TO OUR READERS:
For this issue of the Newsletter we have taken “disabilities” as our theme, with articles that showcase current interest in this topic. Meredith Eliassen examines children’s literature from the antebellum US for representations of the blind; Catherine Aurentz Griffith suggests that special educators would do well to consider a history of the language of “least restrictive environment; and Mona Gleason discusses her new project on the “disabled” child in Canada. Heather Munro Prescott’s report on presentations at this year’s meeting of the American Association for the History of Medicine points out the many ways that disabilities history intersects with the history of children and youth and the history of medicine. Elisabeth Boulot provides an introductory bibliography of materials she’s found useful for studying disability history in the United States and Moira Hinderer’s “Websightings” column describes the wealth of materials available online from disabilities scholars. Taken together, these articles make clear that “disabilities” is a multi-faceted concept, that sources for the study of disabilities history are varied, and that much work remains to be done in this subfield of the history of children and youth.

As usual, the Newsletter is brimming with news from members and news about recent publications, exhibits, and upcoming conferences of interest to SHCY-ers. And, it’s brimming with news about SHCY – you’ll find the call for papers for the 4th Biennial SHCY Conference, to be held next summer in Sweden, and also an announcement of plans for SHCY’s new journal, the Journal of the History of Children and Youth.

One new feature we want to call to your attention: Thanks to Colleen’s negotiations with ProQuest, we are now able to reprint the abstracts of recently completed dissertations.

What you won’t find in this Newsletter is a column on teaching about disabilities in courses on the history of children and youth. We very much wanted to include articles on teaching about children and disabilities, but alas, we had no volunteers. Does the lack of response mean we do not discuss these topics in our courses? Probably not. So, we would like to encourage you send us your best practices for teaching about this subject. We will publish them in the next issue.

Enjoy, and we look forward to hearing from you for the winter issue of the Newsletter,
Your editors-- Margot, Kathleen, Colleen, Moira, and Sean
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Message from the SHCY President

Kriste Lindenmeyer

I find it so easy to get comfortable and isolated within my own academic specialty. After all, isn’t that why I chose to specialize? I’m happy that after twenty years studying history I still get excited hearing an excellent history presentation, seeing a good historical documentary, viewing a creative museum exhibit, or reading a new book relying on familiar historical methods. I am very aware that there is so much history to learn and so very little time for me to do it. Nonetheless, as a historian of childhood and youth I realize that it is also important to get out of my academic comfort zone. There are many benefits of using a multidisciplinary approach for uncovering the history of children and youth. But multidisciplinary and interdisciplinary are feats easier to spell than to accomplish. One of my goals as SHCY president is to help create an atmosphere in our organization promoting dialogue among scholars from a variety of disciplines. It can be frustrating to see how little historians have influenced other academic fields examining issues that touch children. But, rather than blame “the others” for their lack of historical perspective, I hope that learning more about the research in other fields will shape my work so that it can be more useful to those outside my specific academic field.

With this goal in mind, I have been spending more of my time reading the work of people trained in fields other than history. For example, geographers examining children’s spaces emphasize the important relationship of environment and place as tools for interpreting the learning experiences of children and adolescents. Colleagues in psychology point me to evidence highlighting the significance of family relationships to children’s acquired literacy. Public health researchers connect access to quality health care and good nutrition to young people’s capacity to learn. Computer scientists are uncovering evidence of young people’s self-efficacy developed in online communities like MySpace. Far from “bowling alone,” for those with access to the Internet, online communities build relationships among young people in ways fostered by new technology, but old patterns.

Scholars examining the history of children and youth should not “bowl alone” either. SHCY has members trained in a variety of fields, but most are historians. Next year’s conference in Sweden will offer new opportunities for expanding our reach. Make your plans to submit a panel presentation and/or attend. It is going to be an important learning opportunity for all of us.
CALL FOR PAPERS

The fourth biennial conference of the Society for the History of Children and Youth is the first to be held in Europe. It is organized through the Department of Child Studies, Linköping University (LiU) at Campus Norrköping. The conference will be held in the historic and beautiful centre of Norrköping, one hour and thirty minutes south of Stockholm. Lodging options will be provided in hotels and student dormitories nearby. For local accommodations and registration information see:

http://www.liu.se/shcy2007/home

We welcome all papers that deal with the history of children and youth from all periods of time. We encourage historical papers and sessions drawing upon comparative and interdisciplinary perspectives borrowing from areas such as demography, ethnography, ideological analysis, institutional approaches, legal studies, media studies, psychological frameworks, etc.

The conference organization committee will favour proposals for complete sessions and will look favourably on sessions that have an international representation. Individual papers will also be accepted.

Proposals should be submitted to: shcy2007@tema.liu.se

Submission Deadline: November 1, 2006

Session Guidelines

Paper sessions will last approximately two hours and include 4 papers, a discussant and a chair. Presenters will have 15 minutes to present their papers. Moderators will be asked to strictly enforce time limits to allow time for discussion from the floor. Full papers will be made available to conference participants on-line beforehand. To stimulate discussion presenters will be asked to prepare for the conference by reading the other papers that will be presented in their session.
Session Proposals
Scholars are invited to submit proposals for sessions. The proposed session may be complete (four papers) or partial (two to three papers or one to two papers and a discussant). We also welcome proposals for roundtables (chair and 3-5 panelists) and sessions built around one or more books (chair, several panelists and response from author(s)). Sessions should represent more than one institution.

Session proposals should include the following information:

* Session title and a brief description
* Your name, department, institution, address and e-mail address and role (paper-presenter, chair or discussant)
* Names and roles (paper-presenter, chair or discussant) department, institution, address and e-mail address of other participants
* Abstracts (400 words maximum) for the papers that are suggested to be included in the session

Individual Paper Proposals
Proposals for single papers can also be submitted. The Program Committee will try to fit single paper proposals into session in process of formation.

Paper proposals should include the following information:

* Paper title
* Your name, department, institution, address and e-mail address
* Abstract (400 words maximum)
* Audio-visual needs

More information about the conference and the submission of proposals will be available soon at http://www.h-net.org/~child/SHCY/index.htm and http://www.h-net.org/~child/SHCY to Publish a Journal!

At its last meeting, the Executive Committee of the Society for the History of Children and Youth voted unanimously to support the proposal from UMass/5 Colleges to edit and publish a journal for SHCY. The first issue of the Journal of the History of Childhood and Youth (JHCY) is scheduled for June 2007.

JHCY will be a peer-reviewed journal that addresses the history of childhood and youth cultures and the experience of young people across diverse times and places.

The journal will be published three times per year initially and will contain original essays and reviews of scholarly books on all aspects of the history of children and youth. Articles will be secured by voluntary submission and will be invited from historians who
use a range of methodologies as well as scholars in ancillary disciplines with historical interests in children and youth, such as anthropology, cultural studies, education, literary studies, gender studies, law, political science, religious studies, and sociology.

The *Journal of the History of Childhood and Youth* will be based in the Five College area with Editorial Offices at the University of Massachusetts, Amherst and editorial, administrative, and financial support provided by Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. JHCY will be run by a group of co-editors: Brian Bunk (History, University of Massachusetts), Laura Lovett (History, University of Massachusetts), Karen Sánchez-Eppler (American Studies and English, Amherst College), and Martha Saxton (History and Women and Gender Studies, Amherst College). Jon Pahl (History, Lutheran Theological Seminary of Philadelphia) will be the Book Review Editor and Hamilton Cravens (History, Iowa State University) will chair the Editorial Board.

For information about subscription and submission of articles, please contact [jhcy@history.umass.edu](mailto:jhcy@history.umass.edu). A preliminary website for the journal is under construction at [http://www.umass.edu/jhcy/](http://www.umass.edu/jhcy/)
Blindness -- loss of sight caused congenitally or by injury or infectious disease -- was explored by authors of antebellum children’s literature to delineate and develop instructive characters. Blindness was historically the most recognizable form of disability, and parents feared its economic, emotional, and social repercussions. Blind characters were developed to illustrate themes of dependency, poverty, and gender, and to inculcate being autonomous within family units and community life despite adversity. Prior to the American Revolution, while America was still a British colony, models of moral correctness were imported from England. Sarah Fielding’s *The Governess, or, The Little Female Academy* [http://www.gutenberg.org/etext/1905](http://www.gutenberg.org/etext/1905) was published in 1749. Considered the first work of juvenile fiction, this novel was used to instruct adolescent girls and their brothers for over one hundred years. In *The Governess*, Fielding urged her readers to practice caution in charity. Her resourceful character of the dwarf in “The Story of the cruel Giant Barbarico, the good Giant Benefico, and the pretty little Dwarf Mignon,” was the first disabled character developed to teach lessons about appropriate use of power. Researchers can track the semantics of what constituted “worthy poor” by studying disabilities literature for children.

During the Early Republic, writers shaped a rhetoric utilizing real and fictitious blind characters that demonstrated fortitude in their affliction so that communities had guidelines to provide assistance to the poor. In the United States, blind individuals were dependent upon family, neighbors, or almshouses -- early hospitals provided hospitality
and shelter to the poor and needy. Blind individuals lived independently, and received supplemental income, food, and clothing from local parishes. Blind characters, including war veterans, were commonly characterized as individuals readjusting to new living conditions. The Handelian Charitable Society in Baltimore was established in 1808 to aid persons in distress, and later the Hartford Evangelical Tract Society emerged after the Battle for Baltimore in 1815. Happy Poverty, or, The Story of Poor Ellen (1817) http://www.disabilitymuseum.org/lib/docs/793card.htm was written as a fundraiser to support the operation of the Baltimore General Dispensary. In this small tract, Ellen, a young woman blinded at the age of six years, exemplified a modest Christian life and received a small stipend from her local parish in addition to earnings from spinning and caring for another disabled woman in a “group home” situation.

The American Sunday-School Union (ASSU) and the American Tract Society (ATS) published books with disabled characters. ASSU started in Philadelphia as a coalition of local Protestant Sunday-school groups in 1817. ASSU established Sunday-schools where children learned to read and provided communities with libraries. This non-sectarian organization also developed a distribution network for children’s book on the frontier. Writers from many denominations -- within a single generation -- produced widely-read quality juvenile literature that caused a revolution in American reading habits and tastes. These books remained influential until the 1860s when public libraries provided easy access to attractive literature. ASSU published “Blind Alick” http://www.disabilitymuseum.org/lib/docs/793card.htm in The Boy’s Scrap Book in 1839. This story chronicled the life of Alexander McDonald (1771-1830), also known as Blind Alick and the Blind Fiddler. Born in Perth, Scotland, McDonald was blinded by smallpox as a child. He became a well-known strolling fiddler, who earned his living as a popular performer at social gatherings. McDonald attended a school for the blind in Glasgow and learned the Bible well enough to get other children interested in learning the Gospels.

