

<p><i>Newsletter</i></p> <p><i>Society for the History of Children And Youth</i></p>	
<p>Issue #9</p>	<p>Winter 2007</p>

From the Editors

This issue of the SHCY *Newsletter* draws attention to historical aspects of a topic of immense concern today: Children and War. In Issue #3 (Winter 2004), Jim Marten published a comprehensive bibliographic essay of recent works on this subject. Here, our goal is to follow up on Jim's lead with essays from different perspectives about different wars that introduce SHCY members to the kinds of resources available to scholars who want to learn more about the experiences and perceptions of children during wartime. The authors look at boy soldiers in the American Revolution, children in Japanese prison camps, post-World War II testimonies from Jewish children, the experience of being a child during the Greek Civil War, the portrayal of the Korean War in recent children's picture books, and in a review essay, four recent books about children and World War II.

Society news includes a message from the president, an update on the new journal, and information about the upcoming conference. As always, you will find our regular columns of news about members, recent publications and dissertations, calls for papers, news from Canada, and the websightings page describing a few sites with primary source material for teaching about children and war.

This issue of our *Newsletter* does not have a column about teaching the history of children and youth. We think this is unfortunate! And we hope in future issues to hear from members in their roles as teachers as well as researchers. To that end, we want to devote the Winter 2008 to pedagogy (Summer 2007 issue : SWEDEN and the biennial meeting). We invite your suggestions and proposals for a discussion about the joys and pitfalls of teaching the history of children and youth.

Enjoy,

The editors for this issue, Colleen and Kathleen

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Contributors to Issue #9 (Winter 2007)

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

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Vassiliki Vasiloudi gained her M.A. in Children's Literature from the University of Reading, U.K. (1998) and her Ph.D. in the same area from Democritus University of Thrace, Greece (2004). She is currently conducting research on the shifting notions of childhood during the Greek Civil War. Her academic interests lie in the fields of children's literature and history of childhood and children. She has participated in a number of local and international conferences. Vassiliki Vasiloudi's email: fruitcorner@hotmail.com

Nancy Zey is a doctoral candidate in History at the University of Texas at Austin and will complete her degree in May 2007. Her dissertation, "Rescuing Some Youthful Minds: Benevolent Women and the Rise of the Civic Household in Early Republic Natchez," focuses on the Female Charitable Society and the establishment of an orphan asylum as an alternative form of child welfare. With David Pomfret Nancy compiled the "News from the Field" column for the *Newsletter*. She may be reached at nancyzey@mail.utexas.edu



SHCY NEWS

Message from the President, Kriste Lindenmeyer

“Pushing the Baby Carriage” On Behalf of the History of Children and Youth

I recently attended the American Historical Association’s meeting. The AHA is the premier scholarly organization for historians in the United States. It attracts more than 2500 attendees annually and runs 3.5 days of panels and other presentations. It was nice to see that things seemed more upbeat than usual. Perhaps the fact that the job market in academic history has opened a little contributed to the more optimistic atmosphere. Still, I was struck by the limited attention paid to children’s and youth history by the association and historians in general. Oh, it was there, if you looked for it. The book exhibit reflected some of the exciting new research being done in the field. Nonetheless, a look at the indexes in most new works not specifically focused on children or youth showed how far we still have to go. Few scholars bothered to include terms like children, childhood, teens, adolescence, etc. in their indexes, and I suspect, in their text. None of the academic employer conducting interviews at the meeting advertised for historians of children and youth.

Thinking about the situation on my flight home, I was reminded of a speech Grace Abbott gave in 1931 when she was chief of the U.S. Children’s Bureau. It seems that the metaphors she used to describe her feelings about working for child welfare policy amid a federal bureaucracy also apply to the situation for scholars interested in children’s and youth history.

Sometimes when I get home at night in Washington I feel as though I had been in a great traffic jam. The jam is moving toward the Capitol where Congress sits in judgment on all administrative agencies of the Government. In that traffic jam there are all kinds of vehicles, for example, that the Army can put into the streets---tanks, gun cartridges, trucks, the dancing horses of officers, and others which I have even the vocabulary to describe. They all finally reach the Hill and they make a plea that is a very old plea---one which I find in spite of the reputation for courage that they bear, men respond to rather promptly. The Army says to them, “Give, lest you perish”; and fear as a motive is still producing results on a scale which leave the rest of us feeling very anxious of the kind of eloquence the Army and Navy can command. But there are other kinds of vehicles in this traffic jam---great numbers of them which, coming from Nebraska as I do, do not seem to me to get the attention they should s they move down the street. There are the hayricks and the binders and ploughs and all the other things that they Department of Agriculture manages to put in the streets. But when the drivers get to the hill they have an argument which Congressmen understand. They say to them when they ask for appropriations for research in animal husbandry, in the chemistry

of soils, or in the agricultural economies, “Dollars invested on this side of the ledger will bring dollars in the geometrical or arithmetical progression...on the other side....”

Then there are other vehicles. The handsome limousines in which the Department of Commerce rides...the barouches in which the Department of State rides with such dignity...the noisy patrols in which the Department of Justice officials sometimes appear....I stand on the sidewalk watching it become more congested and more difficult, and then because the responsibility is mine and I must, I take a very firm hold on the handles of the baby carriage and I wheel it into the traffic. There are some people who think it does not belong there at all, there are some who wonder how I got there with it and what I think I am going to be able to do, and there are some who think the baby carriage is a symbol of bolshevism instead of a symbol of the home and the future of America.

Of course many scholars complain that their field of research does not receive the attention it deserves. Instead of condemning our colleagues for not embracing our interests, I urge historians of children and youth to think about ways to better integrate the history of young people into the mainstream. In other words, what strategies can be used to bring children’s history into topics that are already generally defined as essential for understanding the human experience? Children’s lives and shifts in the social construction of childhood reflect important transformations. Like the proverbial canary in the mine, including the experiences of a society’s children and youth helps to provide new insights about the past that are obvious when focused only on adults. In my own work, looking at the history of children and adolescents in the United States’ Great Depression helped to explain why some New Deal policies contributed to shaping new social and familial patterns in the United States long after the economic crisis ended. The experiences of young Americans also highlighted the dramatic social costs of the Great Depression and the resiliency of youthful optimism.

I am personally very optimistic that the upcoming 2007 SHCY conference (June 27-30) in Sweden will help to further promote the history of children and youth as an part essential element for understanding the past. Please join us for a very exciting and historic meeting. The program committee received more than 170 paper proposals. They have put together what promises to be an exceptional program that includes scholars from many parts of the world. For more information go to the SHCY conference website at: <http://www.liu.se/shcy2007/>. Early registration ends April 1st. See you in Norrköping!



SHYC CONFERENCE IN SWEDEN

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

"In the Name of the Child"

The Social and Cultural History of Children and Youth

SHCY 2007

LINKÖPING UNIVERSITY, NORRKÖPING, SWEDEN

June 27–30 2007

Keynote Speakers

PROFESSOR HUGH CUNNINGHAM

University of Kent

PROFESSOR LINDA GORDON

New York University

The fourth biennial conference of the Society for the History of Children and Youth is the first to be held in Europe. It is organized through the Department of Child Studies, Linköping University (LiU) at Campus Norrköping. The conference will be held in the historic and beautiful centre of Norrköping, one hour and thirty minutes south of Stockholm.

The Setting:

Norrköping is today the best preserved textile mill town in Northern Europe. In the 17th century a number of spinning mills and cotton factories were established along the banks of the Motala River. By the mid 19th century, Norrköping was the second largest industrial city in Sweden and 70 percent of Sweden's textiles were manufactured here. Many of the old buildings have been preserved and are today used by Linköping University.

To register for the conference:

<http://www.liu.se/pub/jsp/polopoly.jsp?d=8404&a=57050>



Journal of the History of Children and Youth: Inaugural Issue

The editors of the *Journal of the History of Childhood and Youth* wish to announce that the publication's inaugural issue will be officially launched at the upcoming meeting of the SHCY in Norrköping, Sweden. The first issue will include essays by Paula Fass, Jacqueline Bhabha, Alcinda Honwana and Pamela Reynolds. Other scholars, including Joseph Hawes, Peter Stearns, Bianca Premo and Ping-chen Hsuing, address the state of current research in a special section titled "Defining the Field: Nations and Childhoods." Also included is the continuation of a discussion which began as a roundtable at the 2005 SHCY conference on "Age as a Category of Analysis."

For more information please visit the JHCY's website at: www.umass.edu/jhcy

The *Journal for the History of Children and Youth* welcomes submissions of original article length manuscripts devoted to the historical experiences of children and young people without geographic or chronological limitations. We are interested in empirical studies and theoretical approaches as well as those addressing the historical context of contemporary policy issues. All articles selected as appropriate will be anonymously peer-reviewed by experts in the author's field of study. The journal does not accept material that has been previously published or is under consideration for publication elsewhere. In general, manuscripts should be submitted in English with American usage and spelling but the journal also has a limited budget for translations. Please contact the editors if you would like to submit an article in a language other than English.

Articles submitted for publication should conform to the editorial standards outlined in *The Chicago Manual of Style*, 15th Edition. All text should be printed on one-sided pages and double spaced throughout, including footnotes and quotations. Author information, including an abstract that details the argument and significance of the piece, must be included on a separate page and all identifying information should be removed from the manuscript prior to submission. Manuscripts cannot be returned.

Please send two copies of the manuscript as well as an electronic copy to:

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*Journal of the History of
Childhood and Youth*

CALL FOR REVIEWERS!

The first issue of JHCY to include reviews of scholarly monographs will be released in Fall, 2007. To be included in the database of potential reviewers, please contact by e-mail Book Review Editor, Jon Pahl, jpahl@ltsp.edu

In your e-mail, please include the following information:

Name
Title/Rank
Institutional Affiliation (or “Independent Scholar”)
Dedicated Address (to which you would like monographs sent)
Dedicated E-mail Address (all reviews will be assigned and edited via e-mail)
National/Regional/Cultural/Linguistic Specialization(s)
Chronological Specialization(s)
Topical Specialization(s)

We will also be soliciting longer review essays on “classic” texts. If you would like to volunteer to do such a review, please suggest one (1) title that you would be qualified and able to review. We would especially value reviews of monographs used in teaching.

You may also contact Jon Pahl with questions/concerns at:

The Lutheran Theological Seminary at Philadelphia
7301 Germantown Ave.
Philadelphia, PA 19119-1794
(215) 248-6342 (ofc)
(610) 909-7107 (cell)

SOCIETY FOR THE HISTORY OF CHILDREN AND YOUTH
Application for Membership

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

Name _____

Address

Professional Title/Affiliation

E-mail _____

Research Interests:

Are you interested in serving as an officer or committee member for SHCY? Yes
___ No ___ Next Year ___

~CHILDREN AND WAR~

***The Children Accuse* (Poland, 1946):
Between Exclusion from and Inclusion into the Holocaust Canon**

**Joanna B. Michlic
The Richard Stockton College of New Jersey**

“The variety of historical evidence is nearly infinite. Everything that man says or writes, everything that he makes, everything he touches can and ought to teach us about him.”

Marc Bloch, *The Historian's Craft*, 66.

