mailto:kjwj@vt.ed)

**Kriste Lindenmeyer**, current president of SHCY, is Professor and Chair of the Department of History at University of Maryland-Baltimore County. Her new book, *The Greatest Generation Grows Up: Childhood in 1930s America*, will be published in November with Ivan R. Dee Publishers. Email: [lindenme@umbc.edu](mailto:lindenme@umbc.edu)

**David M. Pomfret** is Assistant Professor in Modern European History in the Department of History, University of Hong Kong. He teaches and publishes on the history of young people and adults' representations of young people in modern European cities and is the author of *Young People and the European City: Age Relations in Nottingham and Saint-Etienne, 1890-1940* (Aldershot: Ashgate, 2004). David co-edits with Nancy Zey the "News from the Field" column. Email: [pomfret@hkucc.hku.hk](mailto:pomfret@hkucc.hku.hk)

**Heather Munro Prescott** is Professor of History at Central Connecticut State University and author of *A Doctor of Their Own: The History of Adolescent Medicine* (Harvard University Press, 1998).

**Colleen A. Vasconcellos** is a Visiting Assistant Professor in the Department of History at the University of West Georgia. She is currently working on a monograph based on her dissertation, "And a Child Shall Lead Them?: Slavery, Childhood and Abolition in Jamaica, 1750-1838." In addition to being an editor of the SHCY newsletter, Colleen is also an editor of H-Africa and H-Caribbean and an Advisory Board member of H-Childhood. Email: [colleen@mail.h-net.msu.edu](mailto:colleen@mail.h-net.msu.edu)

**Nancy Zey**, is a Ph.D. candidate at the University of Texas at Austin. Her dissertation explores the interrelationship of charity schools, orphan asylums, and pauper apprenticeship in the early American republic using Natchez, Mississippi as a case study. She presented a paper on the evolution of female charitable societies into modern child welfare agencies at the SHCY Biennial Meeting in 2003. Nancy co-edits with David Pomfret the "News from the Field" column. Email: [nancyzey@mail.utexas.edu](mailto:nancyzey@mail.utexas.edu)

SOCIETY FOR THE HISTORY OF CHILDREN AND YOUTH  
Application for Membership

Print out and complete this form, then mail it with a check for \$25 made out to "SHCY" to James Marten, History Department, Marquette University, P. O. Box 1881, Milwaukee, WI 53201-1881. The student rate is \$15.

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Address

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Professional Title/Affiliation

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E-mail

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Research Interests: