

<p><i>Newsletter</i></p> <p><i>Society for the History of Children And Youth</i></p>	
Issue #13	Winter 2009

New in this Issue of the *Newsletter*

*A column for and about graduate students, created by Jessica Nelson, the grad. representative to the SHCY Executive Board, and Miroslava Chavez-Garcia's new column, Children and Youth of Color in History.

*An opportunity for you to share comments and interact with the author: Beginning on March 30 and running for three days through April 1, Miroslava invites you to join her for a discussion of her column, Children and Youth of Color: Weaving the Threads. The discussion will run through the h-net listserv, h-childhood. Check out the column for more information about how to participate!

*And, check out the results of the *Newsletter* Survey in SHCY News.

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Message from the SHCY President, Paula S. Fass

What an excellent year this has been for the Society for the History of Children and Youth, as we moved from our own wondrous childhood into an exciting youth. This was the first year for our new *Journal of the History of Childhood and Youth*, published by the prestigious Johns Hopkins University Press (the journal is included in your membership). We have officially become an IRS defined nonprofit organization so that any contributions you make are tax deductible. We had our first organized session jointly with the American Historical Association in January after being named an affiliated group. (Michael Grossberg reports on this experience in this issue.) And I was delighted to be part of an extremely successful, first of its kind, session at the American Studies Association which examined how including children and youth has affected various disciplinary perspectives. (The papers for this roundtable are republished in this issue of the newsletter.) I can report that the session was not only well attended, but stimulated one of the very best exchanges with the audience which I have ever witnessed.

The success of our endeavors as an organization and as a specialty depends on you, our generous, creative membership and I urge you to do two things to make for the continuing success of our work: Support SHCY by remembering to pay your dues and renewing your membership. Come to our biennial meeting, which will take place July 10-12 in Berkeley, California (another first). Propose a panel or a paper to Steven Mintz and the program committee, or just join us as an enthusiastic audience for what promises to be a meeting filled with new work, good company, and find food (remember to sign up for the banquet, the price is included in the registration fee). Our web site is <http://www.history.berkeley.edu/faculty/Fass/SHCY/>. The keynote speaker, Peter N. Stearns will be talking about "History and Happy Childhoods." What could be better? I look forward to seeing you in California in mid summer when our weather is cool and clear (mid 60s to mid 70s and no rain). Expect wonders.

Paula

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SHCY NEWS

Results of the *Newsletter* Survey

For the Newsletter Editors, Kathleen W. Jones, Virginia Tech

Thanks to everyone who participated in the *Newsletter* survey. Your comments will greatly help our efforts to make sure that future newsletters will meet member needs.

The *Newsletter* was initially created as a mechanism to foster a sense of community among the members of a new organization. Publishing it has always depended on the work of a group of dedicated volunteers who twice each year create the columns and search out and cajole authors to draft the essays that fill the pages of the *Newsletter*.

When Jim Marten and I took on the task of publishing an electronic newsletter – well, it was back in the days when mere mortals could still create webpages, and blogs were a thing of the future! And there was no *Journal of the History of Childhood and Youth*. As the organization has grown and the *Newsletter* has evolved and the *JHCY* has provided a scholarly forum for the field, we who work to put out a newsletter twice each year want to take stock of where we are and where we should be going. Do we need a newsletter? Is the current newsletter format the best way to transmit “news?” What news should the newsletter highlight? How can we interest more SHCY members in helping to produce the newsletter? These questions gave rise to the “*Newsletter Survey*.” Here, I summarize the results of the survey and share comments from the discussion among the editors as we put the survey together.

The email announcing the survey went to about 290 addresses. We received 41 responses – about a 15% return. Of those who replied, almost everyone thought the newsletter was somewhat (37%) or extremely (56%) valuable as a means of communicating news about SHCY and the field. That result was gratifying to those of us who are invested in producing what we hope is a quality product. But, it leaves open the question – do the other 85% not read the *Newsletter*? Were they too busy to respond? Committed to never replying to surveys? Indifferent to the contents of the *Newsletter*?

The Look of the Newsletter

One of our concerns as editors of an electronic publication has been the look and readability of the *Newsletter*. Most of you read the *Newsletter* from the history.vt.edu website where I first post it. About 20% said you looked at the pdf version, and another 20% at the archived newsletters at [h-childhood](http://h-childhood.com). Some of you are double-dipping! Based on these results we will continue to create both webpage and pdf versions.

Only a few survey responders offered comments about the *Newsletter's* appearance, but it is something the editors have been discussing. One responder proposed that the articles, announcements, etc., might be distributed by RSS feed to an online reader. Another suggestion was to distribute articles individually, as email attachments, throughout the year, so as not to overwhelm readers all at once. This comment, perhaps, also reflects the view of the responder who requested that future newsletters be brief.

At the very least, the editors would like to give the *Newsletter* a facelift, but that will depend on finding a volunteer(s) with web design experience (Will the unidentified responder who said he/she had such skills and could help us, please, please email me at kjwj@vt.edu -- we need you!) Our online version resembles a paper newsletter, and for some of us, that is a good thing, but others would like to see a newsletter that was more electronically, virtually, sophisticated.

To quote one survey response, the *Newsletter* may need a “sensory upgrade.” That could include, as this respondent put it, both the “sights and sounds of childhood.” This respondent recommends historical and contemporary photography, illustrations, audio, and multimedia. Inclusion of more than text is certainly what makes an electronic publication such an excellent format. The problem for our *Newsletter*, however, is copyright law. We published a cartoon in the Summer 2008 issue – it required negotiation with the newspaper that resulted in permission to keep the cartoon online for no more than one year. SHCY does not have a treasury deep enough to pay for permissions, so everything we include must come without copyright restrictions, be available at no cost, or with cost borne by the author. But, if authors will do the legwork and supply us with the files, we can add “sights and sounds.”

One unique feature offered by an electronic publication but not to print newsletters is the prospect for interactivity, that, to quote from a survey response, allows “members to communicate with members.” We are making a first step in that direction in this issue of the *Newsletter*; later in March our new column about Children and Youth of Color will be the subject of a listserv discussion through h-childhood. Information about the discussion is on the column’s webpage.

Using h-childhood for the discussion was not our first choice. Other online journals have “coffeehouses” and discussion rooms for readers to drop in and leave comments, and both survey respondents and editors would like to see something like this incorporated in the *Newsletter*. We will continue to investigate these possibilities; at the moment we are stymied by the likelihood that such an endeavor will need a moderator (with time to moderate). As always, we welcome your thoughts on how best to provide space for discussion.

The Contents of the Web Pages

In addition to discussion forums, what did the responders want to see included in future *Newsletters*? Our survey asked for your reactions to contents in recent issues and also invited your ideas for new content. Survey responders thought the announcements of opportunities (90%) and news about SHCY (88%) were the most important and useful parts of the *Newsletter*. But more than 75% of you wanted to read in future newsletters news about the *Journal*, news from members, recent dissertations, and feature articles. And more than half wanted us to continue to include museum and conference reports, websightings, and teaching columns.

Your comments praising the *Newsletter* are especially gratifying to the volunteer editors. “Good job,” “impressed and pleased by the fine work produced thus far,” “it’s a great newsletter!” “it’s always a treat.” We did not set out to pursue ego-stroking, but for sure, we appreciate the kudos.

Respondents also had some specific suggestions for *Newsletter* content:

- *more information about websites and full-text databases

- *annotated syllabi
- *cross-disciplinary connections
- *book reviews
- *more international content, reports from countries outside of North America
- *feature articles that take a different approach, perhaps interviews with scholars or profiles of important figures in our discipline, or with scholars from other disciplines who work with children.
- *an account of how the budget crunch affects new fields of scholarship

Into the Future

The editors will need your assistance if we are to follow up on these suggestions. Some steps you can take to help us revamp the *Newsletter*:

If your regional specialty is outside North America, or if you are part of a community of scholars in a country outside of North America, consider writing a column similar to Mona Gleason's regular reports on what's happening in Canada. Or interview a scholar for a feature article focused on your area of the world.

Offer to report on conferences you attend – where and how is the history of children and youth represented in our scholarly organizations? What happens at the many specialty conferences that most of us cannot attend? This is an excellent opportunity for graduate students as well as senior scholars.

Continue to send “news” of your publications, promotions, awards, good fortune.

Help us find ways to bridge the disciplines. Our coverage in this issue of the roundtable from the American Studies Association is a step in this direction. And it is reproduced here thanks to the suggestion of one of the roundtable participants. Don't be shy about making suggestions that help us locate content!

If you have web design skills, help us create a more appealing website for the *Newsletter*.

The request for book reviews is the only suggestion we will not explore. Although it's a good idea, we at the *Newsletter* do not want to duplicate the fine work of the book review editors for h-childhood and the *JHCY*!

And, finally, to all who wrote on the survey that they'd be willing to volunteer for *Newsletter* duty– please get in touch!! A serious flaw in the survey was the failure to ask for contact information from volunteers. We want to take you up on the offer.

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Join SHCY

Johns Hopkins University Press, publisher of the *Journal of the History of Childhood and Youth*, now handles all membership issues for SHCY.

Membership includes a subscription to the *Journal of the History of Childhood and Youth*, the SHCY *Newsletter* published twice each year, and access to a complete directory of SHCY members on the JHUP website. Annual dues are \$50 for regular members and \$25 for student memberships (additional charges are added to cover mailing the journal to members outside the United States).

The on-line membership application can be found at

https://associations.press.jhu.edu/cgi-bin/shcy/shcy_membership.cgi

Also linked to the SHCY website <http://www.h-net.org/~child/SHCY/index.htm>

Please share this information with your students and colleagues. Help SHCY continue to grow.

REGISTER FOR THE CONFERENCE

Registration materials for the Society for the History of Children and Youth's biennial conference is now available.

The 2009 meeting will take place at UC-Berkeley, in Berkeley, California, USA on July 10-12, 2009.

This year's theme is /Children and Youth at Risk and Taking Risks: Historical Inquiries in International Perspective. /Panel and individual presentation proposals are being accepted through February 15, 2009.

Conference registration, accommodation reservations, and the Call For Proposals may be accessed online through the H-Childhood website <http://www.h-net.org/~child/> or go directly to: <http://www.history.berkeley.edu/faculty/Fass/SHCY/>

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## News from the *Journal of the History of Childhood and Youth*

The *JHCY* has entered its second year! Volume 2, issue 1 is on the shelf.

Our upcoming issue, vol.2, issue 2, focuses on varying social responses to disease and death among children. A series of three essays looks at the development of seaside hospitals at the turn of the twentieth century in three countries: the U.S., Sweden, and Belgium. Separately, the authors give us fascinating pictures of differing national responses to the plague of tuberculosis among children. Together, these sometimes overlapping and sometimes contrasting ideas about what constituted proper treatment and a salubrious environment for afflicted children offer a comparative perspective on

Progressive Era thinking on childhood, modernization, philanthropy, medicine, and psychology.

Working in the same period, Australian scholar **Shurlee Swain** shows how constricted a view British reformers had of what should constitute childhood for poor children in their responses to infant mortality. And **Diane Pasulka** writes on the history of narrative depictions of the dying child in North America. She demonstrates important thematic similarities over three centuries and gives useful historical context to the famous nineteenth-century literary images of child death, like the famous demise of Little Eva in *Uncle Tom's Cabin*. **Lauren Winner**, writing on eighteenth-century America, introduces this issue's object lesson: an elegant, silver baptismal bowl from Virginia that also doubled as a vessel for cooling wine glasses. Professor Winner helps us understand how an object that was designed to welcome children to this life and to insure their entry into a better one could also double as an aid to that most secular of pursuits, drinking wine, and what that suggests about the role of children in eighteenth-century gentry life.

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FEATURE ARTICLES

"At the Crossroads of Children's Studies and American Studies: Intersections, Possibilities, Challenges"

American Studies Association Roundtable

In October, 2008, the American Studies Association Annual Meeting in Albuquerque, New Mexico featured a roundtable entitled, "At the Crossroads of Children's Studies and American Studies: Intersections, Possibilities, Challenges." Five of the panel's six presented papers are reprinted below.

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Adoption at the Crossroads.....Carol Singley

Childhood Studies at the Crossroads: Childhood and Early American Studies

Anna Mae Duane, University of Connecticut

Social History and the History of Childhood.....Paula S. Fass,

University of California, Berkeley

Childhood Studies and Feminist Critical Race Studies.....Lucia Hodgson,

University of Southern California

Scraps, Schoolbooks, and Homemade Books: Childhood Studies in the Archives

Karen Sánchez-Eppler, Amherst College

Roundtable Panel Introduction

Carol Singley

It is now clear that Childhood Studies is no intellectual fashion trend, but rather a significant, burgeoning, interdisciplinary field. Like American Studies, it invites diverse methodologies and engages theoretical as well practical questions, with potential to shape not only perception but policy, with far-reaching implications for the child, the family, and the nation. In fall 2007, my institution, Rutgers University-Camden, formed the nation's first Ph.D. program in Childhood Studies. Students are eagerly enrolling, and faculty from diverse disciplines are experiencing invigorated teaching and research, leading some to speculate that Childhood Studies may well be to the twenty-first century what Women's Studies was to the twentieth century—that is, a transformative and central rather than supplementary line of inquiry.

That being the case, what is the relationship between Childhood Studies and American Studies? Both fields are interdisciplinary, offering diverse objects of study and various, sometimes controversial, methodologies. Both fields are concerned with a particular kind of identity and with the complexities associated with that identity. For example, some of us are Americans, but all of us were once children. This issue of identity raises central questions, including essentialist ones, about the definitions of childhood and its uses, just as the question about what constitutes a man, woman, or American generates a distinctive kind discourse. We may inquire of the nation as we do of the child: How are both defined in terms of chronological or developmental age; in terms of spatial location; in terms of psychological makeup, mythic pattern, or social position; or in terms of political rights and privileges that constitute citizenship? To address these and other topics, panelists were guided by the following questions:

- What is at the intersection of American Studies and Childhood Studies? (aims, methods, products)
- What are critical questions when we do work at this intersection?
- What does our work contribute to shaping the intersection of these two fields?
- Where does such work lead and why is it important?

Adoption at the Crossroads

Carol Singley

In my recent work at the intersection of American Studies and Childhood Studies, notions of "child" and "childhood" have been focal points for my investigation of literature and culture. Placing children and childhood at the center of inquiry has allowed me to interrogate assumed or overlooked aspects of the field: in particular, the role of genealogy and its counterpoint, adoption, in the construction of national identities and literatures. Since 1637, when John Winthrop wrote that "a family is a little commonwealth, and a commonwealth is a great family," the child has been enlisted in service of concepts of nation.¹ The child, Caroline Levander argues in *Cradle of Liberty*, is "a benchmark of democratic process and its racial contours."² The child is, as Karen Sánchez-Eppler explains in *Dependent States*, an imaginative construct for the making of

home and market.³ Recent explorations of family and nation have similarly followed from the notion, articulated by Jay Fliegelman, Jerry Griswold, and others, that the literature of the nation develops as a child does, from a state of dependence, to rebellion, to independence.⁴ However, at the same time that there has been this attention to the link between literature and the American family and nationhood, the notion of kinship itself generally goes unexamined.

Kinship is tacitly accepted as biological kinship, while other ways of making a family, including those formed by adoption, go unnoticed. This is the case in spite of the fact that the United States is an adoptive nation, formed by separation from a birth parent country. The book I am completing now entitled *Building a Nation, Building a Family: American Adoption, Literature and Culture*, interrogates this child-family-nation metaphor in two ways. It notes that this trope is tacitly understood in terms of blood kinship and genealogical continuity. In response, it examines adoptive kinship to demonstrate how socially constructed models of family disseminate cultural values that differ from, and complement, biologically constructed ones.

This study has implications for American Studies and Childhood Studies. For example, in exploring the power of adoption to illuminate American narratives of personal and national identity, we note the extent to which theories of nationhood are themselves defined by genealogy. To be sure, twentieth-century theories of nationhood have developed from the traditional understanding of nation as something innate or inherited. As Benedict Anderson has shown, a nation is "an imagined political community" and a "style of continuity," discursively created and subject to discontinuities as well as continuities.⁵ However, to describe the rise of imagined communities, Anderson relies on the language of birth and development: nations, he writes, are conceived of as limited, sovereign, and involving community or "deep horizontal comradeship *akin to those defined by blood*."⁶ National loyalty, he goes on to say, invokes "the links between the dead and the yet unborn, the mystery of regeneration . . . a combined connectedness, fortuity, and fatality in a language of 'continuity.'"⁷

For Anderson and others, "continuity" and genealogy appear to be synonymous. Yet broken genealogies and adoptive bonds have functioned throughout the history of American literature to establish ideologies of national identity. Adoption is defined by severed lineage and the construction of new family organizations. Analogously, American national identities are equally defined in terms of severed ties to Great Britain and the construction of new forms of social and governmental organization. This analogy is not coincidental. Literary representations of adoption are tropes through which authors think about and resolve issues pertaining to American society and culture; their uses of adoption establish national ideologies. Since the seventeenth century, adoption has articulated on-going tension in American literature between notions of inherited and acquired identity. These tensions--between Old World and New World, between a sense of self shaped by the past and a sense of self open to the

future--have driven national development and have circulated in discourse about American society since Alexis de Tocqueville first articulated them in his 1835 book, *Democracy in America*.⁸ The dominant attitude associated with adoption is ambivalence, which expresses a national celebration of fresh starts as well as a longing for lost origins. The terms child (lifetime), childhood (history), and generation (genealogy) converge to create a perception of nation that is born and develops with distinct inclinations and traits.

Where does a specific focus on adoption lead and why might it matter? Few people think of adoption as an especially important aspect of the American family. The popular mind most likely thinks of adoption as a marginal way that unfortunate people have to construct a family. Why is it, then, that many of the major American literary landmarks have adoption at their center: *Moby Dick* closes with an image of stranded orphans being adopted by a father who has lost his biological children. Huckleberry Finn's flight down the Mississippi River is set in motion by the efforts of Widow Douglas to adopt him. Hester Prynne must fight off the oppressive governmental structure that insists that Pearl would be better raised by adoptive parents than by a single mother. The close-knit family of *Little Women* dissolves into an adoptive family unit established in *Little Men*. Severed biological families and elective families are defining features of American literature, in a way that is strikingly different in other national literatures. In fact, adoption has always been central to constructions of American literary and cultural identity.

Telling the story of adoption expands our notion of American literature and culture. Telling such a story also helps to address reality for an estimated 5-10% of the United States population whose lives are touched by adoption. Representations of broken and reformed genealogies define the American child, family, and nation in ways only recently noticed and partially understood. In 2000, Adam Pertman, director of the Evan B. Donaldson Adoption Institute, declared the United States an "adoption nation," describing a process by which adoption is accelerating the transformation of the US into a more multicultural and multiethnic society.⁹ African Americans and Native Americans have long practiced kinship care and other flexible forms of family structures, making adoption an entry point for the examination of ethnic and racial diversity in American culture. Transnational adoptions similarly point to issues of colonialism, cosmopolitanism, and the global economy, and may help, as anthropologist Barbara Yngvesson suggests, "to unsettle the narrative of exclusive belongings, the notion of singular identity and a self that can be made whole."¹⁰

Adoption is one of many sites of inquiry found at the crossroads of American Studies and Childhood Studies that can help us address questions of identity, community, nation, and culture. Given its centrality, why has the trope of adoption been ignored? The answer lies in its undesirable meanings of not belonging, of being outside the norm, of lacking authenticity. It is precisely these features that alert us to the importance of bringing genealogy to the forefront, in the context of American Studies and Childhood

Studies, so that inquiries into biological and adoptive kinship can help identify and challenge the dominant narratives that contribute to a sense of family and nation.

Endnotes

1. John Winthrop, "A Defense of an Order of Court," in *The Puritans in America: A Narrative Anthology*, ed. Alan Heimert and Andrew Delbanco, eds. (Cambridge: Harvard UP, 1985), 164-68.
2. Caroline F. Levander, *Cradle of Liberty: Race, the Child, and National Belonging from Thomas Jefferson to W.E.B. DuBois* (Durham, NC: Duke UP, 2006), 2.
3. Karen Sánchez-Eppler, *Dependent States: The Child's Part in Nineteenth-Century American Culture* (Chicago: U of Chicago P, 2005).
4. Jay Fliegelman, *Prodigals and Pilgrims: The American Revolution Against Patriarchal Authority, 1750-1800* (Cambridge: Cambridge UP, 1982); Jerome Griswold, *Audacious Kids: Coming of Age in America's Classic Children's Books* (New York: Oxford UP, 1992).
5. Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, rev. ed. (London: Verso, 1991), 6.
6. Anderson, 7 (my emphasis).
7. Anderson, 11.
8. Alexis De Tocqueville, *Democracy in America* (1835), trans. Arthur Goldhammer (New York: Library of America, 2004).
9. Adam Pertman, *Adoption Nation: How the Adoption Revolution is Transforming America* (New York: Basic, 2000).
10. Barbara Yngvesson, "Going 'Home': Adoption, Loss of Bearings, and the Mythology of Roots," in *Cultures of Transnational Adoption*, ed. Toby Alice Volkman (Durham, NC: Duke UP), 25-48.