In 1946 the Jewish Historical Commission in Cracow published the first collection of the early postwar testimonies of Jewish children in Poland *Dzieci Oskarżaja* (*The Children Accuse*).[1] The book consists of fifty-five children's testimonies and fifteen adult testimonies. The latter testimonies focus on children's experiences in various ghettos in Nazi-occupied Poland, whereas the children's testimonies are divided into six thematic sections: the ghettos, the camps, on the Aryan side, in hiding, the resistance and prison. The children testimonies can be characterized as 'unliterary,' simple descriptive reports, close in time to the events they describe. They convey diversity of individual experiences, but at the same time they all revolve around common themes and shared wartime experiences. They all are based on oral interviews with child survivors that were conducted according to the official guidelines on how to research Jewish children's wartime experiences that was issued in 1945 by the Historical Commission of the Central Committee of Polish Jews.[2] These interviews were carried out in Jewish children's orphanages, dormitories, and places of daily care that were established in various Polish cities and towns immediately after the end of war. In 1996 the British publisher Vallentine Mitchell published *The Children Accuse* in English in the series the Library of Holocaust Testimonies.[3] In the publisher's announcement the book was depicted as 'a most unusual book.' This phrase may well illustrate the difficulty of assessing its value as a documentary source in the Holocaust canon.

This paper discusses the problem of the prolonged exclusion of the early postwar child survivor testimonies from the Holocaust canon of documentary sources. It provides a set of general observations about their exclusion, the importance of their inclusion as documentary source in the reconstruction of the past, and the recent developments in the Holocaust historiography in respect to these texts.

The Children Accuse is one example of a marginalized text in the Holocaust canon of documentary sources. This text is also absent from the protracted theoretical discussion about the role and meaning of survivor testimony in the Holocaust studies.[4] I view the bowdlerization of early postwar children's testimonies as a result of two interwoven phenomena that persisted until very recently (1990s): the lack of historical inquiry into children's perspectives on the Second World War and into social aspects of the wartime

and early postwar periods in general, and the neglect of the rich variety of sources pertaining to the history of these topics.

The recognition of the early postwar testimonies as documentary source primarily depends on posing new inquiries into the under-researched areas of Holocaust studies such as the history of Jewish children during the war in which the child is the subject and not the object of the historical narrative. It also depends on what the French historian Marc Bloch calls 'the proper questioning' of sources.[5] Bloch asserts that the problems historians research and the questions they pose should determine the kinds of evidence they use.[6] Thus the early postwar testimonies should not be expected to deliver the same kind of information/ knowledge about the event as the official documents used as primary documentary evidence by the Holocaust historians specializing in 'perpetrator history.' By adopting Bloch's approach historians of the Holocaust could create a richer, fuller and more multidimensional narrative of the past in which the histories of victims, perpetrators, bystanders and resisters would be integrated. At present, this multidimensional narrative of the Holocaust comprising the perspectives of the victim, the bystander, and other social actors is still in the stage of infancy.[7]

The volume *The Children Accuse* reveals that the children's testimonies is a rich documentary source for the reconstruction of the history of Jewish children and Jewish family in Poland during the Second World War, and for the reconstruction of the multi-dimensional histories of Polish-Jewish and also Ukrainian- Jewish relations of that time. A critical examination of these testimonies reveals the patterns of Jewish family life in the ghettos: the issues of disintegration and normalcy of Jewish family and the reversal of the roles between children and their parents. It is essential for mapping social relations between the children and their families and other individuals and groups in the ghettos and camps; between the children and their Christian Polish rescuers; and between the children and other individuals both children and adults encountered on the Aryan side in wartime and early post-war Poland.

In spite of their clear shortcoming in terms of language, and their lack of precise references to time, space and social actors, child survivor testimonies provide certain nuanced information about developments and circumstances that are hardly to be found in any other archival documents. For example, they provide 'a raw information' about the motivation and actions of rescuers and of those who did not wish to extend help to the children. Thus, they shed a new light into the subject of individual rescue activities. They also provide evidence for a more nuanced picture of the Jewish community in early post-war Poland: especially of the attitudes of Jewish political and cultural organizations, social and cultural practices and ideological influence upon children. By the contextualization of the deciphered information in the broader social and cultural framework, historians may gain a new dimension to a historical event.