Poverty became a visible threat to communities in the United States after a financial panic in 1819, when Americans noticed that most jobs had become seasonable and precarious, and wages were low. Employment options for disabled people could not sustain survival. Children experienced the impact of the tumultuous economy, and were taught to be adaptable; and families having trouble making ends meet, turned to charitable organizations for assistance. Cobb’s Reader (1834) contained an account of Julia Bruce entitled “The Deaf, Dumb and Blind Girl” http://www.disabilitymuseum.org/lib/docs/792card.htm. Julia was the daughter in a poor family living in Connecticut. When her maintenance became a burden, she was placed in an asylum. This story provided a seminal model by showing how Julia adapted to her new environment and learned new tasks. Young readers were cautioned, “Never, therefore, forget to be grateful for the talents which you are endowed.”

While a child’s outlook in the face of adversity might make family life easier, dealing with the illness leading to a child’s blindness might be catastrophic for a family’s economic survival. Scarlet fever epidemics had global impact on large segments of the population, and were utilized in children’s stories throughout the nineteenth century. The
first documented epidemic of scarlet fever occurred between 1735 and 1740. Before the
deventieth century, scarlet fever was considered to be a benign childhood illness, but
between 1824 and 1885 America and England experienced cycles of pandemic scarlet
fever, and the United States suffered numerous waves of scarlet fever from 1820 to 1880.
First published in *Juvenile Miscellany* in 1829, “Blind Susan, or, The Affectionate
Family” told the story of Susan Mordant who bravely underwent corrective surgery after
an illness. Susan appeared to be on the mend, but then died in the story’s conclusion.

In *The Blind Beggar*, (New York: ATS, circa 1840), a mother tells her children a
cautions tale of how blindness can be related to the heart and not to sight. The beggar
in this story was blinded by cataracts, and refused an offer from a surgeon to remove the
cataracts at no charge. The beggar refused the offer and chose to remain blind and poor,
because he would have to make lifestyle changes, he would have to earn a living instead
begging and living off of charity. This story, reminiscent to *The Governess*, asserted the
importance of knowing the circumstances of people who appeal to our sympathy. It
suggested that quick charity could exasperate problems that might be alleviated by
exploring alternatives. While some people might be down on their luck and just need a
little help, others pretend to need help, but remain unwilling to change their habits in
order to change their lives.

Literature associated with institutional reform written during the 1830s often described
excruciating treatments for curing blindness. These texts strongly encouraged families to
research and support institutions providing services for the blind. In *Blind Alice* (New
York: D. Appleton, and Company, 1855, p. 64-65), M.J. McIntosh explained to readers,
“these institutions for the blind... [where] those who are perfectly blind are taught to read,
write, sew and do many fancy works, which it would seem to us quite impossible to do
without sight.”

Even before the women’s reform movement of the 1840s, blind women strove to become
as autonomous. *Incidents in the Life of a Blind Girl* (Baltimore: James Young, 1859),
was a famous autobiographical account of a blind woman named Mary L. Day who was
the daughter of an itinerant tinsmith. The story revealed how Mary’s family traveled
extensively and suffered many hardships prior to her blindness at the age of twelve, and provided an insightful account of a female-headed family coping with poverty and illness. Mary underwent a series of unsuccessful treatments to cure her blindness. Orphaned, bound out to work, she was fired when the family tired of her. Cast out, Mary fended for herself, wandering until she collapsed on the roadside. Finally a family took her in and cared for her.

To conclude, families had no safety nets -- they could only hope for the charity and good will within their own community. Blind characters illustrated resourcefulness to encourage children to grow up to have independent lives or to endure with affliction with grace. As doctors developed treatments for specific forms of blindness, and institutions provided education and services for the blind, the emphasis of blind characters departed from pragmatic instruction to become sentimental depictions of the blind. The Civil War changed the tone of all children’s literature to depict changing patriarchal gender roles as soldiers left wives and widows to head households.

Post-bellum juvenile literature reflected new sensibilities as characteristics of “childhood” and attitudes towards what constituted “worthy poor” changed. Sentimental stories with absent father figures always featured a male figure who appeared to rescue a disabled girl.

“Faith Douglas,” (1863) [http://www.disabilitymuseum.org/lib/docs/798card.htm](http://www.disabilitymuseum.org/lib/docs/798card.htm) was published in *The Little Pilgrim*, a northern children’s magazine for Christian children. In this story, the cause of Faith’s blindness was allegorical and vague – however, her sunny disposition brought joy to those around her, and eventually drew in a wealthy male benefactor who alleviated her tribulation. The semantics of disability shifted so that male-war heroes would not appear to be needy or pathetic. Men returning from the battlefields blinded by injuries could not be depicted as being dependent, and therefore juvenile blind characters were developed to reflect the notion that children should appear to be more innocent or needy than their elders.
New Research Directions in History of Children with Disabilities

Below is a brief synopsis of my next research project that combines the history of children with the history of disability and education. If you are working in a similar area, please feel free to contact me, mona.gleason@ubc.ca. Comments, suggestions, and advice are most welcome.

Mona Gleason, Department of Educational Studies
University of British Columbia

In 2000, the Canadian Council on Social Development conducted a survey of experts regarding the level of support for special education across the country. In a context of economic restructuring and cut-backs in provincial funding for education, an overwhelming majority of informants (82%) reported that special education service delivery, including that for disabled children, had been severely compromised. Despite provincial variations, the expert informants agreed that “their education systems were not meeting the needs of children with special needs.”[2]

In the judgment of many advocates, parents, and educators in Canada and internationally, educational equity continues to elude many disabled children and their families.[3] Crowded out by concerns regarding fiscal constraint, educational standards, and student achievement, meaningful public dialogue about the purpose and value of education in the lives of disabled children and their families is too often missing. Historical studies in the Canadian context perpetuate the same neglect. No comprehensive view of the evolution of attitudes towards the education of disabled children in the Canadian context exists. My research project entitled “Troubling ‘Normal’” is an attempt to begin to address this considerable gap. I hope to do so in two ways. In the first, this research investigates professional attitudes, specifically on the part of medical and educational experts, towards disabled children between approximately 1850 and 1970 in Canada. A second focus explores how disabled children and their families responded to professional opinions regarding their capabilities and limitations. The study queries professional reactions to a range of disabilities that had very different meaning (and response) depending on age of onset, duration, and whether they were perceived to be mental (illness or developmental “delays”) or physical (from cerebral palsy to polio, to broken limbs). This new research explores how and why professionals, regardless of the opinions of the disabled themselves on their own bodies, either collapsed differences into the single category of “disabled” or made arbitrary distinctions amongst disabilities.[4]

My time frame incorporates milestones of central importance to the history of disabled children in Canada. The first benchmark year, 1850 marks when schooling for youngsters in Canada West (later Ontario), one of the first provinces to join Confederation and commonly a leader in educational matters, became compulsory. This included an extended, albeit intermediate, period of institution and asylum building to house children with disabilities. Two World Wars, in turn, ushered in considerable medical, technical, and attitudinal change in approaches to disability. By the late 1960s ideas about the rights
of disabled children to be educated with “the same opportunities and protection that the State accords it more fortunate citizens” found unprecedented advocates and signaled developments that preoccupy parents and experts today. The onset of that change, together with new technologies, such as amniotic testing, provide an appropriate moment to end an historical study of Canada’s evolution of thinking and practice with regard to the education of children judged disabled. [5] Three overarching questions drive the study: How did medical and educational professionals conceptualize disabled children and their “suitability” for learning, and how and why did this shift over time? What were the consequences of expert knowledge for disabled children and their families? What does this history teach us about the purpose and value of education for all children? If current iterations of a discourse of “hopelessness” regarding educational equity for disabled children are to be challenged, the lessons of the educational past must be excavated. [6]

ENDNOTES
1. Italicizing the terms “normal” and “disabled” highlights not only the changing and contested terrain of both of these labels over time, but also invites readers to consider the ways in people with “disabilities” retain competencies in various aspects of their lives. While these terms will not be italicized throughout, I intend them to be read as contested. Francophone Canadians, particularly in the province of Quebec, have a unique history including the evolution of public schooling and the treatment of disabled children that deserves a separate study. This project is therefore focused on the English Canadian experience.
4. See the essays in The New Disability History – American Perspectives (New York: New York University Press, 2001) edited by Paul K. Longmore and Lauri Umansky. The editors summarize in their introduction that “(p)eople with disabilities themselves, as individuals and in organized associations, have, in all eras, struggled to control definitions of their social identity, to direct their social careers.” (p. 2)
Using a Historical Perspective to Understand Current Policy on Educational Placements for Students with Disabilities

Catherine Aurentz Griffith, University of Virginia

Why does the federal government have a stake in where students with disabilities are educated when Individualized Educational Programs (IEPs) are developed at the local school level through the participation of parents, students, school administrators, general and special educators, and other relevant service providers? Most educators are cognizant of the federal government’s top-down influence on education through the recent education legislation, No Child Left Behind Act (NCLB) of 2001; but this control did not begin with NCLB, as the federal government’s power has permeated special education for the past 30 years through P.L. 94-142 (Education for All Handicapped Children Act [EHCA], 1975). Understanding why the federal government became involved in the education of students with disabilities through the federal mandates in P.L. 94-142 and how this involvement currently influences educational placements for students with special needs is of continuing interest to special educators everywhere. In this essay I want to suggest that educators who want to understand the pervasive federal influence in local placement decisions would do well to explore the historical context of special education placements.

Prior to 1975, states and local school districts/divisions had the right to determine where and how students with disabilities were educated in the public schools. Placement was not a function of federal law; the Constitution did not reserve control over education for the federal government. The pivotal civil rights case Brown v. Board of Education (1954) helped promote the concept of equal opportunity for all students, not just African Americans, in the public schools; however, the conceptual framework for equal educational opportunities for students with disabilities failed to manifest in reality until years later when powerful parent advocacy groups helped to influence federal judicial decisions and legislation (see Pennsylvania Association of Retarded Children v. Pennsylvania, 1972; Mills v. Board of Education of District of Columbia, 1972).

Passage of EHCA provided the federal mandate. In particular, through the following assertions included in Section 601 of the EHCA (1975), the federal government justified its role in officially altering the power structure among the localities, states, and the federal government by assuming the authority to make educational decisions for students with disabilities:

(3) More than half of the handicapped children in the United States do not receive appropriate educational services which would enable them to have full equality of opportunity;

(4) one million of the handicapped children in the United States are excluded entirely from the public system and will not go through the educational process with their peers.
(9) It is in the national interest that the Federal Government assist State and local efforts to promote programs to meet the educational needs of handicapped children in order to assure equal protection of the law.

As evidenced through these direct citations from EHCA, the federal government was concerned about the exclusion of students with disabilities; therefore, Congress initially created this legislation to enforce protection of exceptional children’s equal educational opportunities. Under this law, students with disabilities are provided a “free and appropriate public education,” and the local school districts/divisions are expected to create interdisciplinary teams to determine these children’s instructional goals and educational placements. Additionally, Congress shifted some of the responsibility for educating students with disabilities to the federal government because many of these students were not receiving appropriate educational services.

Special educators should understand that the federal mandates outlined in P.L. 94-142 and in its reauthorization in 2004 (see Individuals with Disabilities Education Improvement Act, 2004) were not implemented to denigrate individuals with special needs; instead these mandates were established to protect and provide educational services to these children and adolescents. However, as historians Jean Crockett and James Kauffman (1999) explained in their historical analysis of the “least restrictive environment” (LRE), these mandates are sometimes falsely misinterpreted. For example, the IDEA federal regulations (1999) define the LRE as “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled” (§ 300.550). Crockett and Kauffman emphasized that some individuals interpret the LRE to mean that students should be educated to “the greatest degree possible” in the general education setting, rather than using the accurate legal wording of to “the maximum extent appropriate” (p. 19). They argued that different interpretations lead to opposing views on the appropriate educational placement for students with disabilities; however, as they discussed, interpreting the law differently does not make it accurate.

Crockett and Kauffman (1999) use an historical perspective on the LRE to help frame the current movement in special education for full inclusion of students with disabilities in general education classrooms with their nondisabled peers. Total exclusion of students with disabilities in general education settings in the past has influenced some individuals to consider special education placements (e.g., educational settings that are separate from nondisabled peers) as restrictive and harmful; however, Crockett and Kauffman clarified why special education placements are beneficial for some students with disabilities and should not be totally removed. They urged special educators to become aware of (a) the misconceptions of the LRE being interpreted from the federal legislation and regulations and (b) how history influences these misinterpretations. Eliminating special education classes for some students with disabilities would essentially deny these children and adolescents their free and appropriate public education.

In conclusion, a historical perspective is essential to understanding why federal mandates were implemented to regulate students with disabilities’ educational placements; however, special educators should evaluate carefully how previous transgressions against
students with disabilities influence present interpretation of the LRE. Moreover, special educators should keep in mind that separate education settings for some exceptional students are advantageous.

References


Individuals with Disabilities Education Act Regulations, 34 C.F.R. § 300.1 et seq.


Starting Points for Research: A Short Bibliography of Sources Related to the Public Education in the United States for Children with Disabilities
Elisabeth BOULOT, Université de Marne-la-Vallée

I came to disability history while doing research on the education of disabled children in the United States. My particular concern was to study how they had gradually been granted access to public education along side non-disabled children whenever possible. I am interested in this subject as part a wider study on children’s rights, and my main field of research is public policy and legal issues on individual liberties. I am glad to be given the opportunity to share with readers the sources I’ve found particularly helpful for this topic.

Recent publications on disability history and public education of disabled children and youth:

   Ed. Note: Richards is one of many articles devoted to disability history in this issue of The Public Historian.

Websites:
http://www.disabilitymuseum.org

http://www.disabilityhistory.org (The Council for Disability Rights)

http://disstud.blogspot.com (Temple University; this blog provides a list of events related to disabled people including children and youth)

http://www.americanhistory.si.edu/disabilityrights (National Museum of American History)

On special education:
City University of New York: National Centre on Educational Restructuring and Inclusion

The University of Virginia Office of Special Education provides a history of special education, laws, medical journals available on line at: http://curry.edschool.Virginia.EDU/go/specialed/

Peabody Library at Vanderbilt University also provides material for the study of children and youth with disabilities.

Disability study program at Toledo University (archives) http://www.dstprg.utoledo.edu


Gallaudet University, Washington D.C. has archives and its website provides a link to the library catalogue of the University of Maryland which provides information on books about disability history and a list of periodicals: http://library.gallaudet.edu/

Council for Exceptional Children

National Council on Disability

National Information Centre for Children and Youth with Disabilities: http://nichcy.org

Journals which I have found useful to understand changes in the education of disabled children and youths and specific issues related to their education:
   American Annals of the Deaf
   Journal of Special Education
Medical Journals:
- American Journal of Orthopsychiatry
- Paediatrics
- The American Journal of Public Health
- Journal of American Medical Association

US Government Documents:
House of Representatives and Senate reports on the passage of the three major pieces of legislation about the education of children with disabilities
- PL 94-142 Education for All Handicapped Children Act, 1975
- PL 101-476 Individual with Disabilities Education Act, 1990
- PL 108-446 Individuals with Disability Education Improvement Act, 2004

State and Federal Court decisions reflect the evolution from exclusion to inclusion:
http://www.findlaw.com

State Archives should provide information about laws excluding disabled children from public school education and on the history of institutions for blind, deaf and mentally retarded children.

I located the websites of many institutions which today still provide an education for disabled children, by doing research on lists of such institutions state by state.

See also:
President Hoover’s White House Conference on Child Health and Protection. Special Education, the Handicapped and the Gifted. Report on Special Classes. New York, 1931 (provides an insight on the way the education and training of “crippled” and other handicapped children).

President Kennedy’s Panel on Mental Retardation 1962.

University Centres for Excellence in Developmental Disabilities Education, Research and Service http://www.cdl.unc.edu/psychology/history.htm
The Intersection of the History of Children and Youth and Disability History at the American Association for the History of Medicine Conference, Halifax, Nova Scotia, May 4-7, 2006
Heather Munro Prescott, Central Connecticut State University

The history of health and disease in childhood and youth is an important subset of current research in the history of medicine. The emphasis over the two decades has been on capturing the experience of medical clients – whether these are parents or children and teenagers themselves. Many of the papers presented at this year’s AAHM also represent scholars’ growing interest in disability studies as they affect children and adolescents.

Sarah Rose’s paper, “Producing the Feeble-Minded,” provides an interesting new perspective on state institutions for the “feeble-minded,” as well as eugenic policies affecting this population. Rose shows how intellectual disabilities became medicalized, as individuals with these disorders were shifted from poor houses to specific institutions where they could receive medical and vocational rehabilitation. Rose suggests that the “twin fears” of perpetuating the reproduction of the “feeble-minded,” combined with concerns about the need to rehabilitate “unproductive citizens” were at the root of the twentieth-century eugenics movement.

A session on Hospitalized Children also explored the role of institutions in shaping late nineteenth and early twentieth-century childhood. Graham Mooney’s paper, “Not Visiting Isolation Hospitals in Victorian Britain,” examined how the families and friends of patients – the majority of whom were children – became identified as threats to the public health. The concern was not that visitors would bring infection into the hospital, but that they would transmit it from the hospital to the broader community. Visitation, even by parents, became an increasingly rare occurrence, usually signifying the imminent death of the patient. Bruce Lindsay’s paper, “Pariahs or Partners?” demonstrated how new views about developmental psychology and childrearing in the 1940s and 1950s helped overturn this exclusionary policy, as visiting by parents and other family members became central to a child’s recovery. Lisa J. Pruitt’s article, “The Memphis Crippled Children’s Hospital School,” examined how the changing disease environment and racial discrimination in the South affected the treatment of disabled children. She also convincingly demonstrated that “collaboration rather than competition” between various professional groups led to multidisciplinary approaches to meeting the needs of physically disabled children.

The session on “Medical and Governmental Responses to Pediatric Disease” really should have had “disability” in the title since that was the major subtheme that tied the papers together. Walt Schalick’s paper, “Splendid Steps: Children with Disabilities and the U.S. Government, 1912-1945,” described the critical shift from a “charity model” approach, to one that made disabled children a central component of the growing federal bureaucracy. Sarah A. Leavitt’s paper, “A Good to Think about When I Can’t Sleep,” introduced the key players at the National Institutes of Health who participated in developing the rubella (German Measles) vaccine. She argued that federal funding and priorities in vaccine research were shaped not only by scientific knowledge, but also
relative epidemic dangers and the interests of pharmaceutical companies. Leavitt also raised questions about the ethics of testing the vaccine on institutionalized developmentally disabled girls. Leslie J. Regan’s paper, “If Unborn Babies are Going to Be Protected, It will Have to be by Inoculating the Kids,” gave a different perspective on the emergence of the rubella vaccine. Regan shows that the 1963-65 rubella epidemic provoked abortion law reform and mass vaccination of children in order to prevent the tragedy of “hopelessly deformed” babies. The vaccination campaign treated children as both victims and dangers to future babies, using the bodies of disabled children to convince children and their parents to accept vaccination that was dangerous only to a developing fetus. Finally, Walter M. Robinson’s paper “Assaying for Good Mothers,” examined how newborn screening programs for phenylketonuria (PKU) created new standards of mothering. Once a child with PKU was identified, prevention of retardation depended on a strict diet, and measurement of phenylalanine levels became an index of “good mothering.” Robinson suggests that the proposed widespread adoption of newborn screening for cystic fibrosis has a similar potential for defining what counts as good mothering, since daily interventions by parents is required in order to benefit from early diagnosis.

In summary, the level of scholarship and analysis demonstrated in these papers was very high. I look forward to seeing them in print soon.

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REGULAR COLUMNS

Websightings: Childhood and Disability History
Moira Hinderer, University of Chicago

Some useful starting points for historians seeking information about child and disability on the web include: H-Disability, which hosts discussions of a wide range of scholarly issues of "disability" (at http://www.h-net.org/~disabil/). Many academic programs in disability studies also host their own sites, for example the Center on Human Policy, Law, and Disability Studies at Syracuse University (at http://disabilitystudies.syr.edu/). The resources section of the site offers extensive bibliographies as well as web site listings and descriptions of academic programs. Information on scholarly issues can also be found at sites like the Society for Disability Studies (at http://www.uic.edu/orgs/sds/index.html). DisabilityResources.org (at http://www.disabilityresources.org/index.html) contains an overwhelming number of topics, links and resources for a broad audience. However, historians may find the links in the section "Art, History and Culture" both manageable and useful. Government publications and documents related to Americans with Disabilities Act can be found (at http://www.usdoj.gov/crt/ada/adahom1.htm).

Exhibits
While not specifically focused on children, the Smithsonian National Museum of American History online exhibit Whatever Happened to Polio (at http://americanhistory.si.edu/polio/) includes many child subjects and child-related
artifacts. The exhibit also includes a section called "Understanding Historical Photographs," which could provide an interesting starting point for classroom discussions about visual images and constructions of childhood and disability. The Smithsonian also hosts the online exhibit The Disability Rights Movement (at http://americanhistory.si.edu/disabilityrights/exhibit.html) While this exhibit provides an overview of issues in disability rights, it lacks some of the richness of the Polio exhibit.