Childhood Studies at the Crossroads: Childhood and Early American Studies

Anna Mae Duane

I'd like to make a brief case for where I see childhood studies creating a natural point of intersection with early American studies, and to think about how cultivating these crossroads might provide new ways of approaching early American literature and culture. I'll begin with a contradictory statement: the child is both everywhere and nowhere in early America. Placing the child at the foreground of our analysis forces us to confront the space in between—the space between the material and the figurative, between a symbol and the person whose experience was marked by having that symbol imposed upon him or her. More precisely, juxtaposing childhood studies with early American studies doubles down on methodological problems of evidence—and the authenticity such evidence promises. Acknowledging these problems, I'd like to suggest that pausing at the crossroads of childhood and early American studies offers opportunities to wrestle with the rejected, yet still remarkably persistent, binary of dominant and subordinate, with its concomitant elicitation of either accommodation or resistance, that frame what we see when we look at early America.

My first assertion—the child is everywhere, figuratively. The child had powerful political, social and emotional resonances in early America. Figuratively, as colonists struggled to transport power relations from the Old World in a form that would function in a New World context, metaphors of parent-child relations proliferated. Materially, children were key points of encounter—between Europe and the New World, between the past and the future, and between Native and English cultures as children functioned as cultural emissaries. And not surprisingly, material children were interpolated in the process of narrating such encounters. From John Winthrop’s obsession with Anne Hutchinson’s allegedly deformed still-born infant as the manifestation of its mother’s dangerous delusions, to his willingness to see the salvation of his own children as evidence of God’s pleasure, to the Salem villagers’ willingness to see young girls as prophetic voices crying out in the wilderness, the child in early America emerges again and again as a symbol of the colony’s status in relation to the wildness around it. Later, as Caroline Levander, Jay Fliegelman, Shirley Samuels and others have illustrated, the figure of the oppressed child created a key template for articulating revolutionary grievances against a mother country.¹ Philosophical and epistemological developments in the eighteenth-century rendered the child a touchstone upon which questions of human nature were explored. The work of Holly Brewer and Gillian Brown have taken different tacks about whether Lockean theories of consent—a foundational structure in early American theories of governance—were ultimately beneficial to the children who figured so largely in Locke’s rhetoric.² Both scholars agree, however, that the child is central to understanding concepts of meaningful consent that continue to structure much of current legal and philosophical rights theory. The work of Karen Sánchez-Eppler, Caroline Levander, Carol Singley, and Lucia Hodgson has illuminated how rethinking the child can help us rethink the structures of social contract theory, consent and autonomy so central to the development of an American cultural and political identity.³

I also suggested that children are nowhere in early America. While we have figurative children everywhere and even material children in abundance, finding and reading children’s voices, always a methodological challenge, is particularly difficult in early America. The dearth of what we might like to call “authentic” children’s voices keeps us from articulating either a fully resistant or compliant child. Scholars such as Paula Fass and Anya Jabour have done much to excavate and circulate texts that teach us more about what childhood was like.⁴ Historians such as John Demos, James Marten and others have sought to reconstruct the world of early American children by focusing on the historical documents and material artifacts pertaining to their lives.⁵ Yet if the goal is to hear children *speak*, studying childhood in early America, and arguably anywhere in American studies, requires a process of creative listening to mediated, half-submerged, often overlaid subjects. As Karen Sánchez-Eppler has written eloquently, the study of children pushes us to reimagine “dependency as an issue both of personal agency and of national or institutional relationships.”⁶

Here is one place that the methodological crossroads—or, to be more precise, the methodological problems that overlap in both childhood studies and early American studies—can lead us to fruitful new ways of reading early American literature and culture. For early American studies, particularly in this past generation, is the study of mediated, half-submerged, often overlaid subjects. From the debate over the authenticity of Olaudah Equiano’s recounted childhood, to worries over the clerical editorializing of female authors of captivity narratives, to efforts to locate Native American subjectivity in William Apess’s anglicized story of hardship and conversion, scholars remain unsure how to read the heavily mediated voices of many early American authors.⁷ Joshua Bellin, among others, has argued that in order to engage these difficulties meaningfully we must move beyond the well-worn framework of dominant and subordinate. For Bellin, even the more nuanced construction of hegemony fighting off stealth infiltrations of influence and resistance does not adequately address the complex exchanges between cultures in early America.⁸ Early American literature, Bellin argues, is *always* the product of encounter. Childhood studies forms a critical crossroads with this perspective in two ways. To begin with, children in early America are literally producing and processing encounter as they grow up in the midst of the rapidly changing cultural and political landscape, making them a natural site for studying how these moments of encounter worked. More tentatively, I suggest that foregrounding the child as a point of early American study in itself necessitates a shift in perspective that can fully attend to the complex reciprocity of encounter rather than the straightforward transmission of dominance. To render children worth listening for, and listening to, we are pushed to listen creatively in ways that respect, and even privilege, a form of subjectivity that can only emerge through encounter.

Finally, I’ll suggest that the intersection of children’s studies and early American studies can offer a turning point to another, often controversial and contested crossroads—between postcolonial study and early American studies. A study of how the child functions as both the emblem of the colony’s strength (as it does for New England Puritans and Revolutionary rhetoricians) *and* as an emblem of the dependency and insufficiency of the non-citizen (as it did in infantilizing narratives aimed at slaves, Native Americans and others) offers a particularly useful vantage point for revisiting Laurence Buell’s controversial assertion that the U.S. literary emergence was a "postcolonial phenomenon."⁹ The work of the child, particularly the work of infantilization in the deployment of power in early America, offers a good deal of insight into the constructions of power and citizenship particular to the United States. It also provides a particularly useful point of comparison with other colonial regimes. As Ann Laura Stoler’s work has so eloquently illustrated, the tender ties of domestic arrangements, including reproduction and childrearing, “are not the “microcosms of empire, but its marrow.”¹⁰ The difficult and contested crossroads between childhood and early American studies offers a means for revisiting the questions of power and subordination, empire and colony, parent and child that cut across colonial regimes, and offers a way of finding common points of conversation across disciplines and national boundaries. That conversation won’t lead to easy answers. Rather the conceptual

difficulties and methodological uncertainties raised by the study of the child in early America can lead us to ask better questions.

Endnotes

1. Shirley Samuels, *Romances of the Republic: Women, the Family, and Violence in the Literature of the Early American Nation* (Oxford: Oxford UP, 1996), Jay Fliegelman, *Prodigals and Pilgrims: The American Revolution against Patriarchal Authority 1750-1800* (Cambridge, Cambridge UP, 1985), Caroline Levander, *Cradle of Liberty: Race, the Child, and National Belonging from Thomas Jefferson to W. E. B. Du Bois* (Durham: Duke UP, 2006).
2. Holly Brewer, *By Birth Or Consent: Children, Law, and the Anglo-American Revolution in Authority* (Chapel Hill: UNC Press, 2005), Gillian Brown, *The Consent of the Governed* (Cambridge, MA: Harvard University Press, 2001).
3. Karen Sánchez-Eppler, *Dependent States: The Child's Part in Nineteenth-Century American Culture* (Chicago: U of Chicago Press, 2005), Caroline Levander and Carol Singley, eds., *The American Child: A Cultural Studies Reader* (Piscataway: Rutgers UP, 2003), Lucia Hodgson, "Little Subjects: The Lockean Child and Race in Transatlantic American Discourses of Slavery" (PhD diss., U of Southern California, 2009).
4. Paula Fass and Mary Ann Mason, eds., *Childhood in America* (New York: NYU Press, 2000), Anya Jabour, ed. *Major Problems in the History of American Families and Children* (Independence, KY: Wadsworth Publishing, 2004),
5. John Demos, *A Little Commonwealth: Family Life in Plymouth County* (Oxford: Oxford UP, 1999), Karen Calvert, *Children in the House: The Material Culture of Early Childhood, 1600-1900* (Boston, Northeastern UP, 1992), James Marten, *The Children's Civil War* (Chapel Hill: UNC Press, 2000).
6. Sánchez-Eppler, xiv.
7. A small sample of the criticism on these questions: Gordon Sayre, "Defying Assimilation, Confounding Authenticity: The Case of William Apess," *Auto/Biography Studies* 11 (1996): 1-18, Vincent Carretta, "A New Letter by Gustavus Vassa/Olaudah Equiano?" *Early American Literature* 39. 2, (2004): 355-361, Gordon M. Sayre "Captivity Canons," *American Quarterly* 50.4 (1998): 860-867.
8. Joshua Bellin, *The Demon of the Continent: Indians and the Shaping of American Literature* (Philadelphia: UPenn Press, 2000).
9. Laurence Buell "American Literary Emergence as a Postcolonial Phenomenon," *American Literary History* 1992 4 (3): 411-442. For a more recent take on the question, see Paul Giles, "Antipodean American Literature: Franklin, Twain, and the Sphere of Subalternity," *American Literary History* 2008 20 (1-2): 22-50.
10. Ann Laura Stoler, *Haunted Empires: Geographies of Intimacy in North American History* (Durham and London: Duke UP, 2006), 3.

Social History and the History of Childhood

Paula S. Fass

Social history needs the history of children and childhood. I say this not because children should be viewed as yet another social category to be examined – a kind of final frontier that exhausts the categories—but precisely because childhood is not like other social categories. Unlike other group identities that can become active vehicles for change (something to which early social history was committed), many children—infants and young children especially—do not have this potential to be self-conscious actors. And even more than other social groups of ordinary people, children have few collectable sources through which we can hear and observe them *in their own terms*. Instead, we are usually dependent on the observations of others, and these observations are often partial and incomplete. Finally, unlike many other social groups, children are not importantly identifiable by their national containers. By this I mean that the most interesting things about them are rarely their nationality.

In all of these ways, children and childhood force social historians to think and research outside of the limited boxes they initially created for themselves, and this is a good thing. Let me address these matters sequentially and suggest how the history of children liberates social historians and American studies scholars influenced by social history, and allows them (us) to address some of the problems that resulted from our initial methodological and epistemological limitations.

1) Children can but often do not create changes consciously. This is a big issue and I can only nibble around the edges here. The conceit that drove early social history—that we could locate change in the bottom—was not entirely misplaced since it opened our picture of the past and freed our imaginations. We began to see history in more complex ways as lived experience and recognized that the sources for change can be multiple. At the same time, our commitments were both wildly optimistic and restrictive at the same time. Social history tried to make all potential social groups into active agents of history and this vision was never effectively realized. But, the idea that only serious makers of history are worthy subjects of historical inquiry is simply wrong-headed. So was the notion that all human action is agential. Some of the most important kinds of human activities are defensive, preservative, un-self-consciously conservative. Studying children and their history makes this obvious and removes the onus from all of us that required for too long that we demonstrate the agential nature of the subjects we study. That quest led too often to repetitive, predictable, and tendentious work. It was cultural history that helped to clarify this matter by showing us how all action is confined within the boundaries of the power exerted by words, meanings, and the many textual notations through which human activity is documented.

2) Children do, of course, leave many sources but many of these are not self-defining. They are often written by others, or collected by others toward a purpose, or they are

not deeply revealing, such as forms of school work like penmanship lessons. In this sense, social historians are forced to admit that many of our best sources, those that are literate and complex, always require interpretation and force us to see the web of meanings created by those caught in historical time. We are hardly ever just self-defining. And there is no simple behavioral act. Nowhere is this clearer than in the foggy realm of children's history where who children are is often *predefined* and just as often *redefined* over time through the intersection of their actions and those of their caretakers. Indeed, children's identities are flexible and changing and the sources that document these changes (especially in the early years of childhood) are usually second-hand. Nevertheless, who children are and how they become who they are reflect the complex interplay between social prescriptions, adult descriptions, and children's actions.

3) This brings me to my final point. Children are the least easily identified through national means. This does not mean that there are no national differences among children since there are many: birth rates, mortality rates, educational attainment measures, etc. It does mean that nationality is often the least meaningful to individual children--far less meaningful than other social identities. Children have literally to grow into their national identities and this is naturally one of the things we want to understand. The way they are raised is often local and sub-cultural or it is transnational more than it is national, although we do have national policies in these matters, policies that over the past hundred years, and especially since World War II, have become urgent and consequential.

The fact that nationality is frequently not the primary issue in many realms of children's history also means that studying children allows historians to move much more readily beyond and between ordinary national borders to ask comparative, even global questions, about children and childhood. In this regard, the launching of the new *Journal of Transnational American Studies* is very much to the point here.¹ This is a very good thing at this particular moment of time and I think also for the foreseeable future. The history of childhood can allow social historians and Americanists an extremely effective angle on and entry into current global perspectives. I could say much more about this, but since I have done this already in our own *Journal of the History of Childhood and Youth*,² I want only to emphasize that this global moment is especially important for children's history and from the point of view of social history. It allows the social history of children to lead the way toward a more integrated and comprehensive history and to make children's history an essential component of current developments in the historical profession.

Endnotes

1. The launching of the new journal was announced at the meeting of the American Studies Association in Albuquerque, New Mexico in October 2008 where this roundtable took place.

Childhood Studies and Feminist Critical Race Studies

Lucia Hodgson

In the recently published *Cambridge Companion to Feminist Literary Theory*, Rashmi Varma documents and promotes a "feminist critical race studies" that can intervene in our tendency as scholars to analyze race and gender separately, as distinct systems of power. Varma argues that race and gender "are in fact historically interwoven with each other, forming a dense fabric that constitutes society itself." For Varma, the "task of a feminist critical race studies is precisely to help us to *read* the weave of race and gender in society, and to offer tools for dismantling embedded structures of domination and oppression." As Varma suggests, maintaining the two vectors of analysis—feminist theory and critical race theory—in sight simultaneously requires new analytical strategies and methodologies. I propose that one of the most significant contributions that Childhood Studies can make to American Studies is to provide a disciplinary site for developing such strategies and methodologies. In this short paper, I will briefly critique three studies that attempt to think race and gender simultaneously for clues about how an explicit theorization of child subjectivity can facilitate a *feminist critical race studies* approach.¹

Robyn Wiegman's 1995 study, *American Anatomies: Theorizing Race and Gender*, analyzes the "corporeal logics of race and gender that underlie the 'universal' status of the Enlightened subject."² Wiegman investigates the way in which the "historical convergence of 'blacks and women'" has "become wedded in the cultural symbolic as our primary figure for the complicated relationship of race and gender."³ Wiegman cites Harriet Beecher Stowe's *Uncle Tom's Cabin* as "one of the few popular moments in the literary landscape of this nation in which a white woman has sought to grapple, however inadequately, with the social consequences of both Western notions of gender and U.S. structures of racism."⁴ For Wiegman, *Uncle Tom's Cabin* challenges the nineteenth-century equation between blackness and inhumanity by feminizing, and thus humanizing, the enslaved. Wiegman's analysis acknowledges in passing that "the African was cast in terms of emotional and intellectual infantilism,"⁵ but adulthood operates in her analysis as an unmarked condition of personhood, both feminine and African-American. This despite the way childlikeness is both the site of a dense discursive overlap of femininity and racial alterity, and simultaneously the incarnation of the whiteness that grounds the Enlightenment discourse of human difference.

The absence of Little Eva from Wiegman's discussion of *Uncle Tom's Cabin* signals the limitations of her concept of womanhood. The omission of black and girl children from the blacks/women analogy reenacts the disenfranchisement of childhood instituted by liberal theory. It assumes that the denial of consent to young people is not inherently unproblematic, as if adult power over children—adult male power and adult female power—cannot be abused. And the omission of black and girl children reinforces the associated belief in the innate irrationality of those bodies found to be non-adult and under-developed. Because she has not theorized age, Wiegman's investigation of the

American cultural analogy between "blacks" and "women" cannot encompass the paradigmatic relationship between Uncle Tom and Little Eva. This version of the blacks-and-women symbolic gestures toward its immersion in the discourse of childhood. A focus on the female child subject can illuminate how the nineteenth-century infantilization of adult white women undermines the humanity accorded through feminization, and reasserts the political disenfranchisement of even and especially feminized adult African-Americans.

In her 2004 monograph, *The Gender of Freedom: Fictions of Liberalism and the Literary Public Sphere*, Elizabeth Maddock Dillon revises Carole Pateman's important work on the way in which the universality of social contract theory relies on an implicit sexual contract that excludes women from political participation. In her feminist critique of liberal theory, Pateman argues that the civil freedom accorded to men by contract theory presupposes the subjection of women to men. Pateman also argues that sexual difference is more fundamental to liberal theory than any other narrative of human difference, including racial difference. She writes that "the fact that women are *women* is more relevant than the differences between them." Thus, for Pateman, the social contract perpetuates a "sexual contract" that "establishes men's political right over women" and "sexual difference is the difference between freedom and subjection."⁶ Dillon's analysis recognizes the whiteness of liberal womanhood, but maintains nonetheless the primacy of gender difference in her narrative of how "liberalism scripts the interrelated public and private lives of citizens of the liberal state." Dillon argues that "the primary form of constraint, or 'structuration,' effected in the literary public sphere of the eighteenth century concerns the becoming binary of gender and the becoming heterosexual of desire," and that "the structure to which the subject consents (in order to become a subject) is one that primarily concerns newly configured forms of gender and sexuality."⁷ With regard to black women, Dillon suggests that liberalism's exclusion of African-Americans of both genders from the fiction of the modern liberal subject establishes them "in an externalized—but foundational—position" to that subject "related to *private property*," and, consequently, as silenced in the public sphere.

Dillon's analysis of the occluded gendered and raced specificities of the liberal subject, however, cannot account for the public sphere presence of a Phillis Wheatley, who spoke neither as a slave, nor as a white woman, but as a white child. If we broaden the category of woman to include those under the age of legal majority, we can see more clearly how sexual difference in liberal theory complements rather than trumps racial difference. In Lockean social contract theory, childhood is the paradigmatic placeholder for all those presumed insufficiently rational to give consent to contract, and thus liberal theory infantilizes historically excluded adults including women and slaves. In order to make their generalizations about the primacy of sexual difference, Pateman and Dillon presuppose the adulthood of the excluded female, and the subjection of children to adults. Within liberal theory, white girls face at least two vectors of disempowerment—gender-related and age-related—and in their case gender does not outweigh age as an

oppressive factor, as white boys in Locke's political theory are also denied consent to contract. The subjection of children complicates the feminist critique of liberal theory because the conscription of persons under twenty-one to disenfranchisement in the early modern period is a transgender *and* transracial phenomenon that operates through the rhetorical entanglements of sexual and racial difference discourse; childhood is both feminized and racialized, and one form of oppression does not clearly dominate over the other. Foregrounding the figure of the child reminds us of the extent to which liberal subjecthood presupposes an *adult* white male, whose superiority rests in his advanced age as much, if not more, than in his sex and his race.

Ellen K. Feder's 2007 book, *Family Bonds: Genealogies of Race and Gender*, argues that we need a third figure—the figure of the "family"—to adequately theorize the co-articulations of race and gender. Feder makes a compelling argument that race and gender are interrelated categories that nonetheless operate very differently: the deployment of gender is a function of disciplinary power within the family, while the deployment of race is a function of state regulatory power acting upon the family.⁸ Two of three of Feder's chapters on the production of raced and gendered identities in the second half of the twentieth century focus on the development of children: "Boys *Will* Be Boys" examines the diagnosis and treatment of Gender Identity Disorder, and "Of Monkeys and Men" explores the ideology of the 1992 Violence Initiative and the associated racist rhetoric that characterized African-American male youth as "conduct-disordered" and prone to asocial violence. Yet Feder never directly theorizes child subjectivity. The framework of the family regulated by the state, internally or externally, tends to conflate the interests of parents and children, and to obscure the agency of child members of the family, as if children are only acted upon by power—of either parents or government bureaucrats—in the service of the state. Centering the child figure in the analysis of gender and race formation can restore our appreciation of the political valences of children's behavior, whether they are "being good" or "acting out."

All three theorist that I have discussed—Robyn Wiegman, Elizabeth Maddock Dillon, and Ellen K. Feder—make reference to Hortense Spiller's seminal 1987 essay, "Mama's Baby, Papa's Maybe: An American Grammar Book," to support their argument that slavery "ungendered" African-American subjectivity. Yet none of these theorists has addressed Spiller's important theorization of child subjectivity. Spiller's attempt to think race and gender at the same time does more than foreground how kinship relations structure gender identity. Spiller's analysis clarifies how childhood operates as the site for the inscription of intelligible gendered and racialized forms of subjectivity. She writes, for example, that "the enslaved offspring . . . does become, under the press of a patronymic, patrifocal, patrilineal, and patriarchal order, the man/woman on the boundary, whose human and familial status, by the very nature of the case, ha[s] yet to be defined."⁹ This formulation suggests some of the ways that infantilization simultaneously feminizes, racializes, and dehumanizes its object. To theorize the production of race and gender difference without attention to age is to assume the

primacy of adult subjectivity, even though historically, both adult females and non-white adults of both genders have been denied power through rhetorical infantilization.

Spiller's work highlights the crucial role that childhood studies can and should play in theorizations of race and gender difference. The child is the site of both gender development and racial formation, processes that occur simultaneously and interrelatedly over time. If we broaden the categories of "women" and "nonwhites" to include young bodies, our analyses will necessarily negotiate race and gender as systems of power that operate in tandem, and we can begin to recognize femininity and racial alterity as age-related categories of difference that operate in even more complex ways than we have yet been able to articulate.

Endnotes

1. Rashmi Varma, "On Common Ground?: Feminist Theory and Critical Race Studies," in *The Cambridge Companion to Feminist Literary Theory*, ed. Ellen Rooney (Cambridge: Cambridge UP, 2006), 232-233.
2. Robyn Wiegman, *American Anatomies: Theorizing Race and Gender* (Durham, NC: Duke UP, 1995), 180.
3. Wiegman, 8.
4. Wiegman, 194.
5. Wiegman, 64.
6. Carole Pateman, *The Sexual Contract* (Palo Alto: Stanford UP, 1988), 2, 6.
7. Elizabeth Maddock Dillon, *The Gender of Freedom: Fictions of Liberalism and the Literary Public Sphere* (Stanford, CA: Stanford UP, 2004), 42-43.
8. Ellen K. Feder, *Family Bonds: Genealogies of Race and Gender* (Oxford: Oxford University Press, 2007), 3-5.
9. Hortense J. Spillers, "'Mama's Baby, Papa's Maybe': An American Grammar Book," *Diacritics* 17.2 (1987): 74.

Scraps, Schoolbooks, and Homemade Books: Childhood Studies in the Archives

Karen Sánchez-Eppler

American Studies has been seriously engaged for many decades now in questioning the boundaries of national belonging. In these discussions the conditions of national belonging have mostly been raised in terms of gender, race, region, and class. Childhood Studies asks that we take seriously children's roles in national formation. So the question as we think about the crossroads of American Studies and Childhood Studies is what do we add when we add age as a category of analysis, and perhaps as importantly, *how* do we add it?

For the last few years I have been working to retrieve writing by children, to figure out how I can make children's voices be part of childhood studies. My first book had been about abolition and feminism where it seemed inconceivable to do serious work without heeding the perspectives of slaves, free blacks, or women. So it still feels

stunning to me that I had worked for four or five years on essays that would become part of *Dependent States* without looking for or thinking about children's participation in the discourses of childhood I was interrogating. My decision to look for children's perspectives entailed a move to the archives and primarily to manuscript sources, and that is what I will focus on here.

Children and manuscripts have some things in common. Both are generally regarded as ephemeral sites of cultural production, preparatory stages to be passed through on the way to historical agency and cultural content. In order to enter the public sphere of political discourse and social or cultural exchange children must wait to grow up, manuscripts must find their way into print. In my work I have tried to interrogate both these assumptions, to see what can be learned about the nature of childhood, of books, and of agency itself, from heeding the insights offered by children's manuscripts. Belonging, Americanness, have largely been understood as issues of the public sphere, and consequently this progress has primarily been measured in the public record. I look at materials literally on the margins of print discourse, in order to suggest some of the ways that children exert their access, claim ownership, and hence belong.

The relation between childhood and manuscript literature is pragmatic and opportunistic: If children's own voices are far more likely to be found in manuscript sources than in printed ones then anyone interested in learning about what children saw, experienced, thought, felt, or understood, needs to figure out not only how to locate such material in library systems that tend not to recognize age as a category of analysis, but also how to make sense of the scraps and rote exercises found there.

Reading children's writing is difficult, precisely because the sentences themselves are often so simple. Children tend to write in fairly formulaic ways, constrained by adult supervision. Writing often figures for children as a site of instruction and compliance. Consequently paying attention to childhood entails finding meaning in what can easily seem trivial and formulaic: to learn for example that copying is not a neutral act. I have learned in my reading of children's diaries, school essays, letters, poetry, fiction, drawings and collage how to look not only for children's socialization, but also through it to their agency, invention, and play.

From the perspective of American Studies, the materials I will briefly discuss now speak to issues of socialization—childhood is one of the prime sites for inculcating cultural norms and hence the nature of those norms is highly visible in school primers and other didactic texts and activities aimed at the young. They speak too to our notions of "innocence," a term with a powerful mythos in American Studies. And they speak to questions of power and possession, since age is one of the few places where power imbalances continue to be understood as natural, as how things ought to be.

Writing in the margins of her *Practical Spelling-Book* beneath the book's printed question, "Good boys and girls try to behave well at school because it makes their

parents happy. *Do you do so?*” Eliza Wadsworth answers simply “no yes”; she does not behave well at school, but she still makes her parents happy. Thus Eliza splits obedience from the notion of parental pleasure.¹ Like Eliza I am interested in the split between prescription and agency. In describing a few specific child manuscripts, I seek to demonstrate the sorts of child-made things one can find in archives and the kinds of questions they might generate.

Many of the traces of childhood expression preserved in archives come in the form of scraps. Sometime in the 1850s Lilly St. Agnan Barrett with round childish hand and a not yet very confident cursive script penciled a pledge on a small piece of torn card.

I will try this day to live a simple sincere serene life; repelling every thought of discordant self-seeking an anxiety; cultivating magnanimity self-control and the habit of silence; practicing economy cheerfulness and helpfulness; and as I cannot in my own strength do this, or even with a hope of success attimping it I look to thee O Lord my Father in Jesus Christ my Saviour and ask for the gift of the Holy Spirit.²

Lilly would grow up to become a rector’s wife and the balance of class and gendered expectations embedded in her childhood list of desired virtues seems quite prescient. The very fact that this prayer was preserved, Lilly’s own and her parents’ acts of valuing this assertion of her faith that would be necessary for this shard of paper to make it into the family archives, seems as important here as the particular things she says with her evident adult vocabulary somewhat in advance of her spelling. The many incongruities of this list reflect the process of socialization, Lilly’s manner of learning the codes of a pious New England femininity, and the pride and pleasure she could take in that process however meek and stern its ultimate outcome. For the scholar of childhood seeking children’s voices the task is how to parse the “discordant” “economy” and “sincere” “cheerfulness” of such texts.

Lilly’s pledge is but one scrap within a large compendium of family papers. It is, of course, the affluent and socially important families whose papers are most likely to be preserved in such collections, and within the already silenced and invisible realm of children’s history the differences in archival class, region, race, and ethnicity are particularly marked. I am working at the moment with the archives of childhood materials associated with the Dickinson family, things produced by the poet Emily Dickinson’s nieces and nephews during the 1870s and early 1880s—so very much the product of a rural educated elite, from an exceptionally educated and literary family. The Dickinson children, Ned, Mattie and Gib, used their books hard, creating through their inscriptions, decorations, and torn out pages a record of their relations to reading and writing.

The Dickinson children colored in the letters in their primer, making the alphabet more festive and more their own.³ Mattie Dickinson used her Children’s Almanac to record her school assignments.⁴ But she also clearly liked the little decorations that introduce each month and she carefully made her own version, drawn on a piece of paper stuck

between the pages of this little book. Some are faithfully copied images, even if her blown-out umbrella is hard to decipher unless you compare it to the printed picture for March, but unlike those in the published almanac, her labels for the months don't quite stay on the same tidy line. Even more whimsically, in "copying" the image for May, Mattie completely rejects the conventional flowers depicted in the album to draw her own lawn tennis court (the family had one at the Evergreens) and the bugs that are part of the fan's design in the Almanac's August fly free in Mattie's drawing. Clearly for Mattie the pleasure of precision in imitation vies with the pleasures of invention.

The Dickinson family papers at Brown University contain all sorts of scraps from the nursery desk, including a large collection of patterned collages, some finished and bound, quite possibly a school assignment, and others in process. The Dickinson collection at Amherst College includes a scrapbook of Christmas cards and other colored prints assembled by the children and a number of their friends—each participant initialing a page.⁵ Most dramatically of all the Dickinson children pasted drawings collected from books, magazines, and greeting cards, onto the four doors in and around the nursery. The children decorated not only the door to the nursery itself and the door to the closet inside the room, but also the insides of the two hallway doors that delineated the nursery section of the upstairs hall. Like more traditional scrapbooks the Dickinson children's decorated doors testify to the ways in which public print culture could be put to individual, personal uses, literally cut-up and re-fashioned. Thus it shares much with more general accounts of children as cultural scavengers. But that the Dickinson children felt empowered to paste pictures on these doors, and that the adults in the household allowed those images to remain, points to a broad family acknowledgment of the children's control over at least this circumscribed space. Moreover quite a number of the images come from illustrated books, suggesting both the children's love of their books and that such valuing of the literary did not prevent them from tearing books apart, just as it didn't keep them from scribbling on the alphabet. In pasting colored plates torn from a juvenile edition of *Robinson Crusoe* on the hallway door, the children cut off the captions, their use and interest not necessarily aligned with the label.⁶ Of course the inclusion of images from this primal colonial text says much of a different sort about these children's socialization into particular imperialist structures. Thus if these materials show us children as scavengers on the scrap edges of cultural power, it also demonstrates the processes of incorporation and how deeply those are linked to the sorts of imperialist narratives we have been telling in American Studies all along.

Endnotes

1. T.H. Galludet and Horace Hooker, *The Practical Spelling-Book* (Hartford: Hamersley, 1861). The copy with Eliza Wadsworth's marginalia is in the Hewins Collection of the Connecticut Historical Society Library.
2. Lilly St. Agnan Barrett's childhood note is in the Porter Phelps Huntington Family Papers, Special Collections, Amherst College Library.

3. Favell Lee Mortimer, *Reading Without Tears: A Pleasant Mode of Learning to Read* (New York: Harper Brothers, 1869). The Dickinson children's copy is in the Martha Dickinson Bianchi Papers in the Brown University Special Collections.
4. Ella Farman, *The Children's Almanac* (Boston: D. Lathrop, 1878). Mattie's copy has a number of inscriptions dated from 1881-83; it is in the Martha Dickinson Bianchi Papers, Brown University Special Collections.
5. "Scrap Album" The Dickinson Family Papers, Special Collections Amherst College.
6. Mary Godolphin, *Robinson Crusoe in Words of One Syllable* (New York: George Routledge and Sons, n.d.). The Dickinson's children's version with some plates missing is in the Martha Dickinson Bianchi Papers, Brown University Special Collections.

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CONFERENCE REPORTS

American Antiquarian Society, "Home, School, Play, Work: The Visual and Textual Worlds of Children: Two Conferences Worcester, MA, November 2008

Kelly Marino, University of Massachusetts, Amherst

The American Antiquarian Society held the first of two meetings on "Home, School, Play, Work: The Visual and Textual Worlds of Children," in Worcester, MA, November 14-15, 2008. Founded in 1812, AAS holdings include a vast variety of printed sources, which trace the development of the United States until 1876. The organization works to bring together students, collectors, and historians to encourage scholarship and research on pre-twentieth century life. The AAS conference gathered diverse presenters from across the country to examine the material culture of early American children through artwork and print.

Papers illustrated how scholars uncovered the voice of the child in unlikely sources such as portraits, photographs, paintings, literature, and antique texts. November 15th sessions opened with presentations by C. Dallett Hemphill (Ursinus College), Lauren B. Hewes (AAS), and Jennifer A. Greenhill (University of Illinois), who examined depictions of children in early artwork. In "The Relationship between the Painted Portrait Tradition and the New Medium of Photography, c. 1840-1865," Hewes spoke on parents documenting milestones through photography. The rise of the photography industry in the mid-19th century corresponded with changing ideologies about childhood. Prior to this period, adults conceived children as miniature grown-ups, but by the mid-19th century, "childhood" became a distinct and celebrated period in one's life.

In her paper, "'Too Noisy for an Art Exhibition': Childish Jocularly and the Emerging Culture of Art in the 1870s", Greenhill also examined depictions of children in the late 1800s, focusing on Eastman Johnson's work, *The Old Stage Coach*. Johnson's painting of

children playing near a broken carriage received mixed reviews at the National Academy of Design. To offset the violent tragedy of the Civil War, some artists controversially embraced lighter themes. Greenhill suggested that paintings depicting children playing and joking conflicted with the more “serious” art, which was also popular during the period.

Early sessions further illustrated the value of using unconventional sources to learn about children. Marcus A. McCorison (Worcester, MA), James S. Brust, (San Pedro, CA), Linda Lapidés (Baltimore, MD), and Peter Walther (Oriskany, NY) exhibited their unique collections of early American artifacts. In “‘Remember Me When This you See’: Images of Childhood Preserved in Endpaper Inscriptions, Reward Citations and the Effects of Harriett True,” Lapidés analyzed antique notes and messages left behind in 18th century children’s schoolbooks. From the faded messages of children to the positive words of teachers, friends, or parents scrawled in long forgotten texts, Lapidés proved the significance of notes left behind. Endnote inscriptions revealed the personality of the owner or even his or her emotional state.

Later sessions focused on gender and education. Carol Soltis (Philadelphia Museum of Art), Rebecca R. Noel (Plymouth State University), and Gretchen Sinnett (Wheaton College) addressed coming of age in early American society. In the session, “Girlhood in Print and Portraiture,” Soltis opened by analyzing the evolution of young women depicted in artist Thomas Sully’s work. From gypsies to maidens in “Thomas Sully’s Girls at Risk: Didacticism and Drama in Nineteenth-Century American Painting and Print Culture,” Soltis explained changes in women’s status in the 1800s through symbolic elements of Sully’s paintings. She focused on variation in color, proportions, and iconography. Sully depicted women as vulnerable, angelic, and as needing protection.

Sinnett concluded the session, speaking on the evolution of early American women through changing attire. Her presentation, “‘The Date of My Martyrdom’: Visual and Textual Representations of Nineteenth-Century Girls’ Transition to Womanly Wardrobes,” addressed the work of William Merritt Chase, who painted a portrait of his teenage daughter Alice in womanly garb. Sinnett explained that Alice looked burdened, wearing different articles of clothing and accessories such a corset, which marked distinct phases in her life. Alice could no longer wear her hair loose, and she had to wear dresses that inhibited movement. Sinnett suggested social and cultural traditions limited her freedom and pressured her to conform to gender roles.

A session entitled, “Pictures, Picture Books, and Paper Toys: Learning about Race,” concluded the conference. Sarah Z. Gould (University of Michigan), Robin Bernstein (Harvard University), and Laura Napolitano (independent curator) presented on early American games, toys, and lithographs. In “‘Equally Clever and Humorous’: Lilly Martin Spencer’s Reassuring Lithographs of Children”, Napolitano examined 19th century images of children, contrasting middle class and working class childhoods. During the period, Americans held nativist and racist values, and the rapid influx of immigrants into

American cities increased such beliefs. As a result, Napolitano suggested upper class members of society tried to keep their children safe from the “street culture” of the working class. Spencer’s lithographs illustrated the tension between children’s mischievous nature and adult perceptions of appropriate behavior.

Presentations will continue at the second part of the conference in Princeton, New Jersey, February 13,-14, 2009.

***ASA “Home, School, Play, Work”: Concluding Conference
Princeton, NJ, February 2009***

Anna Redcay, University of Pittsburgh

On February 13th and 14th, 2009 the concluding portion of the conference “Home, School, Play, Work: The Visual and Textual Worlds of Children” convened at Princeton University. The conference’s diverse array of sponsors—including Princeton’s Cotsen Children’s Library, The Center for Historic American Visual Culture, The Program in the History of the Book in American Culture, and the American Antiquarian Society in conjunction with the Worcester Polytechnic Institute—resonates with the valuable interdisciplinary research presented during the two-day program by archivists, literary critics, curators, and historians of art, architecture, and American culture.

The conference cast a spotlight on the study of American childhood, with presentations taking into consideration the effects of parenting, schooling, and other institutions upon the child, while also looking at children’s own roles as students, workers, authors, and active producers of culture. In examining these issues, speakers drew from rare texts, photographs, architectural drawings, oral history, unpublished diaries, and school artifacts. Amidst a series of engaging presentations, some notable topics included the childhood journals of artist Sarah Goll Putnam, the propagation of nostalgia in mid-nineteenth-century children’s literature, and the private use to which Emily Dickinson’s niece and nephews put public print materials in collaging their nursery doors.

With its productive focus upon children’s complex interplay with textual, visual, and material culture, the “Home, School, Play, Work” conference reflects scholars’ deepening investment in interdisciplinary research on childhood’s representation and experiences.

Paper abstracts and a full list of speakers from the conference can be viewed at:
<http://www.princeton.edu/cotsen/research-collection/academic-conferences/home-school-play-work/>

AAASS Conference Panel Series: Rocking the Bloc: Rock Music and Youth Identities in the Soviet Union and Eastern Europe

Gleb Tsipursky, University of North Carolina-Chapel Hill

Youth led alternative lifestyles in the Soviet Union and eastern Europe as well as western Europe and America, a fact increasingly apparent in a cresting wave of ongoing investigations on this topic. A three-part panel series at the 40th annual meeting of the American Association for the Advancement of Slavic Studies, organized by **Kate Transchel** and **William J. Risch**, illustrated some of the promising research on the intersection between youth identities, rock music, and government policies in these regions.

The first panel united three papers straddling the geographical space of eastern Europe and the Soviet Union in the 1965-1985 period. **Venelin I. Ganev** explored the *borsa*, a surprisingly public black market for hard rock in the streets of Sofia, Bulgaria in the 1980s. He made the point that the participants of the *borsa* deliberately rejected communist ideology and adopted an alternative hierarchy of status and mores. Nonetheless, the police did not repress the black market because they focused on other targets, as well as the opportunity for bribes from rock music sellers. In his presentation on rock music in the 1970s-80s Soviet Russia, **Christopher J. Ward** focused on the young workers constructing the monumental Baikal-Amur Mainline railway. The Soviet state strove to provide engaging youth leisure to these builders via investing into state-sponsored, and controlled, musical groups and concert venues. Still, plenty of youth preferred “western” rock songs to Soviet home-grown varieties, which Ward posits highlights the Brezhnev years as an “Era of Stagnation.” William J. Risch compared the hippie scene in Lviv and Wroclaw, 1965-1980, spanning the divide between the Soviet Union and eastern Europe. The paper carefully highlighted regional differences, showing that hippies in Lviv had a harder time in practicing their lifestyle due to state-imposed limitations. Still, Risch argues that the youth who turned to hippism to deal with social alienation remained a product of late socialist society and coexisted with it in both Ukraine and Poland.

In the second part of this series, panelists shed a light on the post-Soviet transition by tracing breaks and continuities of alternative youth lifestyles from the 1980s to the present. Presenting on the general evolution of such lifestyles, **Gregory R. Kveberg** argued that the image of the “West” served as a crucial reference point. After the Soviet demise, groups like the goths who had clear models to follow in a “western” context, easily took advantage of the new openness to link to the international goth scene. Some other alternative lifestyles, which contained more native Russian elements, had to determine a new, more complex relationship to the “West,” characterized by ambivalence and occasionally outright rejection. **Stephen Amico** traced the career of Zhanna Aguzarova, the first female star in the male-dominated rock scene of the early 1980s, who eventually reached widespread fame after 1991. The presenter highlighted

the transgressive elements of the singer's style – her eclectic musical styles, outrageous clothing, unbalanced psychological state, ambiguous sexual identity – and suggested that it was exactly such transgression which made Aguzarova beloved among the Russian gay community, a group on the margins of Russian society.

The final panel turned back the clock to the 1945-65 period, and again reached across geographical boundaries. Looking at Poland and East Germany, **David G. Tompkins** analyzed the government's efforts to offer “socialist” music as a means of distracting youth away from the escalating popularity of western European and American music in these years. Though starting in the late 1940s, these initiatives really took off after Stalin's death in 1953. In addition to opposing “western” music, “socialist” music set the goal of improving the taste and level of culture of its audience, with intermittent success. My own contribution illuminated the Soviet state's campaign against “westernized” youth, *stiliagi*, launched in 1954/55. This policy contained significant coercive elements, such as Komsomol patrols, groups of ideology committed young volunteers who surveilled youth everyday life behavior, denouncing and beating up *stiliagi*. Contemporaneously, the state providing engaging youth leisure, including clubs, amateur artistic creativity, sports, and tourism as a means of instilling communist morals and attracting young people away from “western” popular youth culture. Finally, **Dean Vuletic** considered the case of Yugoslavia, where by 1951, after the break with the USSR, the government began to turn toward a more tolerant approach to “western” music as a means of finding its own distinct, and popular, path toward communism. The Yugoslav Party, despite a continuing disparagement of such music as overly sexualized, decentralized decision-making on cultural issues from 1952 onwards, leaving itself an advisory position and placing more power in the hands of local radio stations, which played a great deal of jazz and later rock.

One of the strongest aspects of the panel series is that it “provincializes” western Europe and America by exploring rock music and hippies in eastern Europe. In parallel, the papers illuminate the specifically local context of the rock music and hippie movement, and correctly underline the fact that a fully homogeneous experience did not unite all rock fans and hippies throughout the world. A series of panelists engaged with Alexei Yurchak's thesis that one can both love Lenin and Led Zeppelin. While some adamantly opposed this claim, others expressed ambiguity towards it, and even found that their sources supported Yurchak's argument: perhaps we should draw the conclusion that in at least certain geographical and chronological contexts of the Eastern Bloc, one indeed could both identify with communism and rock music. Finally, the papers re-evaluated and deepened our understanding of the image of the “West” in Soviet and eastern European eyes. This concept, significant as both the image of the opponent of communist ideology and as the object of attraction for youth, turned out to be surprisingly multi-layered and multi-dimensional; its experience and expression relied heavily on the perspectives of the internal cultures of alternative lifestyle groups.

Jewish Youth and Cultural Change: A Conference Rethinking American Jewish History

Melissa R. Klapper, Rowan University

Klapper Calls on SHCY Members to Publicize Our Organization to Other Groups

On Sunday, October 26, 2008, “Jewish Youth and Cultural Change: A Conference Rethinking American Jewish History” was held at the Center for Jewish History in New York. This conference brought together an interdisciplinary group of scholars to consider the impact that young people have had on the development of American Jewish history and the multiple ways that the American Jewish community writ large has both embraced and expressed concern about its special relationship with youth. As the official conference program explained, participants asked “How do we tell the history of American Jewish life when we focus on youth? How did young Jewish men and women translate cultural change into American Jewish life? What are the differences between the 21st century and earlier eras? How does cultural memory shape these conversations?”

The conference was open to the public and attracted participants beyond the presenters and organizers. During the day program, panels focused on “The American Jewish Historical Narrative and Youth,” “Young Immigrants and America,” “Acculturation and Anxiety about Youth,” “Post-War Youth and Culture,” and “Research on Contemporary Jewish Young Adults.” Some speakers focused on issues of balancing American and Jewish identity, such as Emory’s Eric Goldstein, who spoke about early 20th-century American Jewish youth’s struggle over Yiddish and English linguistic identity. Some speakers examined the Jewish community’s responses to American ideas about youth, such as Rowan University’s Melissa Klapper, who analyzed late 19th century anxieties about the Jewish “girl of the period” in the American Jewish press. Others dealt with such topics as life cycle issues and the internationalization. For example, Rutgers University’s Jeffrey Shandler explored the development of Holocaust education as a rite of passage for post-war Jewish youth, while ACLS postdoctoral fellow Emily Katz discussed the ways in which pen pal relationships brought American Jewish youth closer to Israeli Jewish youth following the creation of the state of Israel in 1948. An entire panel was devoted to a social scientific consideration of contemporary Jewish youth, drawing conclusions both optimistic and pessimistic about the future of the American Jewish community. The evening program offered a multi-generational mix of scholars, community activists, and observers of Jewish life reflecting on a century of community concerns about Jewish youth.

Many of the senior and junior scholars who participated are doing the most cutting-edge work in American Jewish history. The importance of childhood and youth to all fields and disciplines of history and the social sciences was on full display at this conference. Unfortunately, however, based on this writer’s informal survey, awareness of SHCY among the participants was relatively low despite the widely shared interest in

age as a category of analysis. We members might want to think about ways to publicize SHCY within all our other professional organizations.

American Studies Association Conference
Session Report: Coloring Outside the Lines: Performing Race in Children's Books
Albuquerque, New Mexico, October 2008
Mona Gleason, University of British Columbia

Chair: **Cecelia Tichi**, Vanderbilt University (TN)

PAPERS:

- 1) **Jennifer A. Hughes**, Emory University (GA): "The Right to Laugh: Children, Race, and Humorous Publication in Antebellum America"
- 2) **Michelle H. Martin**, Clemson University (SC): "Performing Race, Performing Music, and Black Identity: The Sad-Faced Boys of Arna Bontemps"
- 3) **Philip Nel**, Kansas State University (KS): "The Black Cat in the Hat: Seuss and Race in the 1950s"

The American Studies Association Conference in Albuquerque this past October had much to offer historians interested in children and youth. A particularly engaging session was entitled "Coloring Outside the Lines: Performing Race in Children's Books," chaired by Cecelia Tichi. The session featured papers from Jennifer A. Hughes, Michelle H. Martin, and Philip Nel. Children's literature has typically represented fertile ground for historians. This session built on that tradition, offering fresh analyses of both novel and more familiar literary sources, and compelling explorations of the connections among race, racialized identities, and "being young" in America's past.

The first paper of the session, presented by Jennifer A. Hughes, focused on the antebellum period and the rise of America's comic industry. Nineteenth century American humor, Hughes argues, served important political, cultural and social functions. This was particularly true for children. Laughter, and the ability to evoke it through political cartooning, served as a bellwether of the strength of America's democratic traditions. Antebellum era debates about the rights of children to laughter and frivolity paralleled debates about when children and *if* African Americans could bear democratic franchise. While the medical and moral benefits of cultivating laughter in childhood was discussed in popular comic almanacs and magazines of the period, uncoerced laughter on the part of African Americans was not acceptable. Unlike African Americans, white (male) children were expected to develop competencies for their eventual enfranchisement, including the ability to understand political humor. The former could make had no such claim on the rights of citizenship training of any stripe.

Shifting ahead to the early decades of the 20th century, Michelle H. Martin explored the novels of Arna Bontemps, particularly his *Sad-faced Boy*, published in 1937. Bontemps, a critical contributor to the Harlem Renaissance, crafted stories for young Americans that

highlighted African American history, music, and culture. The novel explore the story of Slumber, and his brothers, Rags and Willie, who leave their home in northern Alabama to seek out the excitement of New York City. Along the way, Martin demonstrates throughout her analysis how the boys' ability to make music helped them cope not only with racism, but also with the boredom and homesickness they felt on the road. Martin demonstrates Bontemps use of jazz music as a vehicle for a whole spectrum of emotions and desires on the part of the boys, including the desire for freedom, resistance to racism, and the longing to travel to parts unknown.

In his re-reading of the popular Dr. Seuss book, *The Cat in the Hat*, Philip Nels put the spotlight on the period just prior to, and after, World War II in America. In his very engaging paper, he encouraged the audience to read the Cat as centrally bound up with the politics of race and racism. The backdrop for Nels' argument was the evolution of Seuss's own personal politics. Seuss, whose real name was Theodore Seuss Geisel, had a rather checkered history of promoting racist stereotypes in his early cartooning work. His political and moral outlook was profoundly changed by the experience of World War II, however. During that period, Seuss published numerous political cartoons that lambasted racism, anti-Semitism, isolationism, Hitler, Mussolini, the Japanese, as well as conservative political forces at home. Seuss's children's books reflect these shifts in his political thinking, exploring themes of racial tolerance, suspicion of dictators and environmental causes. Nels argues that the Cat performs in the story as a figure in Blackface evoking a traditional minstrel story line. Interpreted through the lens of race in mid-twentieth century America, *The Cat in the Hat* becomes a metaphor for the politics of race and nation writ large.

All three papers in this very engaging session were wonderfully thoughtful and thought provoking. They complemented each other by teasing out a variety of examples of the power of children's literature to illuminate broader cultural forces. Each paper evoked the politics of race and racism as they were experienced at different temporal moments through a variety of literary sources. Together, the presenters expertly highlighted how central these varied politics were to ideas about being young in America.

SHCY at the AHA

Lawrence Grossberg, Indian University

The Society for the History of Children and Youth became an affiliate organization of the American Historical Association last year. One of the privileges of membership is the right to sponsor a panel at the AHA's annual meeting. SHCY sponsored its first panel at last January's AHA meeting in New York City: "The History of Adolescence in Global Perspective."

As the title suggests, the SHCY panel took a global look at one of the most contentious and revealing issues in the history of children and childhood: adolescence. Participants

did so by addressing the subject itself but also by using it to raise questions about a variety of other critical topics from gender to state building.

The panel examined the history of adolescence by taking the audience from Russia and China to Africa and the United States. Jude Richter, who recently received his PhD from Indiana University and now works for the Survivors Registry at the United States Holocaust Memorial Museum, began the session with a paper entitled: "Defining the Juvenile Criminal in Nineteenth Century Russia." Karen M. Teoh, a Postdoctoral Fellow and Lecturer of Chinese history at Bowdoin College, then shifted the discussion to China and Southeast Asia with a presentation on "Modern Girl, New Woman: Female Education and Adolescence Among the Overseas Chinese of British Malaya and Singapore, 1900-1950s." Corrie Decker, an assistant professor in the African and African American Studies Department at Lehman College, City University of New York, presented the final paper of the session: "Initiated Into What? Gender and Adolescence in Zanzibar 1900-1963." The formal session concluded with a comment by Don Romesburg, an Assistant Professor at Sonoma State University, whose research focuses on sexuality and gender in U.S. history, childhood and adolescence, transgender studies, race and sexuality, and queer performance and popular culture. In addition to useful comments about each presentation, Romesburg also used his remarks to raise questions about the connections between the experiences of adolescence in particular places and at particular moments and adolescence as a global phenomenon. The ensuing spirited discussion among the panelists and with the audience addressed offered a vivid demonstration of the importance of studying about childhood, youth cultures, and the experience of young people across diverse times and places.

The panel consequently served quite effectively as SHCY's initial contribution as an AHA affiliate organization.

**"To Explain and Protect: A Century of Scientific Research on Children
"History of Science Society Meeting, Pittsburgh, PA
November 2008**

Chair and Comments by Hamilton Cravens, Iowa State

Good afternoon. I am Hamilton Cravens, professor of history at Iowa State University, the chair and commentator for this session, to which I would like to extend a warm, fulsome welcome to our audience. The session's title is "To Explain and Protect: A Century of Scientific Research on Children," which the Forum for the History of the Human Sciences, an interest group of the History of Science Society, has sponsored and endorsed to the Society's Program Committee, which graciously accepted that recommendation and has put the session on the program. Heartfelt thanks all around. The Forum, if I may put in a word for our sponsor, is a lively, congenial, band of intrepid, innovative historians who are rewriting the complex history of the human sciences and moving beyond the old fashioned practitioner histories of the first half of the twentieth century as well as the now dated although clearly more elegant and historicist

professional intellectual histories of Europe and America. Should anyone in the audience wish to join us, I will be delighted to sign those persons up forthwith.

Why is the history of scientific ideas of childhood and of children so important, or, at least, deserving of more attention and reflection? For the nineteenth century, the child was often an integral part of the all too familiar recapitulationist slogan—or paradigm, especially in Anglo-American discourses. For the twentieth century, child science has had important policy implications in many fields of knowledge and action, including public health, education, social work, juvenile justice, criminology, urban renewal, mass communications, law—the list is long, although probably not infinite. And ideas about children reflect large ideological and cultural themes, bromides, chatter, palaver, and even serious discourse, and all three of our excellent papers demonstrate the seriousness of the discourse that they describe, analyze, and explain. Put simply, ideas about children are notions about us, our past, our present, and our future—and the future of our species, for that matter.

Our first speaker this afternoon is Professor Kathleen W. Jones, of Virginia Tech, whose paper is “Unnatural and Monstrous: Creating Child Suicide in the Nineteenth Century.” Our second speaker is Professor Ellen Herman, of the University of Oregon, whose paper is “At Risk”.

Our third speaker is Professor Marga Vicedo of the University of Toronto. Her title is “The Secret Life of Children: Searching for Children’s Natural Emotional Needs from London to Baltimore, Via Uganda”.

Comments:

Professor Jones’s paper is fascinating. She shows us that child suicide became a category of the emerging human sciences as did many other secular scientific ideas or notions that took shape in the nineteenth century. Yet on the other hand powerful cultural traditions and taboos seemed to block wide recognition of the phenomenon. This came at least in part from a rigid and widely shared schemata of the life cycle’s course, which sharply differentiated children from adults. And there was that new watchword, not to say bugaboo, of the nineteenth century, “civilization”. But there is another concept that her work literally bumps up against; as the French sociologist Emile Durkheim reminds us in his classic *Suicide. A Study in Sociology* (1893; 1979 Translation) “The relations of suicide to certain states of social environment are as direct and constant as the relations to facts of a biological and physical character were seen to be uncertain and ambiguous.” (p. 299)

Let me suggest a modest and limited line of reflection. Can we not follow the great Durkheim’s suggestion and tease out the general cultural notions from those of the then agreed-upon developmental model. That is, what role did these cultural discourses play in ideas about child suicide, and what contribution did the more narrow and specific notions of development make? Some provisional parsing out should be possible. We do have to be careful of a too-hasty assessment, for fear it might lead us to practitioner or Whig history. As for the potency of the developmental paradigm in the twentieth century, again we have the problem of the contributions of general cultural notions and

of professional, technical discourses. With the maturation theory of such eminences as Arnold Gesell, the biological model, so influential in the nineteenth century, returns in the twentieth with a vengeance. One might ask oneself why, and to what function or purpose, articulate persons in a leveling democracy would seek out and emphasize the role of biological processes, especially ones that appeared to be automatic, or approximately so, in human development. And within that context, why did child suicide seem so ‘monstrous’? In brief, we have a fascinating topic here and as important as the numbers are, we also need to know what they meant and implied to the actors in these sad dramas.

Professor Herman’s thoughtful overview of the four major schools of scientific thought on child abuse could also be seen, and rightly so, as a model of the distillation, in distinct and successive chronological eras in the twentieth century, of notions of human nature and conduct. That the literature is quite large—an avalanche, really—after World War II bespeaks post-Kinsey frankness about scientific and medical discourses about human sexuality more generally. The criminological tradition goes back to the early twentieth century, especially when we view it within the context of the new “Mendelian” eugenics that students of crime so often grafted onto their work.

If one examines the progressive era literature on “delinquency” one quickly realizes that it is gendered as a discourse into “violent, delinquent boys” and “wayward girls”. That the crusade against male sexual violence was dominated by professional males for much of the twentieth century speaks volumes about sexual or gender segregation in the new helping and manipulative sciences of the twentieth century, thanks to the enormous expansion of male dominated academic positions, especially in the social sciences. Similarly the psychoanalytic tradition, which stretched back into the early twentieth century in some fashion, reflected broad cultural trends. It was not distinctly and overtly Freudian until the 1930s, and only then when certain psychologists, such as John Dollard and Robert R. Sears, established some experimental verification for it, thus shifting from a progressive era kind of optimism to a Depression era skepticism and empiricism. As for the third tradition that Professor Herman identifies, that of sexology, that was pretty much a construct of the interwar period, stretching back to the early 1920s and the National Research Council committee on sex, which eventually gave Alfred Kinsey his first grants for his work on human sexual behavior. Now there was a medical literature that dealt with sex and reproduction, to be sure, that predated the NRC Committee and its clients, but in the main Professor Herman is right, the scientific concern with sex and its social ramifications was a construct of the interwar years, between the 1920s and the 1950s.

Now the abuse paradigm that Professor Herman isolates is entirely a product of our own contemporary age—an age of postmodernism, of insisting that the individual, not the group or the larger whole, is at the center of society. Much of the discourse of the ‘radicalism’ of the New Left or the New Right was a discourse, spoken and written—nay, shouted in many instances—of victimization, of the system oppressing the poor

individual, trampling on his or her rights and perquisites. This discourse of victimization, so pervasive in our culture, was made for the abuse paradigm—and that paradigm is truly a period piece, a construct of our own time.

Now to Professor Vicedo's fine paper, which treats an interesting artifact of our own age of individuation and fragmentation, of the essentialist/biological v view of the individual. She is absolutely right about the centrality of concern for the child as a scientific object in many psychological and psychiatric theories. The attachment model, which was so successfully used in primate studies, Bowlby and Ainsworth extended to humans. Surely Professor Vicedo is correct when she aligns this specific intellectual development—evolutionary determinism—to other trends in contemporary research, such as ethology and other arguments against behaviorism. There is also in this a reaction against the once-fashionable "culture and personality" school of the period from World War II to the Viet Nam conflict in the 1960s. Above all what Professor Vicedo discusses is the emergence of theories based on the individual; even in the dyad of mother and child, the mother is reduced to a mechanism calling forth the environmentally stable responses. Biological determinism, anyone?

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WEBSIGHTINGS

Sean Martin, ed.

"Children and Youth in History": Review of New Comprehensive Website from George Mason University

Sean Martin, Western Reserve Historical Archive

The Center for New History and the Media at George Mason University launched its new, free website, Children and Youth in History (<http://chnm.gmu.edu/cyh/>), in December 2008. This extremely well designed site has the potential to be the web's most important resource for scholars and teachers with an interest in the history of children and childhood. Created in cooperation with the University of Missouri-Kansas City and funded by the National Endowment for the Humanities, Children and Youth in History provides historians ready access to resources that might otherwise be difficult to locate and offers many suggestions and ideas for the instructor teaching about the history of children.

Visually, the site is designed simply, with attractive photographs and surprisingly few words of text, just enough to guide the reader through the site. The primary links on the homepage are simply Home, About, Introduction (forthcoming) and Search. The "About" link takes us to a brief introduction to the project and provides biographical information of project directors Kelly Schrum and Miriam Forman-Brunnell and the many project team members and scholars responsible for the site's content. These include the most prominent members in the field and many active members and officers

of the Society for the History of Children and Youth. In its own words, the project aims to provide information “about the lived experiences of children and youth from multiple perspectives as well as changing notions about childhood and adolescence in past cultures and civilizations.” Though launched in 2008, the project will not be complete until 2010.

The offerings at Children and Youth in History fall into four categories: website reviews, primary sources, case studies, and teaching modules. Reviewing these categories, it is clear that this is still a website in development; while some topics for case studies or teaching modules are already listed, the links are not active or simply lead to pages with announcements that the page will be developed later. Still, there is already much information available, along with a clear outline of the kinds of materials the site will provide.

Website reviews are divided by chronological period, beginning with “The Beginnings of Human Society”. The websites reviewed represent many different kinds of projects and institutions, including the Metropolitan Museum of Art, the Adoption History Project, and the Huntington Archive of Buddhist and Related Art. When relevant, the same review is crosslisted under other chronological periods.

Primary Sources are divided by region. Though many sources are already available, none are yet available for the Middle East and North Africa and only two are listed under South and Southeast Asia (and, oddly, one of these concerns Turkey). In addition to more usual sources such as correspondence, the primary sources listed here include images of artifacts and all kinds of works of art. A brief annotation accompanies each source, along with information on the proper format for citation. The subjects of the sources seem to have been chosen randomly. As sources are added, those using the site will need to search carefully for sources relevant to their interests.

Eleven of nineteen case studies are currently available, on such diverse topics as Roman Children’s Sarcophagi and Maasai *Murrans* as Rebellious Youth. Each case study was prepared by a specialist in the field and includes the following sections: “Why I Taught These Sources”, “How I Introduce These Sources”, “Reading the Sources”, and “Reflections”. Links to the primary sources on the Children and Youth in History site are listed on the right. The case studies offer the instructor firsthand information about another’s experience with a specific source and so could be very useful in making decisions about materials for classroom use.

Seven of eleven teaching modules are now available, and they, too, show the diversity of topics represented on the site. Topics covered include Children in the Slave Trade and New Zealand Childhoods (18th-20th c.). Each teaching module is accompanied by an introductory text, sometimes with several subtopics, and links for primary sources, teaching strategies, a lesson plan, a document based question, a bibliography, and credits. Compiled by scholars in the field, the teaching modules offer more extensive

discussion of the topics and primary sources than the case studies and will be especially useful to those instructors seeking information about these specific topics.

Children and Youth in History clearly aims to be a comprehensive site for anyone interested in this history, whether an elementary or secondary school teacher, a college level instructor, or a member of the general public interested in primary sources. Because the site is still in development and many planned links are not yet active, Children and Youth in History often seems to focus on unrelated topics; the casual visitor to the site may very well not be able to find something from a country or period of special interest. While the project directors have made an impressive and successful effort to reflect the histories of many countries and regions outside the United States, one looks forward to the site's continued development and the inclusion of additional primary sources, case studies, and teaching modules.

***Review of "Children in Africa," Library and Documentation and Information
Department, African Studies Centre, Leiden, Netherlands***

Brett L. Shadle, Virginia Tech

In September, 2008, the Netherlands African Studies Association sponsored a conference on "[African Children in Focus: a Paradigm Shift in Methodology and Theory?](#)" Attendees converged on Leiden, home of the African Studies Centre, one of the leading such centers in Europe. The ASC library, also outstanding, prepared a 'dossier' on its website geared toward the conference topic. After a short introduction, the dossier provides a select bibliography of books, chapters, and articles held at the library, grouped into six headings: Children and Society; Children and Law, Children's Rights; Children and War, Child Soldiers; Children and Work, Child Labour, Street Children; Children and Health; Child Care, Orphanhood. Each entry links to the appropriate entry in the library catalogue, which includes helpful abstracts. Geared as it was to conference attendees, the dossier's value is limited to those not intending to use the ASC library. It is certainly not an exhaustive bibliography, and illustrates the anthropological and interventionist orientation of many Scandinavian centers. While the library holds numerous works on AIDS and child soldiers, it apparently lacks one of the few historical works on childhood in Africa, Beverly Grier, *Invisible Hands: Child Labor and the State in Colonial Zimbabwe* (Portsmouth, NH : Heinemann, 2006). On the other hand, the library does hold or provides links to African-based journals (such as *Journal of Eritrean Studies* and the *East African Journal of Peace and Human Rights*) that generally are not widely available nor catalogued in most online databases. The dossier includes links to eight other web resources on children in Africa, at least half of which are child-rights groups based on the continent. The number of organizations and resources on the web partially or fully focused on Africa is much larger than this, of course.

The ASC library website will be of limited value to most readers of this newsletter. For those who have completed a search of traditional bibliographical sources, a quick review of the ASC site might be worth a few minutes of browsing.

http://www.ascleiden.nl/Library/Webdossiers/ChildreninAfrica.aspx#Selected_web_resources

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### **CHILDREN AND YOUTH OF COLOR IN HISTORY**

New Newsletter Feature!!! Participate in a Discussion of this Column.

**To Our Readers:** The *Newsletter* editors, responding to readers' requests for opportunities to interact with authors and share thoughts about the ideas published in the *Newsletter*, will host a discussion of Miroslava's column through the h-net listserv, h-childhood. On March 30, Miroslava will make a start-up posting, inviting your response to her Newsletter column. The discussion will be time limited; based on a model used by other h-net groups, we will monitor the discussion for three days, through April 1. Plan to join us on the 30th -- we are looking forward to a rousing and thoughtful conversation. Not an h-childhood subscriber? You can join at

<http://www.h-net.org/~child/>

#### **"Weaving the Threads"**

Miroslava Chavez-Garcia, UC Davis

The study of children and youth of color in history is an exciting and increasingly rich field yet it is widely dispersed. A cursory survey of works in the field indicates that this body of literature crosses many historical time periods and regions across the United States, focuses on various ethnic and racial groups, and addresses a wide variety of historical themes and issues. The goal of the Winter 2009 column is to "weave the threads"—or to draw the links—and to bring some cohesion to the field and, at the same time, to invite readers to share any observations, research, and interests pertaining to children and youth of color in history, as this column is open to dialogue and exchange.

In writing and thinking about the study of children and youth of color in history, I find myself pausing to consider what, if anything, unifies this body of literature? Is it useful to think about it as a field? Or, is it more productive to treat it like a subfield of youth studies or ethnic studies? As experience has taught me, treating it as a subfield of youth or ethnic studies marginalizes the study of children and youth of color, rendering it second class. Just as we would not call women's history a subfield of United States history, the study of children and youth of color, I argue, merits attention to the particular themes and issues that unify the literature.

The basic premise of this column is that race and ethnicity, along with class, gender, and region, shaped the material realities and experiences of children and youth of color in ways that differed for white, or Euro-American children and youth. As we all know,

childhood is a socially and culturally constructed concept. Children and youth of color, the body of works suggest, share more in common than they share with white children and youth. The question of whether it is a field is, of course, still open to discussion but in the meantime I proceed with the idea that this is a field of study with common themes threading the literature. For this issue, then, my goal is to identify and weave those threads into a larger fabric that maps the main currents of the field yet also allows for the variability and complexity of the field to surface. To illustrate the diversity and unity of the field, the column pays attention first, to the overall themes, and second, to the general experience of particular groups, including Native American, African American, Mexican American/Latino, and Asian American children and youths. In the next issue, Summer 2009, I will provide samples of current and forthcoming work illustrating the larger themes mapped out in this piece.

Some of the most salient themes in the study of children and youth of color in history are forced captivity and servitude, forced assimilation and accommodation, enslavement and slavery, resistance and survival, war and conquest, and racism, prejudice, and marginalization. In the field of Native American history, in particular, the removal of children and youths from their families and communities and their forced assimilation at boarding schools throughout the United States has received significant attention. Current studies not only document the ways in which federal and state institutions impinged on their everyday lives but also how Native American youngsters found ways to resist, survive, and in other ways deal with the realities of their experiences. Such insight comes from autobiographies, oral interviews, and personal letters of former boarding school students.

The study of African American youngsters, in contrast to their Native American counterparts, appears to have a wider range of topics from which to choose from. The experience of children and youth in slavery, most notably, has received significant attention. These works examine and analyze the conditions under which young people and their families endured, survived, and resisted the brutal system of chattel slavery in the United States. Despite those conditions, some authors demonstrate that young African Americans used songs and games, as well as other means, to deal with harsh realities of enslavement and find a way to survive.

In addition to slavery, scholars have produced studies on the crucial role of young people in the civil rights movement of the 1950s and the black power movement of the 1960s as well as on the experience of Black children and youth in the juvenile justice system, specifically the juvenile court—and its precursor in the nineteenth century, the reform school. The latter works demonstrate how, in the post-slavery period, the court and larger system often imprisoned children and youth in order to gain access to their labor.

Scholarship on Black teens and girls, topics which have yet to be fully researched and written, has also emerged, as have the personal memoirs and testimonies documenting

the meaning of childhood and youth for poor Blacks living in racially divided regions throughout the United States, both in the nineteenth and twentieth centuries. Finally, works on the experience of biracial youth across a wide spectrum of racial and ethnic groups, in the United States and Europe, have appeared, documenting the ways in which young people negotiated the meaning of race.

Scholars focusing on Latino children and youth have primarily studied the experience of Mexican and Mexican American youngsters, both girls and boys. These works have paid attention to education and the role of race, ethnicity, and the law in creating unequal and separate school systems for Mexicans and Mexican Americans throughout the southwest and specifically in places such as Texas and California. Youth culture, specifically of the zoot suiters of the 1940s, also known as “pachucos” and “pachucas,” has also been examined. These works demonstrate the generational conflicts these young American-born Mexicans faced with their largely immigrant parents as well as the tensions and violent exchanges they often faced in a society that largely misunderstood and marginalized them.

In addition to youth culture and schooling, scholars have produced studies on the experiences of Mexican American or Chicano youth in the Chicano movement of the 1960s and 1970s; on the lives of poor and unwanted Mexican and Mexican American youngsters who ended up in the juvenile justice system; on the strategies Mexican immigrant children and youth deployed in the early twentieth century both in the border region as well as in the Midwest to survive impoverishment and marginalization. Other topics include generational conflicts, child labor, and growing up biracial in the United States.

Research on children and youth in Latin America, though not adequately surveyed for our purposes, appears promising. Mexican scholars, for instance, have dealt with the themes of labor and exile in the Americas.

Finally, the study of Asian American children and youth appears to be the most dispersed. Research has focused on Chinese Americans in the juvenile court, Korean adoptees in the United States, courtship and generational conflicts among Japanese Americans, and the role of gender, identity formation, and consumer culture in the lives of teen agers and college-age youths.

Clearly, this survey has only scratched at the surface of the kind of work that scholars have produced and are producing but it is a first step in pulling together a seemingly disparate, yet closely linked field of study. The task of identifying and examining the scholarship in this field, I must admit, is a daunting for one person alone, namely me. I see this as a collective effort and invite you to send your comments and thoughts to the h-childhood discussion, beginning March 30.

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## **New Column: FOR AND ABOUT GRADUATE STUDENTS**

### **Finding Funding for Dissertation Research**

Jessica Nelson, Graduate Student Representative to SHCY Executive Committee

As I am sure most of you know, finding money to do research can be difficult and stressful, nevertheless it is essential for the completion of any dissertation. I have spent the last 6 months searching for and applying for grants and fellowships, most of which did not relate to the study of childhood and youth. However, that does not mean that they are not out there. As I was looking for myself, I also took note of those that had any relation to the history of childhood and youth to pass on to you, my fellow graduate students. This is a small list of what I found.

The first one that I came across is for the Stanford Center on Adolescence titled the "Youth Purpose Research Award." This award is not limited to just graduate students working on a dissertation, but also for postdoctoral and early faculty career research. The award is for research that "sheds light on adolescent intention, involvement with the beyond-the-self causes, and topics that lead to the development of purpose, function of purpose in a youth's life, and supports for and challenges to purpose." For more information on this award, eligibility requirements, application procedures and selection and disbursement procedure, visit the website.

<http://www.stanford.edu/group/adolescent.ctr/Grants/researchawards.html>

The second grant is the Hannah Beiter Graduate Student Research Grant through the Children's Literature Association. This grant is intended to help support the research for a dissertation or master's thesis in the field of children's literature. For more information see the website, [http://www.childlitassn.org/beiter\\_grant.html](http://www.childlitassn.org/beiter_grant.html)

Another grant available is the Woodrow Wilson Johnson & Johnson Dissertation grants for research related to the understanding of women's and children's lives and its significance for public policy treatment. For more information see the website, [www.woodrow.org/womens-studies/](http://www.woodrow.org/womens-studies/)

A resource for those engaged in educational research can be found through many different organizations, see the following website, <http://www.spencer.org/content.cfm/fellowship-awards>.

As was the case for me, I did not find any grants or fellowships that applied to my research on adolescent orphans in Dijon, I had to look more broadly. I also found that several universities like UCLA and historical organizations like H-net and the AHA have excellent databases of funding opportunities with information and links. You should also check with your own university and department for funding opportunities.

My advice for anyone who will soon embark on the long road of finding and applying for funding is to:

1. Start looking early, some deadlines are as early as October but most are due around the end or beginning of the year.
2. Make a list of all deadlines and what is needed for each application.
3. Check to make sure that if there are membership requirements and fees that you take care of these.
4. For recommendations from advisors, etc, ask early and if you are applying for multiple applications, provide them with a list, instructions, and deadlines.
5. Since some of the applications require you to send all materials together, check on this, it should be in the directions.
6. Apply for as many, even if it is a small amount, it all adds up.
7. Show your proposals/essays to faculty and fellow graduate students to get feedback.
8. Talk to you advisor and other graduate students about possible funding opportunities that they may know about.
9. If your university provides a grant/proposal writing workshop, attend it, it could help you out.
10. Double check everything, dates, materials, application procedures, to make sure that you haven't missed anything.

Good luck and if anyone comes across any other grants/fellowships/etc. please let me know. Contact information: [jessjnelson@hotmail.com](mailto:jessjnelson@hotmail.com)

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#### **PEDAGOGY**

Stephen Gennaro, Ed.

#### **Reading Challenging Texts**

As teachers and educators, some of our greatest challenges are finding way to ensure students complete regular reading assignments. This is further complicated when asking students to engage with difficult texts. In an area of study as interdisciplinary as Children's Studies, students are often asked to read outside of their own comfort zone and areas of expertise. With this in mind, I polled some of my colleagues at York University's Children's Studies Program to see how they dealt with engaging their students to complete difficult readings and what alternative practices they used in engaging their students.

Many thanks to the members of the teaching teams of Worlds of Childhood 1970 (a first year introductory course in Children's Studies at York University), Jeffrey Canton, Leslie Dadlani, Neil Shyminsky, and Krys Verrall for their input- and to the students of 1970A and B for their incredible contributions!

[Ed. Note: All documents referred to in this column can be found linked to the articles on the Newsletter website.]

### **Helping Students Access Difficult Texts**

Stephen Gennaro, York University

As an educator, I try to create a learning environment that is based on constructivist principles of education, which places the emphasis more on the student's self exploration of knowledge than on a Socratic method of teaching-to-student dialogue. Therefore, whether in a small tutorial classroom of 20 students, or a lecture hall of 100+ students, classes begin with small group activities, before expanding to large group activities, and ending with a summary lecture or discussion from the educator. However, in my class I always refer to these activities as team work and not group work. People are often hesitant about working in groups but somehow feel more comfortable being part of a team! The activities themselves are always centered around a popular form of media that students are asked to analyze based on their own knowledge. The goal is always to begin with having students explore what they already know about the subject, before moving into a more critical and analytical approach to the subject that is aided by the weeks' readings of critical scholarly texts and popular media texts. At first there is always hesitation on the part of my students to participate in small group activities and large group presentations, however, the grading scheme for these activities and the emphasis participation for all students helps provide a fun, exciting, and entertaining learning environment where students not only enjoy coming to my class but also look forward to next week's activities.

Below are examples of two different activities that I use in class, which follow this method.

Deconstructing Disney

Come on Barbie Lets Go Party!

Another tool that I have used recently with particularly "dense" and "theoretical" texts is to provide students with a series of reading questions that help guide students through the reading. The answers to the questions are never collected for grade- but instead help to ensure that students arrive at lectures and tutorial on a common page. Below are examples of two different sets of reading questions, which follow this method.

Pedagogy of the Oppressed Reading Questions  
Representation and Reality Reading Questions

### **Grading Reading**

Jeffrey Canton, Children's Studies Program, York University, Toronto

In the ever continuing battle to get students to read assigned course texts, members of the teaching team for The Worlds of Childhood, the foundation course in the Children's Studies program that I have been co-directing with Krys Verrall for the last four years at York University in Toronto, have developed a series of what we call "Reading Documents." For every reading that is assigned to students on the syllabus as well as additional in-lecture viewing of short films, photographs, reproductions of works of art and special guest presentations, students are expected to fill in one of two types of Reading Document, one for Primary texts and/or one for Critical/Secondary texts. The focus of the Docs is developing basic critical reading skills and gaining an understanding of the differences between a primary and secondary text but also learning how to make connections between different types of texts as well as overall course concepts.

Students receive a substantial grade for filling in their Reading Docs, a hefty 20% reward for doing what they should be doing anyway but we have noted, since this assignment has been implemented, an increased understanding of course materials overall and, in particular, that students who take the Reading Docs series have a greater ability to both comprehend and make use of the difficult theoretical terms and concepts that underpin the course's argument. The Docs are collected four times over the course of the year, approximately once every six weeks, in order to ensure that students are keeping up with their readings and the 20% grade is divided between completion and content with a focus on making interconnections between primary and second texts and course terms and concepts. Students are encouraged to complete each document as they are doing their reading rather than filling them out in four lumps and this is encouraged in part by incorporating questions and discussions about the Reading Docs in the tutorials that are held as a part of the course. The teaching team has certainly noted the benefits of the Docs overall and if it gets our students reading then, hey, give 'em a grade!

Instructions for RD    Critical RD    Primary RD

### **1970B – Seminars**

Leslie Dadlani, Children's Studies Program, York University, Toronto

The purpose of the seminars is to help students establish how actual case studies of real children and childhood issues underscore theoretical arguments from the course. Since representation in primary literary texts is generally an adult construct, it is important to establish authenticity in children's studies by allowing the real voice of the child to be heard. I encourage students to access voice through research of a topical or archival case study of real children by focusing on a concept from the course. How do issues surrounding power and children's rights manifest in the lives of real children? How does representation of real children underscore or refute critical theory?

Methodology:

1. Choose a topic/theme pertaining to children and childhood from a broad range of ideas including (but not limited to): power, children's rights, childhood labour, pop culture, children and war, hegemony, aboriginal issues, social variables, nostalgia, gender and sexuality, abuse,

multiculturalism, consumerism, health and welfare, education, children and the law, and childhood spaces.

2. Research a case study of a real child/children using media articles (current or archival) that pertains to the chosen concept. Students may NOT access real children without first undergoing a vulnerable sector screening.
3. Draw critical links to the theory from the course. Be specific.
4. Show how and why representation in primary texts from the course (literary, pictorial, film) support or undermine the experiences of actual children. Consider the “real versus the imagined child.”
5. Establish two analytical questions to pose to the class for tutorial discussion.
6. Submit an outline to the TA that points to the aforementioned criterion one week prior to the presentation date for approval.
7. Prepare to lead a seminar of 15-20 minutes. Seminars may include video clips, power-point presentations or workshops.
8. Submit a written copy of the presentation to the TA upon completion of the seminar.
9. If a course website such as Moodle is available, post the analytical questions for follow-up class response and exam review.

Grading:

Presentation dates are drawn at random.

Seminars constitute 25% of the overall tutorial participation mark.

Examples of Student Work (published with the permission of the students):

Child Poverty      Children and War

[Ed. note: these examples are formatted as Powerpoint presentations]

### **“Pedagogy of the Super-hero”: Reading Paolo Freire through Super-heroes**

Neil Shyminsky, Children's Studies Program, York University, Toronto

In the summer of 2008, I was a tutorial leader for an introductory Childhood Studies course in the Children’s Studies program at York University. The content and presentation of course materials was influenced significantly by the philosophies of Paolo Freire, whose seminal text *Pedagogy of the Oppressed* was read by the class in its entirety. Freire’s book, in which the author uses Marxist and post-colonial political theory to craft the foundations of a new “critical pedagogy”, constitutes a major challenge to *any* first-time academic reader, much less the mostly freshman students enrolled in the course.

Given the opportunity to lecture immediately after the series of lectures on Freire, I applied his critiques of conventional education and cultural action to a particular type of popular children’s texts: super-heroes such as Superman and Spider-man. Characterizing the typical super-hero narrative as one that is, in Freire’s terms, anti-dialogic and does little to mobilize or empower children, I concluded my lecture by asking the students what an anti-oppressive super-hero in the Freirean mode might look like.

While none of my students were strictly required to submit their answer to this question – it was a “bonus” exercise, due the same week as two much larger projects – nearly 90% did so anyway. Students who found it difficult, in tutorial discussions, to grasp or articulate the meaning of “dialogicity” or “conscientization” were nonetheless more than capable of applying and embodying these ideas in their heroes. Rather than super-heroes, students re-branded their characters as “super-activists” and “liberators”; in lieu of super-strength and destructive heat-ray vision, these characters were given superhuman empathy, the ability to communicate in every language, or the ability compel others to speak the truth; instead of adult, white men, their heroes were often children themselves whose marginalized and liminal identities challenged hegemonic notions of heroes, villains, and victims. In an appropriately Freirian fashion, their ability to craft heroes, often based on the students’ own lived experiences, exposed the limitations of a traditional classroom discussion of the text.

Pedagogy of the Superhero Activity

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## NEWS FROM THE FIELD

### News from the Field I: News from Members

compiled by Nancy Zey, Sam Houston State University

#### Member News

**Linda Gordon** (New York University) has a biography coming out about photographer Dorothea Lange in October 2009. Already published is a book she edited: *Impounded*, a collection of Lange's photographs of the Japanese American internment. This book is now available in paperback.

In January 2008, **Afua Twum-Danso** completed her PhD thesis from the University of Birmingham, UK, which is entitled “Searching for a Middleground in Children’s Rights: the Implementation of the Convention on the Rights of the Child in Ghana.” The aim of the thesis was to move beyond the binary debate relating to the universality and relativity of children’s rights and engage with children’s local realities, which illustrate that there is, indeed, a middle ground in which people live their lives that may facilitate dialogue on children’s rights with local communities. Following on from this, in September 2008 she took up a new post as lecturer in the Sociology of Childhood at the University of Sheffield in the UK where she is part of the course team for a new MA in International Childhood Studies.

**Brianne Grant** will be completing an MA in Children's literature at the University of British Columbia with a thesis on the history of education in Aboriginal young adult fiction this April. She currently serves as the Executive Councillor West for the International Board on Books for Young People in Canada.

**James Marten** (Marquette University) began a four-year term as president of the Society of Civil War Historians in November. And in March he will deliver the annual Charles Summersell Lecture at the University of Alabama.

**Don Romesburg** is currently serving as Acting Chair of Women's and Gender Studies at Sonoma State University. His most recent publication is "The Tightrope of Normalcy: Homosexuality, Developmental Citizenship, and American Adolescence," Special issue on Youth and Sexuality in Historical Sociology (Winter 2008).

From **Agnes Haigh-Widder** (Michigan State University): "This semester I am offering a one credit freshman seminar 'Exploring the History of Childhood.' It meets once a week and uses history of childhood as a way to teach how to use our Library system. Unlike the more typical 'one-shot lecture' in which the librarian presents to a class about how to do whatever research in the library is required for the professor's particular assignment, this seminar allows us 14 weeks of one hour lectures. The students will write annotations for materials on the history of childhood, two per week, and keep a diary noting the effectiveness and problems of my presentations. Along the way, they will learn to use our Library very well, which I trust will be an asset in their other college courses."

**Joanna B. Michlic** announces that on February 2, 2009 she began a new job as Director Project on Families, Children and the Holocaust Hadassah-Brandeis Institute.

Congratulations to members on all their great accomplishments!

### **Member Introductions**

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

**Christopher Carlsmith** of University of Massachusetts-Lowell's History Dept. is continuing his research on the history of student residential colleges in early modern Italian universities ca. 1500-1750. He will be doing archival research in Bologna in Spring 2009, and will be in residence as a Fellow at Villa I Tatti, Harvard's Center for Italian Renaissance Studies in Florence in 2009-10.

From new member **Lori Rotskoff**: "My field is American cultural history, and 20<sup>th</sup> century women's /gender and family history in the U.S. I have taught at Yale and Sarah Lawrence College, and I currently teach at the Barnard Center for Research on Women. I am the author of 'Love on the Rocks: Men, Women, and Alcohol in Post-World War II America' (Univ. of North Carolina Press, 2002). My current book project is titled 'Equal Play: Feminism, Motherhood, and the Culture of Childhood in America,' focusing on the 1960s through the 1980s."

Another new member is **Susan Boynton**, who is Associate Professor of Historical Musicology at Columbia University. She has co-edited two books on music, children, and youth: *Musical Childhoods and the Cultures of Youth* with Roe-Min Kok (Wesleyan University Press, 2006) and *Young Choristers, 650-1700* with Eric Rice (Boydell and Brewer, 2008). She has also published several articles on child singers in medieval monasteries.

From new member **Wade Pickren** (Ryerson University): "My work is mostly in post WWII history of psychology, with special emphases on culture, indigenous psychologies, and immigration. I have also done a bit of work on the impact of philanthropic foundations on the field of child development. There are several points of contact between my interests and the Society and I hope to be able to both contribute and receive from the scholarship of the Society's members. I am also President-elect of the Society for the History of Psychology (term is 2010) and am incoming editor for the Society's journal, *History of Psychology* (term is 2010-2015). I look forward to being a part of the society."

From new member **Cornelia Lambert**: "I have only this year joined the Society despite several years studying the history of childhood, child care, and education. I am expected to graduate with my PhD in the History of Science from the University of Oklahoma this May. My dissertation concerns the school at Robert Owen's New Lanark community (Scotland, 1800-1828), and especially the political significance of dance education. My other interests are the history of infant care, the family, and the social sciences in general."

### **Books by Members**

**Julie Faith Parker** (Yale University) sends word about a new book. *The Child in the Bible* was just published this past November to acclaimed reviews (ed. Marcia Bunge; Grand Rapids: Eerdmans, 2008).