The early postwar child survivor testimonies could serve other functions. They provide rich material for a socio-historical analysis of identity in young individuals emerging from the conditions of war, genocide and a long-term presentation of being "someone else." Analysis of these texts can answer questions pertaining to the problems of "broken

identity” and formation and reconstruction of identity among children and youth under the circumstances of war and genocide. Their analysis also provides insights into the nature and content of the ‘raw memory’ of the Holocaust. The early postwar child testimonies constitute a source for understanding the nature of identity and identity formation on both collective and individual levels, but this should not preclude their use as documentary evidence in the reconstruction of the wartime experiences. The two approaches to these documents are complementary, not mutually exclusive.

What are the key factors responsible for the prolonged exclusion of the early post-war testimonies as documentary evidence in historical research?

In *Representing the Holocaust. History, Theory and Trauma*, Dominick LaCapra asserts that canons and the process of canonization of texts have been more evident in literary criticism, philosophy, and art history than they have been in history or social science.[8] Yet, one can clearly differentiate between texts that the Holocaust historians have included into the canon of sources defined as possessing evidentiary function, and those they have excluded. The process of deciding which texts are valid historical evidence is rooted in the rigid division between two schools of thought: the first primarily concerned with perpetrators and the second primarily concerned with the victims.[9] This is the legacy that has for a long time determined the kind of source that a historian turns to and examines in detail.

‘Perpetrator history’ has mainly relied on evidence provided by the perpetrators: a variety of official documents, including postwar German legal records. ‘Victim history’ has used survivors’ testimonies for the reconstruction of their reactions to Nazi policies, the study of resistance and rescue operations and the effects of the Holocaust on individual and collective Jewish identity. Survivor testimonies from later periods, starting in the late 1960s, constitute the bulk of sources in the writing of the latter aspect of the victim history.

Historians who specialize in ‘perpetrator history’ have generally rejected the survivors’ testimonies as legitimate historical evidence by pointing to their lack of their factual accuracy, and, to what they regard, as the subjective and non-representative nature of the testimonies. They have also been critical of ‘victim history’ and have viewed it as a distorted, one-sided vision of the past that only conveys heroism and triumph of the victims. The case in point is Raul Hilberg, the key representative of the ‘perpetrator school’ who explicitly, forcefully and consequently rejects the value of survivors’ testimonies for historical reconstruction in two works *Politics of Memory* and *Sources of Holocaust Research*. [10]

Christopher Browning, who belongs to the same school of thought as Hilberg, has recently taken a more inclusive stance towards survivors’ testimonies. In *Collected Memories* he has somehow reluctantly acknowledged that a critical analysis of survivors’ testimonies could contribute to fill ‘a major lacuna in Holocaust scholarship’.[11] Browning poses new questions about the social structure of the Starachowice factory slave labor camp in his treatment of 173 adult survivors’ testimonies. By drawing the

portrayal of various groups within the slave labor camp and the variety of social relations that took place among them, Browning reaches a new understanding of the mechanism of the camp. Browning's inclusive approach to testimonies leads to an expanding definition of social agency and the enrichment of the historical narrative. However, in the discussion of various functions of survivors' testimonies, Browning does not address the subject of children's testimonies nor does he discuss the early post-war testimonies in general.

The exclusion of early postwar child survivor testimonies as evidentiary material can also be attributed to the fact that children have generally been marginalized as a subject of historical inquiries. Historians have not conducted research into how children witnessed both the war and the immediate post-war years. Instead, historical narratives about children have concentrated on attitudes and policies toward children and conveying their experiences through the eyes of adult-witnesses or through the eyes of child survivors after they became chronologically adults.

Skepticism surrounding the language, competence and reliability of children's testimonies and the issue of children's suggestibility have constituted another key factor behind the exclusion of collections such as *The Children Accuse* from the Holocaust canon of documentary sources.