The four hour documentary radio series Beyond Affliction: The Disability History Project (at http://www.npr.org/programs/disability/) originally aired on National Public Radio. Children and families are a prominent part of the series, particularly in the programs "Inventing the Poster Child" and "Tomorrow's Children." The Beyond Affliction site includes audio and written transcript excerpts from the shows as well as reproductions of many of the documents discussed on the shows. Information about ordering tapes and transcripts of the programs are also available on the site.

The Disability Social History Project (at http://www.disabilityhistory.org/index.html) provides extensive links and bibliographies relating to both popular and scholarly perspectives on disability. Of particular interest are the site's web exhibits on topics including "Freak Shows" in the United States (1940-1940), Disability Campaigns in the United States: 1930s - 1960s, Disability Militancy in the 1930s, Nazis, Eugenics, and the T-4 Program (1920-1950). While these exhibits are generally small, they raise interesting issues and are usually accompanied by extensive bibliographies.

Primary Sources and Images
While the Disability History Museum (at http://www.disabilitymuseum.org/) does not yet have any exhibits on their website, they do have a interesting library containing both a "Document Collection" and a "Visual Still Collection." These items primarily from the nineteenth and twentieth centuries include photographs, postcards, advertisements, lithographs, beggar's cards, articles, pamphlets, and book excerpts.

The site neurodiversity.com (at http://www.neurodiversity.com/) states that its mission is "honoring the variety of human wiring." The site includes a blog that advocates on various medical issues as well as an extensive library of podcasts and full-text articles. One collection of articles called the "Library of the History of Autism Research, Behaviorism and Psychiatry" includes a collection of articles published between 1943 and 1978 in both scholarly journals and popular magazines. The site provides easy access to articles like a 1965 Life Magazine piece on autistic children called, "Screams, Slaps, and Love: A Surprising, Shocking Treatment Helps Far-Gone Mental Cripples," which is reproduced with the original photographs.

The extensive digitized holdings of American Memory at the Library of Congress (at http://memory.loc.gov/ammem/index.html) offers a large searchable database of visual and written texts. There holdings seem particularly strong in the institutional history of childhood and disability, with many documents from schools, institutions, and charities.
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Canadian Happenings

Mona Gleason, University of British Columbia

85th Annual Meeting of the Canadian Historical Association, May 2006
Despite sweltering weather and a city wide transit strike the first day of sessions, the Canadian Historical Association met at York University in North York, Toronto at the end of May, 2006. Four sessions (13 papers) were devoted to topics in the history of children and youth – an unprecedented number! We were delighted to have colleagues from the SHCY join a number of our sessions this year, either as presenters or as facilitators (Bill Bush from the University of Nevada-Las Vegas, Susan A. Miller from the University of Pennsylvania and Joe Hawes, from the University of Memphis).

Paper presented:

Patrick Ryan, King's College, University of Western Ontario
How "New" is the New Sociology of Childhood? Mapping the Landscape of Modern Ideas about Children

Veronica Pacini-Ketchabaw, University of Victoria
Rethinking the History of Ontario Day Nurseries: Loci for Intervention, Regulation, and Administration

Mona Gleason, University of British Columbia
Small Matters? Theorizing Age and Size in the History of Children and Youth

Jean Trépanier, Université de Montréal
Exploring the Practice of Probation in the Juvenile Justice System in Montreal, 1912-1950

Tamara Myers, University of Winnipeg
Condemning Kids with the Curfew: Regulation of Youth Beyond the Juvenile Court

William Bush, University of Nevada-Las Vegas
James Dean and Jim Crow: Boys in the Texas Juvenile Justice System in the 1950s

David Niget, Université Catholique de Louvain
"Former un travailleur utile et un honnête citoyen": la justice des mineurs comme outil d’intégration socio-politique. Québec, Belgique, France, 1900-1940

Stephanie Olsen, McGill University
Boys and Their Associations, Leagues, and Bands: The Key to Strong Families and Good Citizenship in Britain, 1880-1914
Pedagogy

Ephemera Saved! The Prelinger Film Archive, A Rich Resource for Teaching the History of American Childhood

Emily D. Cahan, Wheelock College

For over twenty years the film archivist Rick Prelinger has been collecting and preserving what he affectionately calls “ephemeral films” – advertisements, educational, industrial and amateur films made for a specific purpose and a particular time with no thought given to their long-term value or preservation. Many of these films were shown in educational settings such as science, history, and the infamous “health classes.” In addition to educational films the archive includes a wonderful collection of advertisements amateur, documentary, and industrial movies made mostly by unknown amateur but also made by the likes of filmmaker Willard Van Dyke. The Prelinger Archives now hold over 48,000 such films; in 2002 the Library of Congress acquired the film collection but you don’t have to go to Washington to see the films – many are available and can be downloaded at no charge at http://www.archive.org/details/prelinger

A feast of entertaining and enlightening films awaits the social historian of 20th century United States. With titles such as “Duck and Cover,” “The Atom Bomb,” “Behind The Iron Curtain” and “School Rules: How They Help You” historians will find a treasure chest of windows into American culture. The Prelinger Archive also offers much to the historian of 20th century American childhood. Ninety-five films on social guidance are noted in the index, sixty-four on gender roles, twenty on children, ten films on citizenship and the list goes on. Titles related to children include: “Boys Beware,” “Angry Boy,” “As Boys Grow,” “Duck and Cover” (one of the most frequently downloaded), “Are You Popular,” and “Dating Do’s and Don’t’s” and many more address children and their place in the social order. Adolescents learn how to be good citizens, when to duck and cover in case of a nuclear attack and are given reasons why they should never, ever have sex or smoke marijuana. The index is searchable and all films are now in the public domain. Prelinger went to a good deal of effort to wrestle these films out from under unknowable or untraceable copyright restrictions in order to release these gems to the public. Each film also offers a running list of viewer reviews and comments available to anyone who wishes to either read what others have written or write their own comments. Enjoy!

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News from the Field
Compiled by Nancy Zey, University of Texas at Austin

Member News:

E. Wayne Carp, Benson Family Chair in History and Professor of History at Pacific Lutheran History, was a keynote speaker in July 2006 at the 2nd International Conference on Adoption Research at the University of East Anglia in Norwich, England. His lecture, “A History of the Movement to Open Adoption Records: An International Perspective,” discussed the history of adoption records in three Anglophone countries: the United States, England, and New Zealand. (See his conference report below).

Congratulations to Kriste Lindenmeyer, who was promoted to full professor and named chair of the Department of History at the University of Maryland, Baltimore County in May, 2006.

Amanda Littauer recently completed the Ph.D. from the University of California, Berkeley and will soon assume a position as assistant professor of History and Women's Studies at Saint Mary's College in Notre Dame, IN.

Don Romesburg received his Ph.D. in History and a Designated Emphasis in Women, Gender and Sexuality from the University of California, Berkeley in May 2006, after completing his dissertation, entitled “Arrested Development: Homosexuality, Gender, and American Adolescence, 1890-1930.” He is currently an adjunct professor at Sonoma State University in the history and women/gender studies departments.

Kudos to Hamilton Cravens, Professor of History at Iowa State University, who was recently selected as Distinguished Scholar in Arts and Humanities by the University's Center for Excellence in the Arts and Humanities, which gives him the fall 2006 semester free of normal teaching duties. He has also been appointed as the Fulbright-Dow Distinguished Chair at the Roosevelt Study Center, Middelburg, the Netherlands, for the spring, 2007 semester. He will use this year's leave to work on a book on changing notions and events with respect to race in post-Reconstruction America, focusing in particular on popular culture, science, and politics and the law.

Meredith Eliassen, San Francisco State University, presented a paper "The San Francisco Experiment: The Children's Year, 1918" at the annual conference of the Organization of American Historians in Washington, D.C. in April 1996. Her paper focused on the career of Dr. Adelaide Brown, who organized the Children's Year program in California that resulted in the establishment of Children's Health Centers, consequently leading to a significant reduction of the infant mortality rate in the state.

Congratulations to **Susa Ferentinos**, who has completed her PhD in History at Indiana University. Her dissertation is entitled, "An Unpredictable Age: Sex, Consumption, and the Emergence of the American Teenager, 1900-1950." She continues in her position as the public history manager for the Organization of American Historians.

As part of the OAH Distinguished Lecture Series, **James Marten** delivered "No Medals, No Monuments: Children during the Civil War" at the Civil War on the Western Frontier Days in Lawrence, Kansas, in August 2006. He is also editor of an anthology of original essays, *Children in Colonial America*, to be published by NYU Press late this year.

**Tamara Myers** has recently moved to the History Department at the University of British Columbia in Vancouver. Her book, *Caught: Montreal's Modern Girls and the Law, 1869-1945*, will be published this autumn with University of Toronto Press.

**Kathleen W. Jones** has been named an AdvanceVT Fellow for the fall semester 2006. AdvanceVT is a 4-year NSF-funded grant to support and promote women in the sciences and engineering. Virginia Tech has expanded the mission to include recruitment and retention of women and minorities in all areas of the university. As an AdvanceVT fellow, Jones is creating a mentoring handbook to provide departments with information about best practices, successful programs, and procedures to avoid in developing ways to support junior faculty. She would appreciate hearing from SHCY members who have had experience as mentors, have created formal or informal mentoring programs, or have been the recipients of successful or unsuccessful mentoring. Contact her at kjwj@vt.edu

**New Member Spotlight:**
Welcome to those who have recently joined the SHCY!

**Susan Pearson** is an assistant professor of history at Northwestern University. She specializes in 19th and early 20th century history, and is currently working on her first book, which examines the institutional and cultural linkages between animal and child protection organizations (SPCAs, SPCCs, and Humane Societies) from 1865 to 1920. She has also written about better baby contests, early 20th century baby health contests modeled on livestock shows. Furthermore, she is the founding editor of H-Animal, the H-Net Network on Animal Studies. Anyone who wants to reach Susan can do so at sjp@northwestern.edu.

**Elena Jackson Albarrán** is a doctoral student at the University of Arizona, currently doing dissertation research in Mexico City on the social and cultural history of childhood in Mexico from 1920-1940. She is interested in the ways that revolutionary governments reconstructed the category of childhood through international conferences, reconstruction of public space, new means of communication like radio. In addition, she is interested in the contributions of the commercial sphere in creating a new culture of childhood in an increasingly consumer-based society. Her email address is: fijate@hotmail.com.

**Tom Poulton, MD**, is Adjunct Professor of Pediatrics at Indiana University School of Medicine and a clinician caring for children in hospice and other settings. He recently
received a Wood Library-Museum Fellowship from the American Society of Anesthesiologists to conduct archival research dealing with the early administration of anesthesia to children. His research focuses on the mid-nineteenth century in Western Europe and North America, exploring culturally based attitudes toward the pain, suffering, and death of infants and children and how those attitudes informed the applications of anesthesia for young patients. Tom would value hearing from members whose interests overlap his (tpoulton@gmail.com).