**Annette Stott** (University of Denver) has a new book out, which has a section on children's memorials: *Pioneer Cemeteries: Sculpture Gardens of the Old West*. Lincoln: University of Nebraska Press, 2008. (See especially pp.126-136 and many other examples scattered throughout.)

**Miroslave Chavez-Garcia** has a chapter in the expanded and 40th Anniversary Edition of *The Child Savers: The Invention of Delinquency*, by Anthony M. Platt, which will appear in the fall of 2009. Reissued by Rutgers University Press, *The Child Savers* includes five new essays. The book opens with an introductory essay, "In Retrospect: Anthony Platt's *The Child Savers: The Invention of Delinquency*," by Miroslava Chavez-Garcia (UC Davis) and closes with four articles: "The Child Savers Reconsidered" by Anthony Platt (CSUS, Emeritus); "The Child Savers and Three Cycles of Juvenile Justice Reform in Twentieth-

Century America" by William (Bill) Bush (Texas A&M); "Women and Kids in the Court: Feminist History and Anthony Platt's The Child Savers" by Tamara Myers (UBC); and "The 'Other' Child Savers: Racial Politics of the Parental State," by Geoff Ward (UC Irvine).

**Ellen Herman** (University of Oregon) has a new book out. The title is *Kinship by Design: A History of Adoption in the Modern United States*. It was published by the University of Chicago Press in both paper and cloth editions on December 1, 2008. Beginning in the early 1900s, when children were still transferred between households by a variety of unregulated private arrangements, Herman details efforts by the U.S. Children's Bureau and the Child Welfare League of America to establish adoption standards in law and practice. She goes on to trace Americans' shifting ideas about matching children with physically or intellectually similar parents, revealing how research in developmental science and technology shaped adoption as it navigated the nature-nurture debate. Concluding with an insightful analysis of the revolution that ushered in special needs, transracial, and international adoptions, *Kinship by Design* ultimately situates the practice as both a different way to make a family and a universal story about love, loss, identity, and belonging. In doing so, this volume provides a new vantage point from which to view twentieth-century America, revealing as much about social welfare, statecraft, and science as it does about childhood, family, and private life.

**David Lancy** (Utah State University) announces the recent publication by Cambridge of his book *The Anthropology of Childhood: Cherubs, Chattel, Changelings*.

**Anthony Krupp** sends word of his recent publication: *Reason's Children: Childhood in Early Modern Philosophy* (Bucknell UP, forthcoming Feb 09)

**Jon Pahl** (Lutheran Theological Seminary) has just edited the memoirs of his father's best friend under the title *An American Teacher: Coming of Age, and Coming Out--The Memoirs of Loretta Collier*. This book documents the life, loves, and murder of a lesbian in twentieth-century America. In poignant and powerful vignettes, Southern California educator Loretta Collier (b. 1931) illumines her struggles to gain a successful livelihood, and to find peace with a life-partner she loses too soon to cancer. In the process, Collier shares lessons learned about coping with the silences so often imposed upon gays and lesbians. Pahl suggests the title for courses in queer studies, youth studies, and American social history.

### Articles

**Annette Stott** (University of Denver) has a recent publication studying children's gravestones as an aspect of childhood material culture: "The Baby in a Half Shell: A Case Study in Child Memorial Art of the Late Nineteenth Century." *Nineteenth-Century Art Worldwide: A Journal of Nineteenth-Century Visual Culture*. 7:2 (Autumn 2008)  
<http://www.19thc-artworldwide.org>.

**Robin Veder** (Penn State Harrisburg) has a new article out about Pestalozzian education and the contemporary children's book *The Dinosaurs of Waterhouse Hawkins* by Caldecott winner Brian Selznick. Here's the citation: Veder, Robin. "Pestalozzi and the Picturebook: Visual Pedagogy in *The Dinosaurs of Waterhouse Hawkins*." *Visual Resources: An International Journal of Documentation* 24 (Dec. 2008): 369 - 390.

### **Museums / Exhibitions**

Pinar Ozyurek (University of Chicago) sends word about an exhibit in the **Newberry Library** in Chicago about children's artifacts. Although the exhibit has ended, members may find more information at the following link:

<http://www.newberry.org/exhibits/ChildrenBook.html>

Stacey Swigart (Please Touch Museum) sends the following announcement: **Please Touch Museum** caps a 32-year growth spurt and an \$88 million restoration of a National Historic Landmark when it opens its newly renovated and expanded museum at Memorial Hall in Fairmount Park on Saturday, October 18, 2008. The new museum, housed in the last major building remaining from the 1876 Centennial Exhibition, offers a huge array of interactive, hands-on learning opportunities for little ones and their families. New exhibits, some old favorites, a collection of Philadelphia Childhood Treasures and a century-old Dentzel Carousel join together with Memorial Hall's rich history and architecture to create a unique family destination that resembles a majestic storybook castle.

### **Websightings**

Willem van Vliet sends word about the **Children, Youth and Environments Center at the University of Colorado**, which now offers free access to news on children, youth and the environments from around the world. Recent items cover play space standards, mobile phone usage and health, toxic air, a child development index, learning environments, and downtown planning for families with children. New items are regularly added. You may also send news to the Editor, Dr. Sudeshna Chatterjee < [chattes@colorado.edu](mailto:chattes@colorado.edu) < [chattes%40colorado.edu](mailto:chattes%40colorado.edu). Go to: <http://feeds.feedburner.com/cye> You can use the RSS feed to be alerted when new items are posted. Subscription is free and can be discontinued any time. We hope that you will find this news service useful and welcome your feedback.

### **Film / Documentaries**

From **Elizabeth Stanley of Bullfrog Films**: Three new DVD titles from Bullfrog Films may be of interest to your readers. All include public performance rights for use in the classroom:

1. **Educating Yaprak** (Life 4 Series) (2005, 26 minutes, DVD) Turkey's ambitious campaign to reduce poverty includes convincing reluctant parents to send their daughters to school.

<http://www.bullfrogfilms.com/catalog/l4edu.html>

2. **Listen to the Kids!** (Life 4 Series) (2005, 25 minutes, DVD) One in five of the world's population is aged between 12 and 18. In developing countries, where the percentage is much higher, children and young people often carry a huge burden of responsibility yet rarely are their views taken into account. This Life Series program reports on a UNICEF initiative to involve children in decisions that affect their own futures, their families and communities.

<http://www.bullfrogfilms.com/catalog/l4list.html>

3. **Returning Dreams** (Life 4 Series) (2005, 23 minutes, DVD) In the aftermath of Liberia's civil war children are fighting to reclaim their futures and return home.

<http://www.bullfrogfilms.com/catalog/l4rd.html>

### **Word of New Opportunity**

**Julie Faith Parker** (Yale University) sends the following news: The Annual Meeting in Boston last November of **The Society of Biblical Literature** included a new section devoted to "Children in the Biblical World." Two sessions were held, one discussing recent works in the field and another discussing the "Language, Law, and Literature" related to children in the biblical text. Over a hundred people came to the combined sessions and discussion was lively.

### **News from the Field II: Recent Publications**

David Pomfret, Editor

Among recent publications the following may be of interest to scholars working in the history of childhood and youth or related fields.

#### **BOOKS**

Marah Gubar has added to the lively field of the history of children's literature. Written from a literary studies perspective the essays in her new book, ***Artful dodgers : reconceiving the golden age of children's literature*** (Oxford: Oxford University Press, 2009), cover topics such as the cult of the child, the controversy over child actors and the rise of children's theatre in late nineteenth century Britain. Another recent book covering a similar period, and themes, is Ginger Frost's ***Victorian Childhoods*** (Praeger, 2009). The book discusses 'The Victorian Expansion of Childhood', 'Lost Boys and Girls' and 'Children and the Family,' among other topics.

Several works focusing on childhood and youth in the US have appeared in recent years. One new offering in this category is, ***Children and Youth in a New Nation*** (New York: New York University Press, 2009), edited by James Marten. The volume includes chapters by Jim Marten on boy soldiers in the American Revolution, Vince diGirolamo on postboys in the early Republic, and Nancy Zey on schooling and health. Sarah Chinn's, ***Inventing modern adolescence : the children of immigrants in turn-of-the-century***

*America* (Rutgers University Press, 2009) meanwhile examines representations of adolescence, youth culture and child labour around 1900.

On Europe, Dagmar Herzog's edited collection, *Brutality and desire : war and sexuality in Europe's twentieth century* (Palgrave: Macmillan, 2009) contains a chapter by Emma Vickers entitled, "Youth off the rails': teenage girls and German soldiers : a case study in occupied Denmark, 1940-1945." Lutz Sauerteig and Roger Davidson have edited a collection of essays on sex education, entitled *Shaping sexual knowledge : a cultural history of sex education in twentieth century Europe* (Routledge, 2009). The book features chapters by Bruno Wanrooij on "Carnal knowledge: the social politics and experience of sex education in Italy, 1940-80" and Lesley A. Hall on "Sex education, sexual rights, society and the child - In ignorance and in knowledge: Reflections on the history of sex education in Britain." On a similar theme, Sharna Olfman has published an edited volume entitled, *The sexualization of childhood* (Praeger), which deals with childhood in the United States, and features chapters on society, culture and contemporary attitudes to sexual precocity and precocious sexuality.

A recent addition to the rich and extensive collection of published memoirs dealing with youthful experiences in Europe during the Second World War is [Lucyna Radlo's](#), *Between two evils : the World War II memoir of a girl in occupied Warsaw and a Nazi labor camp* (McFarland and Co., 2009).

New scholarship dealing with childhood and youth in more recent times includes Helene Guldberg's, *Reclaiming childhood : freedom and play in an age of fear* (Routledge, 2009). This book includes chapters on 'Childhood in historical perspective' and 'The good, the bad, and the history: a balance-sheet of modern childhood.' The anthropologist, David F. Lancy, meanwhile, has published, *The anthropology of childhood : cherubs, chattel, changelings* (Cambridge University Press, 2008). Eileen Luhr's, *Witnessing suburbia : conservatives and Christian youth culture* (Berkeley: University of California Press, 2009) is another recent work which engages with the recent history of conservative youth cultures in the United States, from the 1960s.

New research focusing upon Early Modern Europe includes Edel Lamb's book *Performing childhood in the early modern theatre : the children's playing companies (1599-1613)* (Palgrave Macmillan, 2009).

### Articles

Recent articles of note on the history of youth in interwar Europe include, Matthias Neumann, "Revolutionizing Mind and Soul? Soviet Youth and Cultural Campaigns during the New Economic Policy (1921-8)," *Social History* 2008 33(3): 243-267; Ida Blom's, "'How to have healthy children.' responses to the falling birth rate in Norway, c. 1900-1940." *Dynamis* 2008 28: 151-174; and Christine Bouneau, "La Jeunesse socialiste et l'action internationale durant l'entre-deux-guerres" *Mouvement Social* 2008 (223): 41-53.

On European youth and politics in the post-war era, the following articles have recently been published: Louise A. Jackson, **“The Coffee Club Menace’: Policing Youth, Leisure and Sexuality in Post-war Manchester”** *Cultural & Social History* 2008 5(3): 289-308; Sergei Zhuk, **“Religion, 'Westernization,' and youth in the 'closed city' of Soviet Ukraine, 1964-84”** *Russian Review* 2008 67(4): 661-679; Efi Avdela, **“Corrupting and uncontrollable activities': moral panic about youth in post-civil-war Greece”** *Journal of Contemporary History* 2008 43(1): 25-44.

Recent work on youth and political extremism in Europe includes Alan McDougall, **“A Duty to forget? The 'Hitler youth generation’ and the transition from Nazism to Communism in postwar East Germany, c. 1945-49.”** *German History* 2008 26(1): 24-46. Dealing with a related subject is Catherine Plum, **“The Children of Antifascism: Exploring Young Historians Clubs in the GDR,”** *German Politics & Society* 2008 26(1): 1-28. On Italy, Andrea Mammone has published, **“The Transnational Reaction to 1968: Neo-fascist Fronts and Political Cultures in France and Italy,”** *Contemporary European History* 2008 17(2): 213-236.

A historiographical essay by Oded Heilbrunner entitled **“From a Culture ‘for’ Youth to a Culture ‘of’ Youth: Recent Trends in the Historiography of Western Youth Cultures”** *Contemporary European History* 2008 17(4): 575-591 has summarised recent work in the field of youth culture.

Other, recent work on youth, this time dealing with Asian contexts includes, Justin Jacobs, **“How Chinese Turkestan became Chinese: Visualizing Zhang Zhizhong's 'Tianshan Pictorial' and Xinjiang Youth Song and Dance Troupe,”** *Journal of Asian Studies* 2008 67(2): 545-591 and Catherine Yoonah Bae, **“Girl Meets Boy Meets Girl: Heterosocial Relations, Wholesome Youth, and Democracy in Postwar Japan,”** *Asian Studies Review* 2008 32(3): 341-360.

On colonial histories of childhood articles recently published include, Amanda Barry, **“‘Equal to children of european origin': educability and the civilising mission in early colonial Australia,”** *History Australia* 2008 5(2); and David M. Pomfret **“‘Child Slavery’ in French and British Far-Eastern Colonies, 1880-1945,”** *Past and Present* 201, 1 (November 2008): 175-213.

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### **Calls for Papers and Proposals**

#### **Call for Papers**

*\*JOURNAL OF THE HISTORY OF CHILDHOOD AND YOUTH*

Subject: Youth and Sport

*\*EDUCATIONAL STUDIES* Special Issue: Youth, Popular Culture and Education

### **Calls for Conference Proposals**

\*SOCIETY FOR BIBLICAL LITERATURE, Children in the Biblical World Section

\*LANDSCAPES OF LEARNING: A TRANSDISCIPLINARY CONVERSATION IN CONTEMPORARY EDUCATION

\*8<sup>TH</sup> EUROPEAN SOCIAL SCIENCE HISTORY CONFERENCE (ESSHC)  
Network: Education and Childhood

\*HISTORY OF EDUCATION SOCIETY UK: ANNUAL CONFERENCE

### **Call for Papers**

*JOURNAL OF THE HISTORY OF CHILDHOOD AND YOUTH*

Special Issue: Youth and Sport

The *Journal of the History of Childhood and Youth* (JHCY) announces a call for papers for a special issue on youth and sport to be published in the summer of 2010.

Because the World Cup will be held in Africa for the first time in 2010, we are especially interested in articles dealing with youth and soccer or with the connections between sport and young people in Africa. However, the editors encourage submissions from historians working in any geographical region or time period and from scholars in other disciplines with historical interests in children, young people and athletics.

Please submit a full-length article (c. 10,000 words) and a one page CV by September 1, 2009. Articles submitted for publication should follow the guidelines contained in *The Chicago Manual of Style*, 15th edition using endnotes. Author information, including an abstract that details the argument and significance of the essay, must be included on a separate page and all identifying information should be removed from the manuscript prior to submission. All manuscripts accepted for consideration in the special issue will be peer reviewed by outside readers. Please send an electronic copy (preferably in Microsoft Word format) to:

Brian D. Bunk

Co-Editor

[jhcy@history.umass.edu](mailto:jhcy@history.umass.edu)

JHCY is a peer-reviewed journal published on behalf of the Society for the History of Children and Youth by Johns Hopkins University Press. For more information please visit the website at [www.umass.edu/jhcy](http://www.umass.edu/jhcy)

### **Call for Papers**

*EDUCATIONAL STUDIES* Special Issue: Youth, Popular Culture and Education

Guest Editors: Kristen Luschen, Lesley Bogard, and Sandra Spickard Prettyman

In an age of ipods, text messaging and myspace, we cannot ignore the significance of popular culture and new technologies in the lives of youth and adults alike. Film, television, music, advertising, the internet, fashion and other forms of popular culture

shape the daily lives of all Americans whether we celebrate or resist their influence. Whereas dominant discourses of education suggest markers of achievement, test scores, and literacy benchmarks as the key indicators of students' smartness, this special issue of Educational Studies examines and values the popular cultural literacy practices of young people — "digital natives" to borrow from Marc Prensky — as they produce, consume, and learn in their daily lives.

In recognizing the influence of popular culture on teaching and learning, this issue is devoted to exploring its role in the educational lives of youth. Whether developed outside of the school or promoted within school walls, interaction with popular culture and new digital technologies provides opportunities and venues for the development of identity, community, and learning that become integrated into students' and teachers' formal and informal knowledges. Positioned where media, schooling and youth cultures intersect, this issue is interested in education as an activity that takes place both in and outside of schools.

Guest editors Lesley Bogad, Kristen Luschen, and Sandra Spickard Prettyman invite submissions that critically examine work of popular culture sites, spaces, practices and texts in the lives of young people and the adults who work with them. Theoretical as well as empirical studies are welcomed, as are literature, book, or media reviews. We particularly encourage papers that engage questions of power, privilege, and the representation or embodiment of race, class, gender, sexuality, and ability as they relate to popular culture, schooling and/or learning. Submissions from or utilizing the lenses of history, philosophy, sociology, law, critical theory, queer theory, policy studies, or curriculum theory are encouraged.

Manuscripts for this special issue may address topics such as the following:

- MySpace, Facebook and other social networking sites
- Text messaging and/as communication
- Blogs and their relationship to community, to learning, and/or to democratic life
- Cyber-bullying
- Young people in/on reality television (Kid Nation, American Idol)
- Young people as producers and consumers of popular culture
- Body rituals (tattoos, piercing)
- Pop culture and relationships between teachers and students
- School internet policies and access to new technologies
- Queer representation in popular culture
- Film and television portrayals of youth, schooling, and/or learning
- Music and youth cultures (hip hop, Christian rock, country).

These topics and others that address the issues raised in this call for papers are appropriate for submission to this special issue.

Manuscripts should be approximately 20-25 pages in length, double spaced, using Chicago Manual of Style documentation (see Contributor Information in the journal for additional information). Manuscripts should be submitted to the editors of the Special Issue on Youth, Popular Culture, and Education at <http://mc.manuscriptcentral.com/heds>.

Each manuscript must be accompanied by a statement that it has not been published elsewhere and that it has not been submitted simultaneously for publication elsewhere. Authors are responsible for obtaining permission to reproduce copyrighted material from other sources and are required to sign an agreement for the transfer of copyright to the publisher. All accepted manuscripts, artwork, and photographs become property of the publisher.

Manuscripts are due by May 15, 2009. Final decisions will be made by July 15th, and publication is expected by April, 2010.

### **CALLS for Proposals**

The SOCIETY FOR BIBLICAL LITERATURE is currently accepting abstracts (through February) for its next annual meeting November 21-24, 2009 in New Orleans, however you must be a member of SBL to present. For further information, please go to their website at [www.sbl-site.org](http://www.sbl-site.org). If you have any questions about organization's new section, "Children in the Biblical World," please contact Julie Parker ([julie.parker@yale.edu](mailto:julie.parker@yale.edu)).

#### **Call for Proposals**

LANDSCAPES OF LEARNING: A TRANSDISCIPLINARY CONVERSATION IN CONTEMPORARY EDUCATION

Wilfrid Laurier University - Brantford Campus

Conference Dates: September 24, 25, 26, 2009.

Proposals Due: April 1, 2009

The terrain of education has shifted decisively across North America since the mid-1990s. Neo-liberal education policies, with their emphasis on outcomes assessment, standardized testing and student behaviour have emphasized narrower models of student learning, curriculum and child development. At the same time, the goal-oriented values and practices of the marketplace have nudged aside visions of education as a creative process of exploring, questioning and experimentation. The landscapes of learning, in other words, have become increasingly unidimensional, challenging efforts by many practitioners and researchers to think about broader questions regarding the purpose, function and practice of education in contemporary society and its constituent communities.

This conference, organized by the Contemporary Studies program at Wilfrid Laurier-Brantford, in association with the Faculties of Education at Wilfrid Laurier-Waterloo and Nipissing University (Brantford Campus) aims to restore those broader discussions. It will do so by facilitating a transdisciplinary conversation about the conditions in which students learn - conditions that are at once political, economic, cultural, technological, biophysical, psychological and spiritual. It aims as well to promote a cross-fertilization of theory and practice, by bringing teachers and educational activists from schools and communities together with academic researchers.

Keynote speaker for this event is **Dr. Michael Apple**, renowned curriculum and education policy specialist at the University of Wisconsin-Madison. He is author of *Ideology and Curriculum*, *Education and Power*, and *Educating the "Right" Way: Markets, Standards, God and Inequality*, among many other books.

This is the fifth in a series of conferences initiated by Laurier-Brantford's Contemporary Studies program. The committee welcomes papers and presentations that explore the current challenges and opportunities of the educational landscape from early childhood to post-secondary levels. Proposals should illustrate how to bring the perspectives and methodologies of particular disciplines to bear on our understanding of that landscape, and/or students' capacities to learn. Papers will be considered for publication as conference proceedings or in an edited collection.

Areas of research may include, but are not limited to: \* popular culture, media and education \* classroom culture: diversity and multicultural learning \* neuroscience, cognition and pedagogy \* technology and the "digital native" \* neo-liberal education policies and citizenship \* schools and spatial politics \* perceptions, culture and learning \* development and results-based teaching \* visual literacy and learning \* religion, community and schooling.