The social and cultural context in which the early post-war child survivor testimonies emerged provides vital information pertaining to issues of competence, reliability and suggestibility of the children's testimonies. Here the textual analysis of the earlier mentioned 16-page long instruction booklet published in 1945 sheds light on the nature of these testimonies and their value as documentary evidence. The booklet was published in Lodz, a city that served as the capital of Poland and the capital of Polish Jewish community in the first postwar years.

The booklet is organized into three sections: the methodology of conducting an interview with a child, the discussion of the questionnaire and the entire questionnaire.

The opening passage to the 'Methodology' section of the booklet reveals that the authors of the instructions were aware of the complexities of interviewing a child. They stress that the outcome of the interview depends on many factors ranging from the character and professional and intellectual skills of the interviewer and the character of the interviewee, the attitude of the interviewer towards the questioned child, to the subject, the time and the place of the interview. This approach suggests a professional experience of collecting, conducting and interpreting oral interviews. The expertise in collecting and analyzing oral testimony that developed in East European Jewish scholarly institutions such as the YIVO Institute in the pre-1939 period must have played a salient role in the post-1945 approach of the Historical Commission to testimonies.

The methodology section lists the five main aims of the interview. The first stated aim is to 'obtain the comprehensive picture of all the Nazi actions aimed at physical and moral destruction of the young generation.' The second aim is to demonstrate heroism of the

Jewish youth and the survival skills of Jewish children. Here the physical survival of the interviewed children is defined as an act of defiance against Hitler: as heroism itself. This aim, brought about by the sheer scale of the destruction of European Jews by those who were involved in active struggle against the Nazis, was utilized as a powerful historical narrative in the late 1940s and the 1950s. Later this narrative came to be criticized by scholars such as Hilberg for creating a one sided heroic version of the history of Jews during the Holocaust. Yet, the analysis of the early postwar child testimonies does not show that the second aim is the dominant one in these testimonies. The interviewers do not seem to have actively interfered with the testimony in order to obtain an image that would confirm or stress heroism of the children. *The Children Accuse* contain only three testimonies under the section of resistance that describe stories of three boys serving in the Soviet partisan groups in Eastern Poland. The daily wartime experiences of moving from one place to another, escape and finding food and refuge, maintenance of facets of childhood, and child's suffering or witnessing of other's suffering constitute the main tales of the testimonies.

The authors' third aim in interviewing the child is to evaluate the psychological and physical conditions of the young generations emerging from five years of living under extreme conditions. The fourth aim is to research the future plans of the children and youth, their ideological preferences and their attitudes towards other nations. The findings under this category are defined as material to serve further education purposes among the surviving Jewish youth in Poland. The information obtained under this category could be treated as useful in the historical investigation of the influence of various Jewish organizations upon the children in the early post-war period.

The fifth aim of the questionnaire is to research various attitudes of Polish society toward Jews, the registration of both positive and negative attitudes and behavior and the evaluation of the influence of the Nazi propaganda on Polish society. The latter purpose became a narrative also stressed in the early postwar period by the Polish political and cultural elites of various ideological affiliations in their discussion of negative attitudes and behavior of Poles toward Jews.

The final overarching aim listed by the authors is to collect evidence in order to combat fascism and to inform the world about the crimes committed by the Nazis. Maria Hochberg- Mariańska, one of the editors of *The Children Accuse* emphasizes the final aim in her introduction to the book.[12]

The next section of the instructions deals with the interviewing methods. This section is crucial in the discussion about the evidentiary function of child testimonies. What this section reveals is that the authors of the instruction booklet define the role of the interviewer as passive and not as active. The interviewer is requested not to interfere with children's answers to the questions, not to intrude into their stories and their way of associating various facts. He or she is also requested to register any digressions from the main story and to keep notes on child's behavior throughout the interview. The authors of the instructions reject the concept of a 'leading question' as a correct method of interviewing. They explicitly instruct the interviewers not to ask any leading questions.