**Martha Saxton** is delighted to be a new member of the SHCY. She is in the History and Women's and Gender Studies Departments at Amherst College and has written about women and girls the pre-Civil War era (*Being Good: Women's Moral Values in Early America*) and a biography of Louisa May Alcott. She may be contacted at: msaxton@amherst.edu.

**Miroslava Chavez-Garcia** is an Associate Professor in the Chicana/o Studies Program at UC Davis. Her first book, *Negotiating Conquest: Gender and Power in California, 1770s to 1800s* (Univ. of Arizona Press, 2004) examined the lives of Mexican women in a turbulent period of social, economic, political, and cultural change. She is presently working on the lives of Mexican, Mexican American, and African American males whose lives for one reason or another intersected with the emerging juvenile justice system in California. Of particular interest in her research are the Whittier State School (which later became the Fred C. Nelles School for Boys) and the Preston School of Industry. She is also considering the Ventura School for Girls and the experiences of the girls at that school. In addition, she is planning to conduct some interviews: with Anthony M. Platt, author of *The Childsavers: The Invention of Delinquency* (Chicago, 1969, 1977), in which we will discuss his work and its impact on the larger field of juvenile delinquency as well as with former wards of Whittier State School and the Preston School of Industry. Anyone interested in putting together panels, sharing work, or advice, please contact her at chavezgarcia@ucdavis.edu.

**News from the Field: Books**

**Lydia Murdoch**, Assistant Professor in History at Vassar College, has a new book out. *Imagined Orphans: Poor Families, Child Welfare, and Contested Citizenship in London* (Rutgers University Press, 2006), is a volume in The Rutgers Series in Childhood Studies, edited by Myra Bluebond-Langner. In it, she examines why Victorian reformers typically represented poor children who were institutionalized as orphans or "waifs and strays," when in fact most of these children had at least one living parent who often maintained contact. She argues that the discrepancy between the representation and the reality of children's experiences within welfare institutions stemmed from conflicts over middle and working-class notions of citizenship that arose in Britain during the 1870s and persisted until the First World War.

**Kriste Lindenmeyer**, Professor and Chair of the Department of History at the University of Maryland, Baltimore County, has recently published *The Greatest Generation Grows Up: American Childhood in the 1930s* (Ivan Dee, 2005). The book examines family life, popular culture, education, health, and public policy directed at children and teens in the
United States during the Great Depression and New Deal. The 1930s marked an important watershed in the universalization of the modern American ideal of childhood that has a legacy within the United States and beyond.

**Gael Graham**, Associate Professor of History at Western Carolina University, has a new book out. *Young Activists: American High School Students in the Age of Protest* (Northern Illinois University Press, 2006) looks at how the civil rights movement, the Vietnam War, and the anti-authoritarian spirit that was so pervasive on college campuses in the 1960s infiltrated American public high schools and created student activists. Utilizing the memories of students and educators as well as education journals, magazines, and court cases, Graham provides an insider's look at the diverse issues that mobilized the era's students. Graham demonstrates that, although teenagers were indisputably influenced by the events reshaping the wider world, they were neither pawns nor mere mimics of their elders. Rather, they drew upon the rhetoric and strategies available to them in the 1960s to promote their own interests.

**Rodney Hessinger** is Associate Professor of History at Hiram College where he specializes in teaching the history of gender, sexuality, the family, and religion in early America. He recently published *Seduced, Abandoned, and Reborn: Visions of Youth in Middle-Class America, 1780-1850* (Philadelphia: University of Pennsylvania Press, 2005), an examination of the reaction of reformers to empowered young adults in the early American republic. He is now at work on a study of sexual honor in the early republic, focusing in particular on the 1843 murder trial of Singleton Mercer.

**Barry Moreno**, research librarian at the Ellis Island Immigration Museum ([http://www.ellisisland.com/ellis_home.html](http://www.ellisisland.com/ellis_home.html)), announces that the museum has recently published *Children of Ellis Island*, a heavily illustrated volume in Arcadia’s “Images of America” series. He would also like to make SHCY members aware of the museum’s Ellis Island Oral History Interviews, which are largely the reminiscences of elderly Americans who passed through Ellis Island as children. More information can be obtained by calling 212-363-5807 or emailing STL1_Library@nps.gov.

**Recently Published Articles**:


Members may be interested in the **August 2006 issue of Slavery and Abolition** (vol. 27, no. 2). This is a Special Issue entitled “Children in European Systems of Bondage,” guest edited by Gwyn Campbell, Suzanne Miers and Joseph C. Miller.
Museums and Exhibitions:
The exhibition “Maman Disait” runs from July 2006 till November 2006 at the Hudson Museum, University of Maine, Orono, 3rd Floor Exhibit Space. Using collages of mixed media, Rhea Cote explores the proverbs and saying of her maman (mother). Her mother, one of 17 children, used proverbs-spoken in both French and English-to give insight into the daily life of her family. This exhibit shares these family traditions and curriculum material linked to Maine Learning Results are available for teachers. See the following websites for more information:
http://www.umaine.edu/hudsonmuseum/exhi.php
and http://www.fawi.net/proverbes/MamanDisait.html

The Library of Congress site has an interesting exhibit up, "The Empire that was Russia: The Prokudin-Gorski Photographic Record Recreated." Sergei Mikhailovich Prokudin-Gorski (1863-1944) was commissioned by Czar Nicholas II to photograph the Russian Empire in 1909-1912. He recorded life in eleven regions on glass plates, in a patented process that involved color images (before color photography as we know it today was invented). The plan was to use the images to make color slides for classroom use. Among the images, are a striking 1911 photograph of Jewish boys gathered around their teacher in Samarkand; a group of boys in Samarkand, also studying outdoors with their teacher c. 1910; and architectural views of schools. The search page for these images may be found at: http://lcweb2.loc.gov/pp/prokquery.html

“Offspring: Representations of Children in Contemporary Visual Culture” is on view at the Boston University Art Gallery from September 5, 2006- October 8, 2006. Investigating a range of representations, “Offspring” hopes to clarify our real and imagined perceptions of children and childhood at the turn of the twenty first century. Artists include: Stephen Chalmers, Christin Couture, Nicky Hoberman, Jill Greenberg, Melora Kuhn, Loretta Lux, Maria Marshall, Nicholas Prior, Jane Smaldone. All exhibitions and gallery events are free and open to the public. Visit the website at http://www.bu.edu/ART for hours and a schedule of related programs.

News from the Field, II
Of Interest to SHCY’ers: Events and Calls for Papers

Upcoming Events
On September 19, 2006, the New York Salon (http://www.nysalon.org/about-us/index.html ) will host a public forum; the topic: Parenting – Why Are We Afraid to Let Go. Time: 7:00-8:30. Place: Theresa Lang Center, The New School, New York, NY. Participants include: Paula S. Fass, Nancy McDermott, Sharna Olfman, and Peter Stearns. For those who cannot attend papers can downloaded at http://www.nysalon.org/upcoming/parenting.html and the web audience can post comments to the Salon’s blog at: info@nysalon.org.

The Institute of Childhood and Urban World (CIIMU), The Catalan Department of Wellbeing and Family and The Department of Anthropology (University of Barcelona) is organizing the 1st International Forum on Childhood and Families: ‘On Philias and
Phobias’: From biological to cultural kinship. Adoption, Homoparentality and other ways to construct families. The conference will be held September 29 &30 and October 2 & 3, 2006. Information, registration and posters proposals can be found at: www.foruminternacional.ciimu.org

Adam Golub and Bill Bush have organized a Children and Youth Studies Caucus within the American Studies Association. We will be meeting for the first time at this fall's ASA annual conference, October 12-15, Oakland, CA. Our meeting is scheduled for 2:00 PM on Saturday, Oct 14. This will be a business meeting where we will decide together on a plan for future work, perhaps including a web site, listserv, future conference panels, and other activities. We encourage any and all interested persons to attend - let's make our presence felt! For more information see the ASA conference web site: http://www.georgetown.edu/crossroads/AmericanStudiesAssn/annualmeeting/ASA2006/2006.htm

Caucus Mission Statement:
This caucus seeks an increased and organized presence within ASA for interdisciplinary approaches to the study of children and youth. We believe a Children and Youth Studies Caucus would provide a forum for showcasing the growing range and diversity of scholarly work in this subject area. In addition, the Caucus will draw new scholars into the orbit of ASA from disciplines such as education, anthropology, and Childhood Studies. It will enhance the ASA’s membership and annual conference program while also fostering communication between scholars who might otherwise never meet.

Impressionistic evidence suggests that the study of children and youth represents a rapidly growing field of inquiry. Practically every major academic press at the recent ASA meeting featured at least one and frequently two or more new titles dealing with children’s literature, public schooling, youth culture, and juvenile justice. Institutions of higher education, both in and out of the United States, increasingly offer undergraduate and sometimes graduate degree programs in Childhood Studies. These programs are explicitly interdisciplinary in approach, mirroring the methodological and epistemological questions currently being asked by American Studies scholars. For example, the Center for Children and Childhood Studies at Rutgers University supports “interdisciplinary inquiry into the lives of children in the city of Camden, the U.S., and abroad” and offers “innovative and interdisciplinary courses, research and service internships that equip university students and the public to make informed decisions concerning children and youth.” We believe that this program will be replicated in universities and colleges elsewhere, and that a coming generation of scholars will produce important and interesting work that should find a home at ASA.

Already, historians who study children and youth have created their own organization, the Society for the History of Children and Youth (SHCY), which has grown rapidly since its inception in 1999. SHCY sponsors its own listserv on H-Net (H-Childhood), publishes a newsletter, and hosts a semi-annual conference...
that brings together leading historians in this unique sub-field. However, a great many scholars who study children and youth are not historians and must look to other venues for their work and other mediums for the exchange of ideas. We believe the ASA can accomplish this worthwhile goal via a Children and Youth Studies Caucus.

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Call for Papers: Conference
Australian Feminist Studies conference, entitled “The Child.” The deadline for submissions is 15 May 2007. For more information contact the guest editor, Assoc Prof Barbara Baird, Women's Studies, Flinders University barbarabaird@flinders.edu.au (as yet, no website available).

The Department of History at the University of Limerick is organising a conference on the History of the European Family (June 20-21, 2007). Abstracts of 250-300 words are due by 1 December 2006 to Ciara.Breathnach@ul.ie and willemijnruberg@ul.ie

Call for Papers: Book
How is Disability Treated in Children's Fiction in the 20C?
(No date; edited collection of esssays)
I invite you to contribute to a book that will examine the way physical disability is shown and used in children's fiction. Although the material concerned is fiction written for children, the book is a critique of fiction where disability is featured, and *is not* a series of short stories.