We welcome diverse forms of presentation, including scholarly papers, research posters and workshops exploring landscapes of learning. We encourage proposals for panels (limited to three papers). Please send a title, 250-word abstract, four keywords that describe your research, and your contact information to us at [proposals@laurierbrantfordconference.ca](mailto:proposals@laurierbrantfordconference.ca) by April 1, 2009. For more information, please consult our website at

<http://www.laurierbrantfordconference.ca/>

Brantford, Ontario, is a community of 90,000, located 110 kilometres west of Toronto. It is approximately one hour from Pearson International Airport in Toronto and a half hour from Hamilton International Airport. Brantford is home to campuses of both Wilfrid Laurier and Nipissing universities, and Mohawk College. Contemporary Studies comprises the core, interdisciplinary program of Laurier-Brantford, as well as the Liberal Arts component of Nipissing's Concurrent Education program.

Address questions to:

Dr. Lisa Wood, Assistant Professor  
Contemporary Studies and English  
Laurier Brantford  
73 George Street  
Brantford, ON N3T 2Y3  
519-756-8228 ext. 5755

### **Call for Proposals**

8<sup>TH</sup> EUROPEAN SOCIAL SCIENCE HISTORY CONFERENCE (ESSHC)

Ghent, Belgium, 13-16 April 2010

Network: Education and Childhood

The Network on Education & Childhood of ESSHC invites papers for the next conference in Ghent, Belgium. In general the Network is interested in proposals concerning childhood and education, in all periods and on various issues and in different domains. In order, however, to stimulate and continue debates in the field of the history of education and childhood, we especially invite papers which from a historical perspective examine themes such as:

- Children and childhood in a globalizing world
- Children's rights and history of NGO's related to education and childhood
- Children, sexuality and sexual abuse
- Children, childhood, education and the history of emotion(s)
- Early childhood development and the brain
- Children, disability and special education
- Children, consumerism and play
- Children, violence and war
- Children, colonial childhood and postcolonial developments in education
- Children and the new media
- Methodology, autobiographical approaches and the child-perspective
- Children and childhood in politics and economy

Individuals interested in organizing panels on one of these themes may contact the network chairs of Education and Childhood listed below. In arranging panels on these themes, the possibility to coordinate sessions with other networks will be explored. To propose a panel or a paper it is necessary to follow procedures formulated at the ESSHC website <http://www.iisg.nl/esshc>. The deadline for paper and panel proposals (and pre-registration) is strict and will be until May 1st, 2009.

Network chairs for Education and Childhood:  
Bengt Sandin, [bensa@tema.liu.se](mailto:bensa@tema.liu.se)

Annemieke van Drenth, [drenth@fsw.leidenuniv.nl](mailto:drenth@fsw.leidenuniv.nl)

The ESSHC aims at bringing together scholars interested in explaining historical phenomena using the methods of the social sciences. The conference is characterized by a lively exchange in many small groups, rather than by formal plenary sessions. The Conference fee will be Euro 200 for participants who pay in advance, Euro 250 for participants who pay at the conference. One-day attendance will be Euro 100 for participants who pay in advance, and Euro 125 for participants who pay at the conference. There is a special fee for MA students of Euro 50.

For further information and the pre-registration form for the Conference please go to the Conference Internet site at <http://www.iisg.nl/esshc> or contact the conference secretariat:

European Social Science History Conference 2010  
c/o International Institute of Social History  
PO Box 2169  
1000 CD Amsterdam  
Netherlands  
Telephone: +31.20.66 858 66  
Fax: +31.20.66 541 81  
E mail: [esshc@iisg.nl](mailto:esshc@iisg.nl)

### **Call for Proposals**

HISTORY OF EDUCATION SOCIETY UK: ANNUAL CONFERENCE

December 4-6, 2009 The University of Sheffield.

Call for Papers "Putting Education in its Place: Space, Place and Materialities in the History of Education"

We welcome proposals for papers and presentations, ideally linked to the conference theme, that examine histories of knowledge spaces, places, landscapes and materials in relation to theories and practices of pedagogy and the relationships between people places and things in formal and informal settings. Papers exploring the lives of architects

who made schooling or education a major part of their careers, educators with a special interest in the built environment, material histories of schools, and regional studies will be welcomed. Histories of knowledge spaces and proposals which explore the implications of design for pedagogy in a range of educational settings such as orphanages, museums, galleries, early years settings are invited. The question of the role of landscapes and design in educational change will be explored. The conference will be organised in collaboration with the School of Architecture, University of Sheffield offering an exciting opportunity to welcome contributions from a range of related disciplines and specialisms including architectural history, historical and cultural geographies and histories of art and design in education. We will particularly welcome papers that illuminate new sources and suggest new ways of understanding spaces,

places, buildings and interiors as sources for historians of informal and formal education.

Proposals for papers (of around 250 words) and general expressions of interest to Dr Catherine Burke, Faculty of Education, University of Cambridge, 184 Hills Rd, Cambridge CB2 8PQ, UK. email: [cb552@cam.ac.uk](mailto:cb552@cam.ac.uk)

There are two submission dates for abstracts. Those abstracts accepted which were submitted by 3 July 2009 will be notified by 21 August 2009; those abstracts accepted which were submitted by 4 September 2009 will be notified by 30 October 2009. Please note that the last and final date for submission of abstracts is 30 October 2009. Details on registration and payment will be available at the end of January from the HES website <http://www.historyofeducation.org.uk>

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### **Announcements of Upcoming Conferences**

#### **Conference Announcements**

- \*THE HUMANITIES AND THE FAMILY: A CONFERENCE, March 13-14, 2009, University of Illinois at Chicago
- \*THE POLITICAL CHILD: CHILDREN, EDUCATION AND THE STATE, 15-16 May 2009, University of Helsinki
- \*CHILDREN AND THE EUROPEAN UNION: LEGAL, RESEARCH AND POLITICAL PERSPECTIVES, 20-22nd April 2009, University of Sheffield

#### **Conference Briefs from Members**

##### **Conference Announcement**

THE POLITICAL CHILD: CHILDREN, EDUCATION AND THE STATE  
15-16 May 2009, University of Helsinki

We welcome scholars working within the fields of childhood history and history of education to a two- day seminar. Public lectures open to all will be held on Friday, 15 May, and workshop papers (for which we are now seeking abstracts) will be presented at the seminar on Saturday, 16 May 2009.

The focus of the seminar "The Political Child" is children and childhood in a historical perspective, especially in relation to politics and institutions of education in a European context. The aim of the seminar is to probe the various ways in which children were affected by political processes and structures that were often dominated by the state and its regulatory practices and discourses. We wish to offer a discussion forum in order to create connections between historians, historically oriented social scientists and cultural researchers working in the fields of childhood research.

**Dr. Colin Heywood** (Head of the School of History, University of Nottingham) will act as the as the invited keynote speaker and a commentator of workshop papers.

Colin Heywood is the author of:

- \* *Growing up in France from the Ancien Régime to the Third Republic* (2007);
- \* *History of Childhood: Children and Childhood in the West from Medieval to Modern Times* (2001);
- \* *Childhood in Nineteenth-Century France: Work, Health and Education among the 'classes populaires'* (1988).

Other invited speakers are **Dr. Jane Gray** (National University of Ireland, Maynooth, Ireland), **Docent Susanna Hedenborg** (Malmö University College, Sweden) and **Associate Prof. Karen Stanbridge** (Memorial University of Newfoundland, Canada).

The aim of the seminar is to discuss empirical, methodological and theoretical aspects of childhood in history particularly as they pertain to the processes and structures of education and the state. We hope to come up with ideas for new perspectives based on participants' concrete analyses of their source materials and observations on childhood. The seminar is aimed to stimulate discussion among scholars interested in issues such as:

- \* institutions of education and children's experiences therein;
- \* education and practical learning at different times and in different national contexts;
- \* the role that micro and macro levels of society play in children's everyday life and social relations;
- \* the contribution of social and economic power relations to children's experiences;
- \* gender-bound practices and representations within educational encounters.

What connections and tensions are there between these themes and the fields of historical research they represent? What are the limitations and and the potential of studying children, education and nationalism from a historical perspective? How have children experienced the structures and processes of educational institutions? Have children's roles been represented in politics, culture- and nation-building, international relations, economics and labor market studies? And what new or reflected insights about history of children and children's political agency might be generated by them?

The programme will be found on the websites of the Department of Social Science History and the Department of History, University of Helsinki.

For enquiries, please contact the organizers:

Prof. Marjatta Rahikainen      EMAIL: [marjatta.rahikainen@helsinki.fi](mailto:marjatta.rahikainen@helsinki.fi)  
Department of Social Science History  
University of Helsinki

Dr. Saara Tuomaala  
Department of History  
University of Helsinki

### **Conference Announcement**

THE HUMANITIES AND THE FAMILY: A CONFERENCE March 13-14, 2009  
Presented by the Institute for the Humanities at the University of Illinois at Chicago  
750 South Halsted Street, Room 605 Student Center East

The conference will explore the contributions of the disciplines of the Humanities to debating and constructing ideas and representations of the family. Based on the premise that conceptions of the family are wide-ranging and continually transforming, the conference will ask what constitutes a family, examining this question from the perspective of history, literature, law, and ethics. Topics considered will include inheritance, marriage, work, religious and utopian communities, violence, children, the relation of the family to the community, the nation, and the state, and changing conceptions of genders and sexualities.

Keynote Speakers: Daniel Boyarin, University of California, Berkeley, and Stephanie Coontz, The Evergreen State College.

For additional information, including a complete conference schedule and registration form, see: <http://www.uic.edu/depts/huminst/conferences.shtml>

The conference is free and open to the public.

The conference is organized by the 2007-08 Institute for the Humanities Executive Committee: John D'Emilio, History and Gender and Women's Studies; Stephen Engelmann, Political Science; Leon Fink, History; Lisa Freeman, English; Norma Moruzzi, Gender and Women's Studies and Political Science; Mary Beth Rose, Institute for the Humanities, English Department; Katrin Schultheiss, History and Gender and Women's Studies; and Linda Vavra, Institute for the Humanities at the University of Illinois at Chicago.

### **Conference Announcement**

CHILDREN AND THE EUROPEAN UNION: LEGAL, RESEARCH AND POLITICAL  
PERSPECTIVES

20-22nd April 2009, University of Liverpool

The Centre for the Study of the Child, the Family and the Law at the Liverpool Law School is delighted to announce that it will host a three-day international conference on children and the EU in April 2009. This will be the first event of its kind to bring together international, EU and domestic policy-makers, NGOs, practitioners, academics and young people in a joint endeavour to critically discuss the EU's emerging children's rights agenda.

Further details, including registration information and a draft conference programme, are available on our website: [www.liv.ac.uk/law/cscfl/children](http://www.liv.ac.uk/law/cscfl/children)

### ***Conference Announcements from Members***

**Brianne Grant** (University of British Columbia) reports news of a conference at UBC on April 25th this year. The focus of the conference is on Radical Children's literature, and they hope to get a broad historical scope of the major changes that have happened in literature, media, or technology for children and youth. Here is the website link:

<http://www.lled.educ.ubc.ca/conference/index.htm>.

**Harvey Graff** (Ohio State University) sends news of the Expanding Literacy Studies international interdisciplinary graduate student conference website (a number of sessions touch on children and youth):

<http://literacystudies.osu.edu/initiatives/conference/yr2008/intconference/registration.cfm>

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### **Archival Collections from the Schlesinger Library**

Ellen M. Shea sends information from

The [Schlesinger Library on the History of Women in America](#), Radcliffe Institute, Harvard University, about collections related to the history of childhood and adolescence, have been processed and are now open to research.

### **Elizabeth Winship Papers**

This collection is comprised of letters primarily from pre-teen and teenage readers seeking advice from Elizabeth Winship (1921- ) through her syndicated column "**Ask Beth.**" Winship tackled various health, relationship, and sexuality issues for teens in her column which, at its peak, was published in 70 subscribing newspapers. Due mainly to her sensible and thoughtful approach to teen questions, her column ran successfully from 1963 through her retirement in 1998, when her daughter, Peg Winship, succeeded her. A family therapist, Peg continued the column on her own from her mother's retirement in 1998 until 2007. Letter topics cover a wide range of problems and concerns faced by pre-teens and teenagers, as well as adults, including many sexual issues, including, dating; sex education; sexual, emotional, and physical abuse; incest; sexual harassment and rape; marital affairs; transvestism; and gender and sexual identity. Health issues were also covered extensively, including HIV/AIDS; sexually transmitted diseases; drugs and addiction; eating disorders; birth control and pregnancy; scoliosis; Down Syndrome; Toxic Shock Syndrome; menstruation; and weight problems. Also included are clippings, reference materials, and a small number of professional and personal letters. For more information, see

<http://nrs.harvard.edu/urn-3:RAD.SCHL:sch01205>

### **Marge Papers**

Marjorie Henderson Buell (1904-1993), who drew under the name "Marge," was the creator of the popular comic "**Little Lulu,**" as well as other one-panel cartoons and

comic strips. Little Lulu ran in the *Saturday Evening Post* from 1935 to 1945, and then became a major marketing figure, gracing Kleenex advertisements, Paramount short films, and many children's toys and products throughout the mid-twentieth century. The collection includes business contracts, correspondence with publishers, agents, etc.; fan mail; scrapbooks; published cartoons and comic strips; original artwork; Little Lulu products such as paper dolls, crayons, hair bows, mittens, etc., comic books in English and various foreign languages; early drawings including those in high school yearbooks and literary magazines; family autograph albums and Bible; motion pictures of Little Lulu Kleenex advertisements; etc. For more information, see <http://nrs.harvard.edu/urn-3:RAD.SCHL:sch01138>

### **Mary Stone Rousmaniere (1880-1952) Papers**

A Roxbury, Massachusetts native and Froebelian-trained kindergarten teacher, the collection includes biographical and personal material; family letters; photographs; travel journal of a European trip (1896); memorabilia and documents related to her training as a *Froebelian kindergarten teacher* (most ca.1904); and a scrapbook compiled by her sister Frances Rousmaniere during her time at Wellesley College (1894-1899). For more information, see <http://nrs.harvard.edu/urn-3:RAD.SCHL:sch01201>

For more information about these collections, as well as others relating to the history of childhood and adolescence, please contact the library's [Reference Desk](#).

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## **Recently Completed Dissertations and Dissertations in Progress Compiled by Colleen A. Vasconcellos**

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### **Completed Dissertations**

**“Alone in the country: Rural social welfare for dependent children, 1865—1920”  
by Megan Elizabeth Birk, Ph.D., Purdue University, 2008.**

Rural residents of the United States aided two types of dependent children after the Civil War, those who came from rural areas and those who came from cities. Urban orphanages and the famed orphan trains have received attention from scholars while rural dependent children languish in the background. What happened to the urban children who went to live in rural areas also receives little attention. This project explains why thousands of children went to live with farmers in the Midwest and how rural people cared for their own dependent children while being bombarded with dependents from elsewhere. This study uses the states of Ohio, Indiana, and Illinois as examples because their institutional system differed markedly from the established

pattern of dependent child care. All three states opened state-funded children's homes after the Civil War. These Soldier's Orphans' Homes became the first, and only state funded institutions for dependent children. While neighboring states such as Michigan and Wisconsin made dependent children a state issue, their Midwestern neighbors preferred to leave the care of dependent children to counties and townships.

The result proved disorganized. County children's homes and county poor farms cared for a majority of children in rural areas. These facilities varied in quality and purpose. Some institutional managers indentured children to reduce operating costs while others believed keeping children institutionalized earned them more income. Almost all children's institutions placed out children. This study establishes correct terminology for the indenturing and placing of dependent children. These children were seldom adopted nor did they "board" with foster families. Children paid for their keep through their work, the main reason labor-starved farmers accepted thousands of children both locally and from eastern cities. Using institutional records, correspondence from children and placement families, and state reports, this study provides a clarification of commonly used terms and a more complete picture of the vital exchange between dependent children and Midwestern farmers.

**“An imperial investment:’ British state-assisted child emigration to Australia and Southern Rhodesia, 1869—1967” by Ellen R. Boucher, Ph.D., Columbia University, 2008.**

This dissertation charts the rise and fall of modern child emigration, a charity-administered, government-sponsored reform movement that permanently resettled poor British children in the settler empire. Based on primary research in government and philanthropic archives as well as oral history interviews, it follows the circulation of dominant conceptions of childhood, welfare, and empire--alongside the movement of children themselves--across an imperial network connecting Britain, Australia, and Southern Rhodesia.

Using the lens of juvenile resettlement schemes, the thesis illuminates the close intersection between the origins of modern British welfarism and the culture and politics of empire. It traces the turn-of-the-century emergence of child emigration as an "imperial social policy," which united the interests of needy British children with the developmental aims of the rural settler empire, and enabled reformers to conceive of poor boys and girls as imperial citizens-in-the-making. It then examines how the gradual devolution of the empire during the middle decades of the twentieth century weakened the ideological union between welfare and imperialism. The thesis highlights three main forces that contributed to this process: the changing politics of racial hegemony within the settler empire, the advent and dissemination of child psychology, and the development of settler nationalism. The combined impact of these forces, it demonstrates, increasingly led British, Australian, and Rhodesian policymakers to conceptualize the needs of children and the aims of social assistance in more explicitly national terms. By illustrating this shift from empire to nationhood in British child

welfare, this dissertation challenges characterizations of the twentieth century as an era when the ideals of childhood grew standardized across political and cultural boundaries. Rather, it reveals how the forces of imperial devolution led to the steady fragmentation of models of childrearing and welfare across the Anglophone world.

**“Children of the Revolution: Constructing the Mexican citizen, 1920—1940,” by Elena Jackson Albarran, Ph.D., The University of Arizona, 2008.**

The Mexican Revolution of 1910-1920 resulted in a massive population loss that revolutionary officials sought to replace with a generation of active citizens. This dissertation demonstrates that the child's role from 1920 to 1940 transformed from that of an individual bounded by the family to that of a member of the community, the nation, and a transnational generation. Children entered the historical record in unprecedented numbers. Due to the impressive expansion of public education and the increased civic engagement that it yielded, children produced a rich cache of documents--letters, drawings, plays, and speeches--that provide a measure by which to gauge their responses to revolutionary programs.

First, I explore adult-produced rhetoric and policies that placed children at the center of plans for creating new revolutionary citizens. Lawmakers, professionals, and governors attempted to construct a homogeneous generation of citizens through the balanced application of sound pedagogy, firm ideology, and modern medicine. Adults transformed public space and assumed new rhetorical styles that refashioned the child as a metaphor for the nation's future.

Second, I measure children's responses to government and popular efforts to construct a universal childhood, and I demonstrate the uneven process of cultural dissemination. Unexpected reactions by younger children to itinerant educational puppet shows revealed age as a factor in reception. Children's letters to radio officials demonstrated that middle class children had greater access to the new media. Contributions to the art magazine *Pulgarcito* suggested a romanticization of rural children.

Third, I reveal the ways that participation in civic activities expanded children's social networks and allowed them to imagine themselves as part of a national and international community of their peers. Children's conferences, literacy campaigns, and anti-alcohol marches, allowed children to sample national political culture and gain exposure to its hierarchies and bureaucracy. Pan-American exchanges between schoolchildren meant that Mexican youth saw themselves as part of a hemispheric family, united by a common race and common colonial heritage. The children growing up during these decades learned skills, gained a sense of political awareness, and absorbed and created cultural expressions that became recognized the world over as being distinctly Mexican.

**“Children of chaos: Historical atrocity and youth survival in the literature of American**

**slavery and the Holocaust,” by Melvin Leroy Macklin, Ph.D., The University of Texas at Dallas, 2008.**

This study examines the suffering of children and the unimaginable indignities wreaked on them by their fellow man through acts of human aggression. Studying the atrocities of the German Holocaust and the system of American slavery, this dissertation explores various ways by which children became victims of hostile acts. Also, it analyzes the ways in which these wars and campaigns of murder affected youth survivors both physically and mentally, and it elaborates methods children adopted that enabled them to survive the events. It then explores how young survivors were able to continue to function in the aftermath of the cataclysmic events. I argue that, through specific historical acts of aggression, children were victimized by distinct representations of nihilism where moral truths were rendered futile; traditional social practices and cultural beliefs ceased to be valid; and existence itself became useless and devoid of meaning. By studying eye-witness accounts, autobiographies, films, novels, and slave narratives, this dissertation advances the argument that groups of children throughout the world were victimized by men in dictatorial positions of leadership and, indeed, entire societies who had no regard for the sanctity of human life. Furthermore, evidence supports the proposition that these men and their societies held the irrational political beliefs that racially, morally, and intellectually superior (or "enlightened") men possessed the natural right to subjugate and dehumanized weaker groups of human beings.

**“Children of the borderlands: Young soldiers in the reproduction of warfare,” by Bridget Hynes, Ph.D., University of Denver, 2008.**

This study considers the intersection of locality with international security through the lens of one of the larger manpower drivers of recent African wars--child soldiers. Local norms and networks in child soldiering illuminate two aspects of international security--the problem of war contagion and the challenges of international regime efficacy.

First, is the relationship between local capabilities and the expansion of war. In sub-Saharan Africa, regional conflict and child soldiering are intertwined. A theoretical concern with porous borders and weak states contends the role of locality can serve as a stimulus and momentum for expanding war. This study compares the border regions of the Namibian Kavango with the Mano River and Kailahun regions of Sierra Leone as war began to cross over from Angola and Liberia, respectively. It dissects local configurations and finds that border localities are not endemically dangerous. Instead, expected and unexpected pathways of local action can make a difference in both in the degree of war's spread and the extent of children's participation.