“Instead of asking ‘were you involved in smuggling?’ one should ask the child ‘what did you do?’”[13]

The authors advise the interviewer to familiarize himself/herself with the history and the character of the interviewed child in preparation for the interview, and to conduct the interview in a short time span because of children’s propensity for tiredness and loss of concentration. They instruct the interviewer to remain a keen and attentive listener, to collect all the notes and write down the testimony and the accompanying form describing the child’s behavior and character immediately after the completion of the interview. The booklet’s ideal interview narrative is as close to the child’s presentation of the events verbatim as possible. This appears to be the common form of testimonies included in *The Children Accuse*.

The second section of the instructions describing the questionnaire reveals the authors’ expectations of the interviewers in relation to the subject matter of the interview. It opens with a statement asserting that to reconstruct a child’s wartime experiences one has to ask a child the most difficult and painful questions.[14] The section continues with the guidance on how to ask specific questions in the questionnaire. The questionnaire is divided into ten chapters. Chapters one and ten of the questionnaire focus on the investigation of the personality and psychological state of the child at the time of the interview, whereas chapters two through nine are concerned with the reconstruction of the wartime experiences, starting with the first period of German occupation, ghetto and liquidation of the ghetto and ending with sections about life in hiding in the forest and ‘open life’ on the Aryan side. The instructions emphasize the importance of attention to detail and to differences in descriptions of various places and actions. For example, in chapter three concerning the life in the ghetto, interviewers are requested to note all titles of songs and the games played in the ghetto that a child mentions and to pay attention to differences in the titles and content of the games children played on the Aryan side.[15]

Chapter five, on the child experiences in labor camps, recommends interview questions about encounters with the individual perpetrators and children’s reactions toward the individual Germans and about the relations between Jewish and non-Jewish children in the camp. Interviewers are also urged to take into account a child’s lack of criticism and imagination in drawing careful interpretations of children’s descriptions of events and actions, particularly of the descriptions of life in the forest and partisan groups.

The third part of the questionnaire provides all the questions being asked in each of the ten chapters: in chapters two through nine, questions can be divided into two groups oriented toward the described wartime event and toward the child’s reaction toward the wartime event.

Overall the instruction booklet reveals that its authors were professionals who had training and expertise in historical and psychological investigation. Even if we infer that some of the selected interviewers did not have much experience or the right personality to carry out the interview, the structure and the content of the questionnaire worked to limit the personal influence of the interviewer upon the child. There is no doubt that the

Historical Commission in charge of writing and implementing the instructions expected to gather rich detailed documentation to be used for historical investigation into children's wartime experiences and into their impact on the child. The children's testimonies did not fail their expectations, though it is clear that they do not provide the same type of information about the past as official documents, and the information deciphered from them needs to be contextualized in a wider historical context.

Historians who share reservations about the reliability and suggestibility of children's testimonies are also advised to turn to the findings and conclusions of psychologists. In the last two decades, psychologists have rapidly advanced the empirical study of the subject of children's eyewitness memory in respect to judicial inquiry. Their conclusion is that despite great skepticism surrounding accounts of child eyewitness in court, it is important not to just dismiss these accounts, but to acknowledge the strengths as well as the shortcoming in the evidence provided by children.[16] This balanced approach when applied by historians could lead to the recognition of the value of early postwar children's testimonies as evidentiary material and at the same time recognizing both their strengths and limitations.

What is the future of early postwar child testimonies in Holocaust historiography?