The books will be those written specifically for, and read by, girls in the twentieth century. It is hoped that most, or all, of the contributors will be disabled women, thus giving a unique slant to the publication that will be applying the social model of disability to the subject. This will bring individual perspectives to the book and will highlight the contributor's opinions about the portrayals of disability or illness in children's fiction from the last century.
The book, as yet unnamed, is to be divided into three sections: Role Models, Inclusion/Separation and Stereotypes with a date range of Early (1900-36), Middle (1936-1970) and Modern (1970-2001) within each section.

Current gaps in the skeleton are in the following segments:
  - Role Models - Modern
  - Stereotypes - Middle
  - Inclusion/Separation - Modern

I would be very interested to hear from anyone who would like to write about books focusing on a specific disability or impairment, e.g. diabetes. Contact Helen Aveling via the website http://users.powernet.co.uk/tanquen/topsy/calling_writers.html if you want more information.
News from the Field, III: Publications in the Field
Compiled by David Pomfret, University of Hong Kong

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

Several works focusing on childhood and youth in the US have appeared in the last year or so. Kriste Lindenmeyer, the SHCY’s president, recently published *The greatest generation grows up: American childhood in the 1930s* (Chicago: Ivan R. Dee, 2005), a study of the youth of the ‘New Deal generation’ and their experience of work, unemployment, education and popular culture.


A resurgence of interest has been shown in the field of the history of youth and childhood in the colonial context. Recent works include *Invisible hands : child labor and the state in colonial Zimbabwe* by Beverly Carolease Grier (Portsmouth, NH : Heinemann, 2006), dealing with such themes as child and adolescent labour in the late nineteenth to the mid twentieth century and the construction of urban childhood during the early years of African nationalism, in the 1940s-1950s.


Satadru Sen’s *Colonial childhoods: the juvenile periphery of India, 1850-1945* (Chicago: Anthem Press, 2005) makes up the third of these recent books on the child in the colonial context. Sen examines how through colonial institutions, childhood was reformed, gendered and ‘deracinated.’
A number of scholars have produced recent books on childhood and youth in Modern Europe, and in particular Nazi Germany and Nazi-occupied Europe.


Relatively new work on childhood in South East Europe not previously reported in this newsletter has emerged in the form of Slobodan Naumović and Miroslav Jovanović’s edited volume on *Childhood in South East Europe: historical perspectives on growing up in the 19th and 20th century* (Münster: Lit ; Piscawatay, NJ, 2004).

The field of youth culture, and in particular Anglo-American popular culture in the 1960s has once again yielded new scholarship.


Those interested in youth and popular culture may also find Jennifer Hulbert, Kevin J. Wetmore, Jr., and Robert L. York’s, *Shakespeare and youth culture* (New York: Palgrave Macmillan, 2006) worth a look. This book explores the appropriation of Shakespeare in youth culture and the expropriation of youth culture in the manufacture and marketing of ‘Shakespeare’ in film, music and literature.

Modern France continues to attract scholars interested in the history youth and childhood. Alain Schaffner’s edited volume, *L’ère du récit d’enfance : en France depuis 1870* (Arras : Artois presses université) was published in 2005 and another recent addition to this field is Judith Surkis’s book *Sexing the citizen: morality and masculinity in France, 1870-1920* (Ithaca, N.Y.: Cornell University Press, 2006) which deals with education, family and the state, hygiene and a number of other themes.

Buford Norman’s edited work *The child in French and Francophone literature* appeared a little earlier, in 2004 (published by Rodopi), and may also be of interest.

Muslim youth promises to emerge as the focus of important research by historians of the contemporary period. Interest in this area has developed strongly in recent years and
Colette Harris’s, *Muslim youth: tensions and transitions in Tajikistan*, dealing with ‘traditionalism vs modernity’ in young Muslims’ lives and other themes is a new addition to scholarship on this subject (published by Westview Press, c2006).

The profile of work on childhood and youth in the Early Modern European context remains strong and recent work to appear, notable for its emphasis upon age as a category of social experience, includes Erin Campbell’s edited volume, *Growing old in early modern Europe: cultural representations* (Aldershot, England; Burlington, VT: Ashgate, c2006).

The theme of social deprivation and efforts by the state and private organisations to intervene to ameliorate the condition of children and youth afflicted by it has always been an important sub-field of the history of Childhood and Youth. New work in this area includes S.J. Kleinberg’s, *Widows and orphans first: the family economy and social welfare policy, 1880-1939* (Urbana: University of Illinois Press, c2006) and Lydia Murdoch’s, *Imagined orphans: poor families, child welfare, and contested citizenship in London* (New Brunswick, N.J. : Rutgers University Press, c2006)


New work on China continues to appear, with a recent addition in the form of Joseph W. Esherick, Paul G. Pickowicz, and Andrew G. Walder’s edited collection, *The Chinese cultural revolution as history* (Stanford, Calif.: Stanford University Press, 2006), which contains some discussion of the role of Chinese youth in this turbulent period.

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**Conference Reports**

**2nd International Conference on Adoption Research (ICAR2) Norwich, England, July 17-21, 2006**

E. Wayne Carp, Pacific Lutheran University

I recently attended the 2nd International Conference on Adoption Research (ICAR2), held at the University of East Anglia in the beautiful town of Norwich, England. ICAR2 (the first International Conference on International Adoption was held in 1999 at the University of Minnesota), attracted over 150 delegates from around the world, including participants from Europe, Australia, Brazil, Canada, India, Japan, South Korea, Nepal, New Zealand, Romania, UK, and the U.S., with two-thirds from the UK and the U.S. A large number of the participants were entry-level assistant professors or graduate students finishing their doctorates. The overwhelming majority of participants came from the social sciences, mostly psychologists, social workers, demographers, and adoption and family researchers.
The conference program was shared between keynoters, concurrent panel sessions, and poster symposia. For three days participants feasted on a host of intellectual stimulating papers presented in the concurrent sessions. The panels, all Power Point presentations, included adoptees’ experiences in transnational adoption; adolescents’ searching for biological and ethnic origins; adopted adults’ contesting Swedish adoption narratives, the current demographic dimensions of international adoption; the causes of international adoption in France; transracial representations of adoptees in the American and Canadian medias; longitudinal perspectives of families with adopted children with intellectual disabilities; Australian birth mothers’ experiences of relinquishing their babies in open adoptions; and a qualitative analysis of becoming an adoptive parent in intercountry adoptions. The posters packed an enormous amount of information in a compact space while allowing the presenters to discuss their research in an informal setting. It was an effective forum in which to network and to present research.

The opening address Monday evening by David Howe (University of East Anglia) in Norwich Cathedral, the second largest cathedral in England behind St. Paul’s in London, recognized the important role adoption played in both the sciences and humanities. The next three days were followed by talks from keynote speakers Jesus Palacios (University of Seville) on the ecology of adoption; Sir Michael Rutter (London University) on the huge improvement in psychological functioning after early institutional deprivation of Romanian adoptees adopted within the UK; Harold D. Grotevant on the importance of the adoptive kinship network; Ruth G. McCoy (University of Texas at Austin) on the success of the 1997 Adoption and Safe Families Act in reducing America’s huge foster care population and increasing adoptive placements; Miriam Steele (New School for Social Research) on attachment representations and adoption outcome on children who had been maltreated; and Elsbeth Neil (University of East Anglia) on what adoptive parents think and feel about post-adoption contact and how this affects children’s development; and by E. Wayne Carp (Pacific Lutheran University) on the evolution of the early history of openness and secrecy of adoption records in three English-speaking countries: the United States, England, and New Zealand.

Social activities were not neglected. On one afternoon when the panels ended early, participants could choose between a river boat trip and dinner through the historic heart of Norwich and out to the rural tranquility of Surlingham Broad; a guided tour and dinner of early seventeenth-century Blickling Hall, a historic English mansion (dinner was at the Buckinghamshire Arms pub); and my choice, on the hottest day in English history: a visit to Cromer, a traditional English seaside resort town where our group ate the recommended fish and chips dinner at the renowned “Mary Jane’s.” Dr. Beth Neil of UEA handled the immense and complicated organizational details with dispatch and remarkable good cheer. Many of the best papers will be published in a special double issue of Adoption Quarterly; a book containing the keynote papers will be published by the Haworth Press.

Cheiron: The International Society for the History of Behavioral and Social Sciences Sarah Lawrence College, June 29 to July 2, 2006
Kathleen W. Jones, Virginia Tech
The history of childhood was represented in two of the fifteen sessions at this year’s Cheiron meeting. The symposium “Beyond the Blank Slate: Episodes in the Scientific Study of ‘Nurture’ in Twentieth-Century Psychology” featured papers by Ellen Herman (“Nurture and its Limits: The Case of Child Adoption”), Jenna St. Martin and Jill Morawski (“Mental Health, Moral Health, and the “Other”: Studies of Soviet Socialization, 1946-1970”) and Carrie Eisert (“Communists, Homosexuals and Housewives: The Specter of the Momistic Threat in the U.S., 1942-1960). Adoption was a practice deeply committed to the power of nurture in shaping human lives, yet, as Herman described, one feature of adoption, “telling” or the practice of informing children about their adoptive status, was a significant reminder that “nature” was never far from the thoughts of those who constructed adoption policies and programs. St. Martin and Morawski discussed the theories behind the concept of socialization and suggested that US researchers examined Soviet practices in order to better understand the relationship between the individual and the social in the formation of an American “character.” According to Eisner, the powerful and destructive actions of “mom,” the nemesis of post World War II theories of child development, were predicated on ideas about the importance of nurture or environmental influences in the child rearing process. Momism, she argued, was a threat to national security, destructive of individual male personalities, and damned the next generation of mothers to repeat the destructive practices. The presenters concluded that in the nature-nurture debate neither side adopted pure lines of reasoning and each borrowed from the other when necessary. In addition to the three papers in the nurture symposium, Stephen Berger, as part of a panel on “Post World War Two and the Science of Race Relations,” discussed the American Youth Commission, a Rockefeller Foundation program from the 1930s whose researchers studied the effects of minority status on the personality of black children (the argument used so effectively in the Supreme Court decision in Brown v. Board of Education.)

Cheiron meets annually in June and invites papers about the history of any social science discipline; most presentations focus on some aspect of the history of psychology, loosely construed. Next year’s meeting will be in Dublin, Ireland.