Second, what could be called a global anti-child soldiering regime, an international configuration strongly linked to the protection-based theoretic in human security, emerged and flourished over the past 15 years. Programmatic actions against child soldiering, accompanied by international legal norms shunning child soldiering, have escalated dramatically. Yet, international estimates of child soldiers active in combat did

not diminish. On the contrary, child soldiering grew from 250,000 children a year in 1998, to more than 300,000 in 2005. Why haven't these actions halted child soldiering growth?

In the details of local involvement and resistance to cross-border child soldiering, distinct gaps between the conceptual and substantive factors of import in prevention locally, and those stressed by anti-child soldier networks globally, come to light. The findings in this study provide needed political specificity for the human security literature and the global anti-child soldiering regime. The concrete conditions and localized ideas where efforts to thwart child soldiering have had some success (Namibia) and where they have not (Sierra Leone) concretize human security through the concept of capabilities, for use in conflict zones. A framework for evaluating conflict conditions, and an analytic for targeted support to elements that push away from violent involvement on the whole--and involvement of children specifically--flow from the study's findings.

**“Making space for children: The material culture of American childhoods, 1900—1950,”**

**by Bryn Varley Hollenbeck, Ph.D., University of Delaware, 2008.**

This dissertation analyzes the relationship of the home to child rearing and family life between 1900 and 1950. This study explores the ways in which parents used their homes to nurture their children, and the reasons why different options were available and attractive. Specifically, this project tours the middle class family house and investigates the construction and use of the many spaces of childhood: the small child's bedroom; the household spaces, inside and out, where the child played; and the places utilized for education and discipline. The sources include design treatises, medical literature, advice manuals, government publications, trade literature, poetry and fiction, works of art, photographs, autobiographies, and personal writings in letters and baby books. Through this research, it becomes clear that evolving theories of child rearing, the realities of parenting, and the activities of children shaped the ideology, function, and material culture of middle-class homes. Focusing on the material culture of childhood reveals much about middle-class Americans' views of the past, their hopes for the future, and the ways in which people used objects as a response to cultural transformations and dislocations. Additionally, by analyzing the family home and the young child's place and spaces therein, this project produces a nuanced portrait of "modern" America. It points to the importance of young families as contributors to critical trends in twentieth century history, as they drove suburbanization, consumer culture, professionalization, medical advances, a national media, and a nuanced middle-class identity. This dissertation contributes to historiographical discussions about the nature of childhood and child rearing in history, agency and causality in design and suburbanization, consumerization, nature, memory and modernization, and the role of material culture in creating and contesting identity. Finally, this dissertation illuminates the interplay among experts and parents, and highlights the power of both parents and children in the negotiation of the home and the greater culture.

**“Mothers, children, stereotypes, and visual culture: The African-American experience interpreted through art, 1940 to 2000,” by Doris K. Crusoe, Ph.D., Howard University, 2008.**

Throughout her more than six decades of artistic expression, Elizabeth Catlett continuously examines and re-examines the relationship between the Black mother and her child. Catlett renders the image of a mother and child in an intimate and reflective manner as she visually explores the intrinsic bond between mother, child, and the poignancy of reunion. Her own experiences and the recounted stories of her relatives who endured slavery empower her compositions to speak clearly to the issues of separation and reunion.

This dissertation presents a critical interpretation of Elizabeth Catlett's sculptural portraits of the mother and child. It examines Catlett's use of style in the context of her personal experiences. Moreover, Catlett's work spanning the period 1940 to 2000 receives particular attention. Overall, this dissertation shows Catlett's ingenious ability to marry medium with message.

Additionally, this dissertation examines critical aspects of the African American mother and child which addresses cultural identity and survival of the Black community. Catlett and other artists render positive images to challenge racial stereotypes designed to misinterpret the Black experience. In essence, this study reveals a personal perspective of visual art used as a vital tool to correct and enhance general public knowledge of the African American heritage.

**“Nurturing change: Lilly Martin Spencer's images of children,” by Laura Napolitano, Ph.D., University of Maryland, College Park, 2008.**

This dissertation is the first full-length study to concentrate on American genre painter Lilly Martin Spencer's images of children, which constituted nearly one half of her saleable production during the height of her artistic career from 1848 to 1869. At this time, many young parents received advice regarding child rearing through books and other publications, having moved away from their families of origin in search of employment. These literatures, which gained in popularity from the 1830s onward, focused on spiritual, emotional, and disciplinary matters. My study considers four major themes from the period's writing on child nurture that changed over time, including depravity and innocence, parent/child bonding, standards of behavior and moral rectitude, and children's influence on adults. It demonstrates how Spencer's paintings, prints, and drawings featuring children supported and challenged these evolving ideologies, helping to shed light not only on the artist's reception of child-rearing advice, but also on its possible impact on her middle-class audience, to whom she closely catered. In four chapters, I investigate Spencer's images of sleeping children as visual equivalents of contemporary consolation literature during a time of high infant and child mortality rates; her paintings of parent/child interaction as promoting separation from mothers and emotional bonding with fathers; her prints of mischievous children as both

considering changing ideals about children's behavior and comforting Anglo-American citizens afraid of what they saw as threatening minority groups; and her pictures with Civil War and Reconstruction subject matter as contending with the popular concept of the moral utility of children. By framing my interpretations of Spencer's output around key issues in the period's dynamic child-nurture literature, I advance new comprehensive readings of many of her most well-known paintings, including *Domestic Happiness*, *Fi, Fo, Fum!*, and *The Pic Nic or the Fourth of July*. I also consider work often overlooked by other art historians, but which received acclaim in Spencer's own time, including the lithographs of children made after her designs, and the allegorical painting *Truth Unveiling Falsehood*. Significantly, I provide the first in-depth analysis of a newly rediscovered Reconstruction-era painting, *The Home of the Red, White, and Blue*.

**“The children who ran for Congress and the school up on the Hill: An oral-institutional history of Capitol Page School, 1926—1983,” by Darryl James Gonzalez, Ph.D., University of Maryland, College Park, 2008.**

Although the corpus of work on Congressional history is impressive, there is one aspect of life inside the Capitol that has been neglected for over 200 years. Young messenger boys, or Pages, have worked for Congress since its early sessions but have never received much attention. This dissertation traces the evolution of Capitol Page School and by doing so, also follows the evolution of the larger Page system. The purpose of the study is to find out what the historical record can reveal about the history of Capitol Page School. Once that story is told, conclusions can be drawn about things like institutional inertia in Congress, preserving tradition, unusual childhood occupations and informal civic education, among others.

Using both a documents review and an oral history approach allowed for a rich description of the evolution of Capitol Page School. Chapter Two reports on Page culture before 1926, concentrating on the relationships between Members of Congress and the boys, and how Pages formed their own culture and community as adjuncts of the Congress. Chapter Three examines the social conditions that were present in the 1920s which forced the formation of a school specifically for Pages inside the Capitol, run as a private enterprise by an individual teacher, and the subsequent attempts to continue the school. Chapter Four describes how Senator Harold Burton intervened to improve conditions at Capitol Page School, and also includes a previously unknown cache of information and behind-the-scenes maneuvering. Chapter Five explains the physical move of the school and then traces the substantial legislation that Congress failed to pass in order to give Pages an official residence to live in, and describes the precarious nature of the school. Chapter Six gives special attention to three noteworthy subcultures within the Page system: girls, African-Americans and Supreme Court Pages, and describes how each group began and received special consideration. Chapter Seven reports on how Capitol Page School was forced to dissolve in the early 1980s and how two new schools were formed to replace it. Chapter Eight discusses what can be learned from the historical record.

**“The imperfect child: Romanticizing and socializing the Victorian child in the works of Charles Dickens and his children,” by Amberly Malkovich, Ph.D., Illinois State University, 2008.**

The 'ideal' Victorian child was a construct but not a possibility within Victorian culture though the imperfect child was attainable. The ideas of children and childhood developed rapidly over the Victorian era and along with it literacy and reading material for the emerging mass reading public. Children's Literature was one of the developing areas for publishers and readers alike, yet this did not stop the reading public from bringing home works not expressly intended for children and reading to their family. Within the idealized middle class family circle, authors such as Charles Dickens were read and appreciated by members of all ages. The upper and working classes also found pleasure and delight in the reading of Dickens's work but nonetheless he did not write expressly for children. Dickens's work, much of which focuses on children and childhood, was admired and read by many authors that came after him, some of who knew him personally and even others who did not. Nevertheless, his work influenced others and their writing and children read his works. By examining Dickens's works Oliver Twist, The Old Curiosity Shop, A Christmas Carol, Bleak House, Dombey and Son, Little Dorrit, all of which contain the imperfect child and placing them alongside Charles Kingsley's The Water Babies and George MacDonald's At The Back of The North Wind, The Princess and the Goblin, The Princess and Curdie, Hesba Stretton's Jessica's First Prayer, Christina Rossetti's Speaking Likenesses and Sing Song, and E. Nesbit's House of Arden and Harding's Luck this work considers the construction, romanticizing and socializing of the Victorian child within work read by and for children during the Victorian Era and early Edwardian period and how that has impacted children's literature contemporarily.

**“Growing up Soviet: Childhood in the Soviet Union, 1918—1958,” by Ann Livschiz, Ph.D., Stanford University, 2007.**

This dissertation is an investigation into the history of Soviet childhood, and the evolution in the relationships between the state and children, between children and parents, and among children themselves. While examining childhood as a crucial site for the development of Soviet identity from the Russian revolution through the early phases of the post-Stalinist thaw, my dissertation also analyzes the process of accommodation and negotiation that took place in the process of the development of that identity, particularly its transformation through each successive generation in the period from 1918 to 1958. The dissertation shows, among other things, that by the 1930s the Soviet state was consciously creating a class system in some ways reminiscent of tsarist Russia; that it created a rural-urban schism and used World War II to codify that class system; that it deviated from its own revolutionary creed by increasingly emphasizing gender divisions; that after the 1920s the state realized it must accept the existence of families, then attempted to use children to inculcate and control parents; and it helped create and perpetuate poverty but blamed amoral, unpatriotic, and impoverished citizens for their plight while refusing to admit poverty's existence. The examination of four decades

of childhood's institutions--specially families, school systems, *detdoms* , and the Young Pioneers--demonstrates that state officials were fairly consistent in altering the Revolution's populist goal for their own ends. But while that might be an unsurprising revelation, the fact that children and parents were aware of doctrinal changes and negotiated and protested them shows a surprisingly complex citizenship. This dissertation uses children- and parent-created sources to illustrate their responses to the various troublesome dictates, from letters to children's books writers to records of local party meetings to childhood memoirs. The dissertation's title, "Growing Up Soviet," is a reference to the complexity of the negotiation process--children were maturing and seeking to define themselves at the same time the Soviet Union, an entity that lasted only a full human lifetime, was coming of age.

**“Radical relations: A history of lesbian and gay parents and their children in the United States, 1945—2003,” by Daniel Rivers, Ph.D., Stanford University, 2007.**

*Radical Relations: A History of Lesbian and Gay Parents and Their Children in the United States, 1945 to 2003* charts the changing experiences of lesbian and gay parents in the United States from the Second World War to the present and chronicles their struggle for recognition in American society. It argues that by forging new kinds of family and childrearing relations, gay and lesbian parents successfully challenged legal and cultural frameworks that defined the family as heterosexual and paved the way for the contemporary focus on family and domestic rights in lesbian and gay political movements.

Based on archival research in New York, Seattle, San Francisco, and Los Angeles, complemented by over a hundred interviews, *Radical Relations* traces five decades of gay and lesbian family history. The first chapter looks at the pressure on lesbians and gay men in the pre liberation era to marry and have children, the double lives many lesbian and gay parents lived, and the constant threat of estrangement from their children faced by those who left their marriages. Chapter Two shows that this period of intense fear and repression nonetheless held the promise of changes to come. It looks at lesbian mothers raising children in butch/femme and bohemian communities and at the roots of lesbian and gay parental activism in the homophile groups of the era.

Chapter Three examines the court battles that erupted in the gay and lesbian liberation era as lesbian mothers and gay fathers left previous heterosexual relationships and faced difficult custody battles. Chapters Four and Five look at lesbian mother activist groups and gay father groups of the 1970s, and chapter six explores the experiences of lesbian mothers and their children growing up in lesbian feminist communities of the 1970s and 1980s.

Chapter Seven looks at the expansion of lesbian and gay parental relationships in the 1980s and 1990s facilitated by insemination, adoption and surrogacy and the vibrant growth in LGBT family rights groups. It shows how lesbian and gay parenting came to be a central focus of the modern LGBT civil rights movement by the 1990s.

**“Ishii Juji, the Okayama Orphanage, and the Chausubaru Settlement: A vision of child relief through communal labor and a sustainable local economy, 1887—1926” by Tanya Sue Maus, Ph.D., The University of Chicago, 2007.**

My dissertation, "Ishii Juji, the Okayama Orphanage, and the Chausubaru Settlement: A Vision of Child Relief Through Communal Labor and a Sustainable Local Economy, 1887-1926," traces the transformation of radical political action following the Meiji Restoration of 1868, into an ethical practice of child relief during the Meiji period. Through the life work of Ishii Juji, a young Christian convert who founded the Okayama Orphanage in 1887, I seek to illustrate the historical shift of compassion and empathy (*aware*) into motivating forces for social action, social reform, and ultimately, plans for social renovation during the early industrial society. For the network of social activists that came to surround Ishii during the early 1890s, he and the Okayama Orphanage reflected the possibilities of compassionate action--action that led not only to Ishii's own utopian cooperative in Miyazaki, but that also inspired the Christian socialism of Abe Isoo, the juvenile reform work of Tomeoka Kosuke, and the Marxist investigation of the "social problem" by Ohara Magosaburo. Although the Okayama Orphanage is now placed at the center of Japan's modern welfare system by historians, during the last two decades of the Meiji period, Ishii Juji rejected the influence of the state and moved the institution and his activism to the peripheries of the nation, where he sought to construct a utopian model of the ideal industrial society--a model in which the profits reaped for future generations (i.e., youths and children) would be social, cultural, and religious, rather than those of monetary gain and military might.

**“The ideology of the child in Japan, 1600—1945,” by Lizbeth Halliday Piel, Ph.D., University of Hawai'i at Manoa, 2007.**

Japan's modernization changed the way in which Japanese writers, educators and moralists viewed children and childhood. Although Edward Morse and other Western visitors in the 1870s saw Japan as "the paradise for children," Japanese reformers, such as Ueki Emori and Fukuzawa Yukichi, criticized 'traditional' childhood and family life, and turned to the West for alternative models. The resulting 'modern ideology of the child' in Japan is a product of discourse and debate that was motivated by the search for a national identity between 1868 and 1945. Meiji-period (1868-1912) advocates for the protection of children were seeking liberation from the perceived backwardness of Tokugawa (1600-1868) family values and the patriarchal family system. Taishō-period (1912-1926) intellectuals used the image of the child as a trope to criticize statism and call for individual rights. Prewar Shōwa (1926-1945) revisionists rediscovered Tokugawa family values to argue for a modernity that was culturally Japanese, not Western. Over time, government policy and community attitudes changed towards childrearing, education, adoption practices, child labor and child prostitution. This dissertation tracks the changing image of the child, mainly through children's literature, or the literature of the 'childlike mind' (*dōshin*), but also through Romantic literature and treatises on early childhood education, child welfare, family structure and family law. Thinkers discussed

in this work include Philippe Ariès, Karatani Kôjin, Kaibara Ekken, Nakae Tôju, Kitahara Hakushû, Ogawa Mimei, Wakamatsu Shizuko, Yanagita Kunio, Hatano Kanji and others.

### **Dissertations in Progress**

Dissertator: Sheila Marie Aird, Howard University

Dissertation title: "The Forgotten Ones: Enslaved Children and the Formation of a Labor Force in the British West Indies"

Advisor: Selwyn H. H. Carrington

Dissertator: Jonathan Anuik, University of Saskatchewan

Dissertation title: "Métis Children and the Christian Educational Agenda--The Formation of a Métis Childhood in the West"

Advisor: James R. Miller

Dissertator: Amanda Brian, University of Illinois, Urbana-Champaign

Dissertation title: "Bonds of Empire: Growing Children in the Kaiserreich, 1871-1918"

Advisor: Peter Fritzsche

Dissertator: Kathryn Bridge, Victoria University

Dissertation title: "A Whole New Voice: The Pioneer Child in Western Canada, 1849-1920"

Advisor: Lynne L. Marks

Dissertator: Tarah Brookfield, York University

Dissertation title: "'Our Deepest Concern Is for the Safety of our Children and Their Children': Maternal Solutions to Cold War Fears in Canada and Abroad, 1950-80"

Advisor: Kathryn McPherson

Dissertator: Michael Carriere, University of Chicago

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

Advisor: Neil Harris

Dissertator: Daphne R. Chamberlain, University of Mississippi

Dissertation title: "'...And a Child Shall Lead the Way': Children's Participation in the Jackson, Mississippi, Freedom Struggle, 1947-67"

Advisor: Charles K Ross

Dissertator: Robin Chapdelaine, Rutgers University

Dissertation title: "1929 Women's War: Child Pawnship in Southeastern Nigeria, 1920s"

Advisors: Temma Kaplan and Carolyn A. Brown

Dissertator: Jessa Chupik, McMaster University  
Dissertation title: "The Institutional Confinement of 'Idiot' Children in 20th-Century Canada: The Case of the Orillia Asylum, 1900-35"  
Advisor: Kenneth Cruikshank

Dissertator: Caroline Collinson, The Ohio State University  
Dissertation title: "'The Littlest Immigrants': Adoption, Migration, and Exploitation of Border Crossing Children in the Americas"  
Advisor: Judy Tzu-chun Wu

Dissertator: Julie Kay De Graffenried, University of Texas-Austin  
Dissertation title: "Becoming the Vanguard: Children, the Young Pioneers, and the Soviet State in the Great Patriotic War"  
Advisor: Charters Wynn

Dissertator: Jia-Chen Fu, Yale University  
Dissertation title: "Society's Laboratories: Mapping Children's Health in Republican China, 1928-49"  
Advisor: Jonathan D. Spence

Dissertator: Diana Georgescu, University of Illinois, Urbana-Champaign  
Dissertation title: "'Ceausescu's Children': Ideological Scripts and Remembered Experiences of Childhood in Socialist Romania, 1965-89"  
Advisor: Maria Todorova

Dissertator: Kevin L. Gooding, Purdue University  
Dissertation title: "For the Children's Souls: Interdenominational Competition and the Religious Education of Children in Indiana, 1801-50"  
Advisor: Franklin T. Lambert

Dissertator: David Greenspoon, Pennsylvania State University  
Dissertation title: "Children's Mite: Juvenile Philanthropy in America, 1815-65"  
Advisor: Lori D. Ginzberg

Dissertator: Justus G. Hartzok, University of Iowa  
Dissertation title: "Children of Chapaev: The Russian Civil War Cult and the Creation of Soviet Identity, 1918-82"  
Advisor: Paula Michaels

Dissertator: Daniel Lee, University of California, Berkeley  
Dissertation title: "Children of African American Soldiers and German Women Post-World War II"  
Advisor: None given

Dissertator: Karen Lucas, University of California, Berkeley  
Dissertation title: "The Immigration of Unaccompanied Children to the U.S. between the End of the Civil War and the Immigration Restrictions of 1924 and 1925"  
Advisor: None given

Dissertator: Helen E. McLure, Southern Methodist University  
Dissertation title: "'I Suppose You Think Strange the Murder of Women and Children': White-Capping and Lynching in the American West, 1870-1930"  
Advisor: Sherry L. Smith

Dissertator: Leslie Miller, University of Georgia  
Dissertation title: "The Power of the Privileged: The Model of the White Middle Class Family and the Education of American Children, 1820–1920"  
Advisor: Bryant Simon

Dissertator: Valerie H. Minnett, Carleton University  
Dissertation title: "The Prescription and the Cure: Children's Bodies and Ideal Health in Canada, 1908-50"  
Advisor: James Opp

Dissertator: Joselyn C. Morley, Carleton University  
Dissertation title: "'Mother Dead, Father Living, A Very Useless Man': Children in Need, the Protestant Orphan's Home, and Municipal Welfare in Ottawa, 1915-29"  
Advisor: Dominique Marshall

Dissertator: Heidi Morrison, University of California, Santa Barbara  
Dissertation title: "The Development of the Concept of Childhood in Modern Egyptian History"  
Advisor: Nancy E. Gallagher

Dissertator: Sarah Mulhall, The Johns Hopkins University  
Dissertation title: "Treated as a Child Should Be: New York City Orphan Asylums and 19th-Century Conceptions of Childhood"  
Advisor: Toby Ditz

Dissertator: Rachel Neiwert, University of Minnesota  
Dissertation title: "Savages or Citizens? Children, Education, and the British Empire, 1899-1950"  
Advisor: Anna K. Clark

Dissertator: Wee Siang Margaret Ng, McGill University  
Dissertation title: "Childbirth in Late Imperial China: Medical Texts and Social Realities"  
Advisor: Robin D.S. Yates

Dissertator: Claire O'Brien, University of Southern Illinois, Carbondale  
Dissertation title: "A Credit to Their Race': White Authors Look at African American Children, 1930-60"  
Advisor: Kay J. Carr

Dissertator: N'Jai-An Patters, University of Minnesota  
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