**Australian Historical Association 2006 Biennial Conference “Genres of History”, Canberra, July 3-7 Shurlee Swain, Australian Catholic University**

Given that one of the themes of the recent Australian Historical Association Conference was institutional abuse, it is perhaps not surprising that children featured most prominently in the papers presented as residents, inmates or pupils rather than as members of families. The one exception was the paper by John Bourke and Rosemary Lucadou Wells that discussed Jim Everett’s stories of his Tasmanian Aboriginal childhood. The fate of children as pupils provided a focus for Josephine Brady’s paper on the work of the Sisters of St Joseph in rural Tasmania, Penny Kane on the central place of the public school in the goldfields’ community of Major’s Creek, and Vicki MacKnight on the moral paradigm in Victorian primary schools. Responding to major Government inquiries in recent years Michele Langfield and Carmella Grynberg looked at different aspects of child migration, while Kate Gaffney and Shurlee Swain presented papers examining abusive practice in Victorian government and non-government children’s
homes. Providing a foretaste of good things to come, Corinne Manning and Leanne Monk of La Trobe University, gave a progress report on a project which is utilizing oral histories, archival sources and innovative methods of communicating with non-verbal residents to produce a history of the soon-to-be-closed Kew Cottages, an institution established in 1887 to house and educate children with intellectual disabilities.

**Website** The keynote papers from the international conference Stories for Children, *Histories of Childhood/ Histoires d'enfant, histoires d'enfance*, organised by the GRAAT (EA 2113), University François-Rabelais, Tours, November 18-19, 2005 are now available for consultation on the following website: [www.univ-tours.fr/Graat](http://www.univ-tours.fr/Graat)

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Recently Completed Dissertations and Dissertations in Progress Compiled by Colleen Vasconcellos, University of West Georgia

**Arboleda, Molly Quest, Ph.D.** “Educating Young Children Well: The Road Not Taken, 1920—1943.” The Claremont Graduate University, 2005.

This dissertation examines the WPA nursery school program, an important but neglected movement of New Deal educational reform. The dissertation investigates how nursery school leaders attempted to make the WPA nursery school program a permanent part of public education. Both program success and failure are addressed in my study. The dissertation draws on a wide range of sources, including: professional literature of early childhood educators, letters, autobiographies, newspapers, archival film, photographs, oral histories, and congressional hearings. The dissertation explores the ideological underpinnings of program participants, and reveals that WPA nursery school leaders were influential progressive educators who created a preschool curriculum beneficial to both children and their families. The dissertation also focuses attention on the cultural politics which have obscured the program's accomplishments and hastened its demise. Forced to cede authority to child welfare groups who lacked enthusiasm for 'group care' of young children, WPA nursery school leaders fell victim to red-baiting, and could no longer campaign effectively for permanent implementation of their program. The program's history provides a bridge between educational and policy history, and contributes to a nuanced understanding of why the United States lacks universal preschool today.


This dissertation is a historical study of Justine Wise Polier's (1903-1987) work on behalf of the children of New York City. Particular attention is paid to her efforts to secure children's educational rights and their rights in school. Polier was the first women in New York to rise above the position of Magistrate and she sat on the bench of New York City's Children's Court from 1935 to 1972. She was a leading expert on children's law, and cohered a pioneering group of social reformers from the fields of mental hygiene, child psychiatry, social work, and education that molded New York's child welfare system. This study elucidates Polier's contributions to these fields. In doing so it also
illuminates the history of the children's courts, and shows the way they were connected to the development of the public schools, private reformatories, and other child-caring institutions. This dissertation documents Polier's upbringing, from her relationship with her parents, who were both leaders in New York City's Jewish community, to her work in the labor movement in the 1920's. Polier's judicial career is treated in detail, and examples of both her on- and off-bench activism on behalf of children are analyzed. Polier's work on the Committee on Institutions, which was created to oversee New York City's child-caring institutions, her leadership on an action-research project in three Harlem Junior High Schools, and her founding of the Wiltwyck School for Protestant Negro Boys are all addressed. Also included are analyses of Polier's education-related adjudications, which illuminate conditions in New York City's schools as well as Polier's judicial activism. Polier's 1958 case on the de facto segregation of New York City's schools, the Skipwith case, is presented in detail and is shown to be a harbinger of the community control movement.

Denial, Catherine Jane, Ph.D. “A proper light before the country': The Shifting Politics of Gender and Kinship Among the Dakota, Ojibwe and Non-Native Communities of the Upper Midwest, 1825—1845.” University of Iowa, 2005. Drawing on research conducted at the Minnesota History Society, the State Historical Society of Wisconsin, and the Newberry Library in Chicago, this dissertation explores the constant interplay between the politics of family and questions of governance in the early nineteenth-century Upper Midwest. Americans came to the Upper Midwest armed with the belief that the family was best organized around a male head of household who entered civil society on behalf of his dependents--his wife, children, servants, and slaves. The political system of the United States was predicated upon this vision, reserving suffrage, jury service, elected office, membership before the bar, and judicial appointments to propertied, white, male heads of household, and limiting the legal rights of all other persons by their degree of separation from that ideal. As my research demonstrates, however, these ideas clashed forcibly with conceptions of kinship and social order among the region's long-established Dakota, Ojibwe, and mixed-heritage communities. In their resistance to the vision of “appropriate” gender and familial roles advocated by military personnel, Indian agents, and missionaries, Native people frustrated the process of American state-formation in the Upper Midwest. Rather than gaining swift ascendancy in the region, many Americans were forced to compromise their own beliefs about marriage, divorce, and political propriety in order to create circumstances in which they could remain in the region. As politicians and men of power in the settled east debated territorial expansion, slavery, and the limits of Native sovereignty throughout the early-nineteenth century, the inhabitants of the region that would one day become Minnesota tussled over the same questions in their interpersonal relationships and day-to-day acts of trade and diplomacy. Daily trade logs, the professional and personal correspondence of area missionaries, records of government agents and military personnel, documents from regional clerks of court, and the personal records of American settlers all illuminate the political nature of personal circumstance. These individual circumstances were inextricably bound up with questions of national identity, offering us a fresh perspective on the key questions of the age.
Gillispie, Linda, PhD. "A Historical Analysis of Race on the Education of Black Children in Dayton, Ohio, During the Nineteenth Century." University of Dayton, 2005.

This study is an analysis of the development of the education of black children in Dayton, Ohio, during the nineteenth century. This period is important because it represents a time in American history of educational awakening and self-empowerment. It was a time when there was a national push for common schooling, and a call for universal education that would be open to all children regardless of status. However, the doors of common schooling would not be readily opened to black children. This study examines the profound effects that racism had on the development of the education of black children in Dayton, Ohio. While slavery was prohibited in Ohio by the adoption of the sixth article of the Northwest Ordinance of 1787, lawmakers made it clear that they were in no mood to grant civil rights to its black citizens. Almost immediately after Ohio entered the Union, the Ohio Legislature began the passage of a series of "Black Laws" starting in 1804, that stayed in effect until the repeal of these laws in 1849 and 1887.

These laws effectively excluded black citizens from entering the state without a bond, from voting, joining the military, testifying in court, or educating their children in public schools. This study investigates the conditions faced by black citizens in Dayton both before and after the Civil War and demonstrates how many of the issues facing the country and the State of Ohio played an important and often tragic role in development of education for black children in Dayton. Even with the chains of the "Black Laws" binding them, Dayton's black citizens along with many others in Ohio, worked relentlessly to repeal these laws with petitions to the legislature. They were especially vigilant in trying to repeal the Black Law that excluded black children from public schools and some were equally as vigilant later in trying to repeal the law that mandated separate schools for black children. The right to access public education became a reality for black children in 1849, eighteen years after public education had been opened to Dayton's white children. The long distances that black students had to travel to the "Colored School"; coupled with poor facilities, ungraded classes, a shorter school year and a weak curriculum, led some black parents to request entry into white schools within their district. The Dayton black community soon became split over whether it was best to keep black children in black schools where their needs could be best met by understanding black teachers, or to push for entrance into white schools, as the most expedient way to achieve social equality, even at the cost of black teachers losing their jobs. The issue was settled in 1887 by the repeal of the Black Laws that ended separate schools for black children. Only one black teacher was retained.


This dissertation discusses the ways in which the curriculum of American Jewish schools was both a manifestation of, and a reaction to, Jewish accommodation to American society in the early twentieth century (1910-1940). The study begins by tracing the development of the modern American Jewish education enterprise, focusing on the efforts of progressive Jewish educational reformers to correlate patterns of Jewish schooling with archetypes in American schooling. More than any other component of the
Jewish school program, the Jewish social studies curriculum—which is defined, for the purposes of this study, as instruction in Jewish history, civilization, community, and culture—represented a uniquely American-Jewish construct. Jewish educators modeled Jewish social studies curricula along the lines of progressive education, social education, and citizenship education in public schools, and conceptualized the teaching of Jewish social studies as a form of education for effective citizenship in the American Jewish community. Just as social education in American schools was intended to develop among students a positive disposition towards the nation's values, customs, and mores, a loyalty towards its heritage and institutions, and an interest in participating in civic life, so too was the aim of Jewish social studies to inspire in Jewish children an appreciation of Jewish life and a willingness to play an active role, as Jews, in American society. This analysis of the Jewish social studies curriculum contributes to our broader understanding of the historical role social studies education has played in transmitting or even transforming group culture on the American scene. For progressive Jewish educators, the Jewish social studies was not merely about self-preservation and ethnic distinctiveness; rather, it was about adjusting to American life as self-identified members of an immigrant, ethnic, religious minority group. Just how 'Jewish' and how 'American' American Jews should be was the source of contention among the stakeholders in American Jewish schools, including educators, community leaders, parents, and students. In the end, progressive Jewish educators hoped that supplementary Jewish schools, working in tandem with American public schools, would fashion the 'American-Jewish' type—that is, someone who is comfortable operating within two civilizations simultaneously and harmoniously.

Loupe, Leleua Laurita, Ph.D. “Unhappy and Unhealthy: Student Bodies at Perris Indian School and Sherman Institute, 1897--1910 (California).” University of California-Riverside, 2005.

Little history exists concerning Perris Indian School and Sherman Institute during the early years. Superintendent Harwood Hall portrayed Sherman as the “healthiest place on earth” during his tenure at both schools between 1897-1910. Research conducted on other Indian boarding schools found them to be generally unhealthy places. Was Sherman truly unique in being a healthy successful boarding school, or was it characterized by similar conditions of its predecessors? Through extensive historical research, a different picture began to emerge of both schools and Hall’s tenure. The Sherman Indian School Museum archive holds the student newsletter, The Bulletin, and administrative correspondence in letter press books. The majority of Sherman Institute papers are housed at the National Archive, Pacific Southwest Region, which contain correspondence between the Commissioner of Indian Affairs and Superintendent Hall, as well as letters from Hall to parents, lawyers, doctors, Indian agents, judges and students. Newspapers also provide information concerning Hall and Sherman Institute. Oral interviews and autobiographies of former students provide student voices, perspectives and experiences. Correspondence, student histories, expenditure and medical reports revealed that Sherman students suffered from the consequences of overcrowding. Children lacked appropriate, food, shelter and clothing, conditions that weakened their immune systems. Children succumbed to viral and bacterial infections spawned by overcrowded and unsanitary conditions. Hall lied to parents and officials, falsified reports and concealed illnesses and
deaths of students. Sherman Institute was far from a healthy boarding school, rather it inherited the overcrowded conditions that students experienced at Perris Indian School.

This dissertation compares the movements for kindergarten education in England and the USA from 1850 to 1865. These movements, inspired by the work of German educator Friedrich Froebel (1782-1852) and led by middle- and upper-class women, advocated a new, humanist-inspired form of early education that contrasted with Anglo-American traditions of rote-learning and Three Rs instruction. Although the kindergarten class is their best-known contribution, these movements for Froebelian education in England and the USA neither began nor ended with the issue of public school kindergartens. Divided chronologically into two halves (1850-1917 and 1918-1965), this study argues that a complex and changing combination of structural and ideological factors made the kindergarten attractive to Anglo-American social and educational reformers who in turn mobilized long-lived movements for free and universal access to particular forms of early childhood education. In both countries, the efforts of twentieth-century kindergarten activists shaped and were influenced by national and international movements for child study, nursery schools, compensatory education and child care. This study locates the transnational history of the kindergarten amidst context-specific responses to educational innovation; in perceptions about relationships between the family, experts, and the state; in definitions of childhood; in the professionalization of Anglo-American early childhood educators; and in the nature of Euro-American intellectual affinities and exchange. While the provision of early childhood education in England and the USA was determined by nation-specific policy contexts, the values and pedagogics promoted by early childhood educators and educationists transcended national boundaries and were significantly shaped by processes of transatlantic exchange.

Sanders, Joseph Charles, Ph.D. “‘What can I do with a girl?’: Discipline and Privilege at the Turn of the Century.” University of Kentucky, 2005.
When the sentimental novel came to an end in the late nineteenth century, crucial fixtures of its logic, particularly as pertaining to discipline, individuality, and motherhood, found a new voice in the emerging market for juvenile fiction. But the historical context of sentimentalism no longer applied, and in a genre of novels about orphan girls from 1875-1930, the ideology of sentimentalism experienced dynamic changes. This dissertation charts those changes by beginning with Susan Warner's The Wide, Wide World and E. D. E. N. Southworth's The Hidden Hand, extremely popular sentimental novels that sketched out the formula the later girls' novels would borrow. In these novels, we see the use of surveillance and affective discipline wielded by the loving, knowing parent. But as the girls' market emerges, novels by Louisa May Alcott, Johanna Spyri, Kate Douglas Wiggin, Frances Hodgson Burnett, and L. M. Montgomery demonstrate a dawning mistrust of these markers of control. The changing history of discipline alongside histories of architecture, education, and legal representation help to explicate the slow, subtle shifts in the primary texts more fully. In the genre's late phase, novels such as The Secret Garden, Pollyanna, and Emily of New Moon continue to struggle with the need to
discipline children and adults, disavow the mother (whom the sentimental novel had invested with precisely the kind of authority abhorred by new models of child rearing), and accommodate the liberal subject. The answers the novels provide rely on a new model of attachment and separation.

This research attempts to integrate psychology and history drawing in particular on narrative psychology and the life history interview supported by secondary source information and using the principles of grounded theory (Strauss and Corbin 1990) as the tool for analysis. This thesis explores ways in which the evacuation and occupation of Guernsey during 1940-1945 impacted upon the lives and relationships of Guernsey children and Guernsey society. The psychological perspective provided an insight into the way in which narrative is constructed and the significance of the role of story telling in creating history. Memory was considered an important variable in this research and its influence has been discussed. Analysis of data collected indicates that a new narrative has emerged which challenges the existing official narrative and that individuals who perceive themselves to be disadvantaged by a situation and perceive that others have benefited from the same situation will view the other negatively, especially if feelings are acted out in a climate of suspicion or blame. Findings also presented evidence of many common features of the removal and separation experience of children from their homes and families. In a minority of cases the effects of separation were disabling and difficult to escape from unaided. For the majority it was a cathartic experience. This research concludes that family relationships and dynamics were affected following the separation experience with father and child and sibling relationships experiencing the most damage. The presence of competent and resourceful substitute carers can and did provide a buffer against trauma. This research has expanded and enriched the evacuation and occupation story by incorporating the previously unheard voice of those who were children and experienced that period of history.

“Backwardness” was an expansive yet ambiguous description of a category of students whose failure in school was attributed most frequently to “borderline mentality” or “nervousness.” In contemporary parlance, such conditions would be referred to as “mild” learning disabilities or perhaps disorders of attention or social skills. Recent historical research on such “mild” intellectual/emotional disabilities has investigated bureaucratic and policy efforts to address the issues raised by the so-called “backward” child in American educational systems. This research, however, has not offered an in-depth portrayal of the experiential dimension of backwardness and how this phenomenon was perceived by a wide variety of public constituencies. The problem of school failure, while studied in general terms, has not been specifically linked with social exclusion, or alienation, of students termed “backward” This dissertation examines the perspectives of backwardness held by a variety of Progressive Era American social entities, including
psychometricians, teachers, school administrators, child-study organizations, the press (newspapers), politicians, business and industry, novelists, and religious reformers. Period-specific primary sources were explored to develop thematic concepts representative of the phenomenon of the backward child. Investigation of primary sources also encompassed possible connections between backwardness, failure in school, and implications of that failure in terms of economic and sociocultural standing. In broad terms, the stance on children deemed backward held by assorted Progressive era social entities was primarily pessimistic, most frequently resonating an aura of nuisance, fear, contempt, and inefficiency tinted by cultural apprehension, Social Darwinism, and zealous Protestant evangelism. Other groups--mostly growing professions (e.g. psychometricians, teachers, school administrators, and child-study organizations)--voiced an ambivalent perspective that simultaneously espoused professionally-guided social reform and care for the individual. This attitude of “conscience and convenience” (Rothman, 1980) reflects that these professionals may have had ultimately good intentions, but were also driven by motivations not entirely beneficial in nature. As one possible consequence of backwardness, a continuum of socioeducational outcomes is discussed that highlights the manner in which the alienation of school failure frequently resulted in economic and/or social failure.

Walsh, John Patrick, PhD. "What Children Say: Childhood in Francophone Literature of the French Antilles and North and West Africa." Harvard University, 2005.

A significant body of literature in Francophone North and West Africa, and the French Antilles describes the pain and pleasure of the indigenous child growing up under colonial rule or in postcolonial societies. In the dissertation, I propose that the literary project of remembering childhood must confront colonial oppression in a Francophone world that did much to silence the marginalized. In Chapters One and Two, I compare Patrick Chamoiseau's treatment of a Martinican childhood and Creole identity in his two-volume account, Antan d'enfance and Chemin-d'Ecole (1993 and 1994) to Maryse Conde's tales of a Guadeloupean childhood in Le coeur; rire et plleurer: contes vrais de mon enfance (1999). In Chapter Three, I move to Algeria and read Malika Mokeddem's Les hommes qui marchent (1990), an autofictional work that retraces the itinerary of a young Algerian girl who navigates the confinement of Arabo-Islamic patriarchy and the violence of the Algerian War. Finally, in Chapter Four, I read Ahmadou Kourouma's Allah n'est pas oblige (2000), a fictional novel that depicts the life of a child-soldier in Liberia and Sierra Leone during the 1990s. Through close textual analysis, I demonstrate how each writer invents a child out of a melange of fact and fiction. My work treats accounts of childhood across different generational and geographical divides and, as such, pays attention to the diversity of childhood in Francophone literary history. I argue that the figure and time of childhood cannot be reduced to a generalized conception or universal symbol; rather, the reconstructed child is a powerful questioning of colonial and postcolonial stereotypes and of the too often neat temporal categories of colonial and postcolonial. Each writer locates the child between languages and cultures, exploring the possibility of minority subject formation and describing the confluence of personal and social journeys under colonialism and departmentalization. Chamoiseau sets the stage by asking, “Can you tell of a childhood what is no longer known?” (Gallimard, 1993, 21).
My inquiry into memories of childhood takes Chamoiseau's sweeping question as its cue to see how remembering the past in the figure of the child is an effective technique for making claims of identity in the present. Chamoiseau's reflection on childhood is crucial because it contains in one concise question the two problematics I set out to explore. The first issue is portraying life in the margins of French colonial and departmental worlds. The second is the writing of childhood, a time whose recall requires piecing together fragments of memory. My dissertation elaborates on the two topics outlined here by bringing together and developing interpretive tools that guide my readings. In my analysis, I read childhood through Sigmund Freud's theory of childhood memory; the role of language in D. W. Winnicott's model of the transitional object in a child's psychogenesis; Edouard Glissant's relational understanding of identity; Gilles Deleuze's and Felix Guattari's theory of minor literature; Michel de Certeau's work on space and language; and Marianne Hirsch's theory of postmemory. This theoretical backbone supports my close readings in a productive examination of the figure of the child in Francophone literature.

**Dissertations in Progress**


Allen, Benjamin Mark. University of Texas-Arlington, "'Children of the Sun': Spiritual Bridges along the Spanish Frontier, 1500-1820"


Backes, Matthew, Columbia University, “The Father-Child Relationship in American Culture, 1800–50”

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"

Boucher, Ellen. Columbia University, “An Imperial Investment: British Child Emigration to Southern Rhodesia and Australia, 1900-67”

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"

Creagh, Dianne. SUNY, Stony Brook, “Cradled in the Fold: Dependent Children and Substitute Mothers in Catholic and Jewish New York, 1869-1940"


Fu, Jia-Chen. Yale University. "Society's Laboratories: Mapping Children's Health in Republican China, 1928-49"


Gooding, Kevin L. Perdue University, “For the Children’s Souls: Interdenominational Competition and the Religious Education of Children in Indiana, 1801-50"

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"

Harris, JuNelle. Harvard University, “In Whose Best Interests? 19th-Century Judicial and Legislative Child Custody Law in England and the United States”

Hartzok, Justus G. University of Iowa/ "Children of Chapaev: The Russian Civil War Cult and the Creation of Soviet Identity, 1918-82"


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"


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"


Perez, Kimberly. University of Oklahoma, “Imagination and Sympathy: Envisioning the Natural World for the Modern Child”


Ransmeier, Johanna. Yale University, "'No Other Choice': The Sale of Women, Children, and Laborers in Late Qing and Republican China"


Schultz, Carrie T. Boston College, “'Let the Little Children Come to Me': Catholic Children's Moral Development in the United States, 1920-65”
Shapira, Michal. Rutgers. “Subjects of Care: Reconstructing the Child and Psychology in War and Postwar Britain, 1940-60s”


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"

Zahra, Tara E. University of Michigan, “"Your Child Belongs to the Nation: Nationalization, Germanization, and Democracy in the Bohemian Lands, 1900-1945”"


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