In the light of the most recent and still ongoing developments in the historiography of the Holocaust, one could become cautiously optimistic about the inclusion of *The Children Accuse* and similar published and unpublished testimonies into the Holocaust canon of documentary sources. That historians such as Christopher Browning, who write the 'perpetrator history' of the Holocaust, increasingly recognize adult survivors' testimonies as a potential valid source for historical reconstruction indicates a move toward the integration of survivor testimonies into the Holocaust canon of documentary sources.[17] More importantly, the emergence of a new type of research on the Holocaust in Eastern Europe, particularly on the history of local communities of the region such as Omer Bartov's project *Multi-ethnic History of Buczacz* has been accompanied by a new discussion about the limitations and possibilities of the application of personal testimonies in historical inquiry.[18] Bartov's work on Buczacz is an example of a multidimensional narrative of the Holocaust achieved through a critical analysis of the testimonies of the victims, bystanders, resisters and perpetrators.[19] Finally, the most recent scholarly approach toward children in the Holocaust could be seen as a development leading to the inclusion of child testimonies into the canon of the Holocaust documentary sources. This approach defines children as subjects rather than as objects of historical narrative and places children's experiences within broader social and cultural context during the Second World War. Nicholas Stargardt's *Witnesses of War. Children's Lives under the Nazis* published in 2005 in England, represents the best illustration of this new approach.[20] The work can be viewed as a breakthrough in historical research demonstrating the merits of history of children, written from a child's point of view, using sources ranging from children's diaries and schoolwork.

All these new developments in the Holocaust historiography somehow unintentionally confirm the correctness of Maurice Bloch's position that the problems being researched

and the questions being posed determine the kinds of evidence to be used. Thus, the new sets of inquiries into the previously neglected social aspects of the Holocaust and early postwar period play a key role both in the emergence of a new discussion about the use of testimonies in historical reconstruction and in their gradual integration into the Holocaust canon of sources that play evidentiary function.

Notes

1. Maria Hochberg-Mariańska and Noe Grüss, eds. *Dzieci żydowskie oskarżają*, Kraków, Żydowska Komisja Historyczna w Krakowie, 1946. Maria Hochberg- Mariańska, who was one of child survivors' interviewers, also wrote short stories based on the children's testimonies 'Dzieci,' in: *W 3-cią rocznicę Zagłady Ghetta w Krakowie (13.March 1943 – 13 March 1946)*, Kraków, Żydowska Komisja Historyczna w Krakowie 1946, 146-157. She is also a co-author with her husband Mordecai Peleg of wartime autobiography *Witnesses Life in Occupied Kraków* London and New York, Routledge, 1991.
2. *Instrukcje dla badania przeżyć dzieci żydowskich w okresie okupacji niemieckiej*, Seria II. Prace Metodologiczne, Vol. 3, Łódź, Centralny Komitet Żydów Polskich, Komisja Historyczna, 1945. 1-16.
3. Maria Hochberg-Mariańska and Noe Grüss, eds. *The Children Accuse*, London, Portland, OR, Vallentine Mitchell, 1996. (Translation from Polish by Bill Johnston).
4. Except for the discussion of early post-war testimonies by Henry Greenspan in *The Awakening of Memory. Survivor Testimonies in the First Years after the Holocaust and Today* (Monna and Otto Weinmann Lectures Series, Washington , DC., 2000), 6-9, they are not mentioned in any important discussion and overview of the role and meaning of survivor testimonies.
5. Marc Bloch, *The Historian's Craft*. New York, Vintage Books, 1953, 64.
6. Ibid., 62-69. On Marc Bloch's approaches to social history and evidence see, Daniel Chirot, 'The Social and Historical Landscape of Marc Bloch,' in Theda Skocpol, ed., *Vision and Method in Historical Sociology*, Cambridge, Cambridge University Press, 1984, 22-46.
7. See Omer Bartov, *From the Holocaust in Galicia to Contemporary Genocide. Common Ground-Historical Differences*, Joseph and Rebecca Meyerhoff Annual Lecture, Washington DC. USHMM, 2002.
8. Dominick LaCapra, *Representing the Holocaust. History, Theory, Trauma*. Ithaca and London, Cornell University Press, 1994, 27.
9. For insightful observations on the division between 'perpetrator history' and 'victim history', see Omer Bartov, 'The Lessons of the Holocaust,' *Dimensions*, Vol. 12 no. 1, 1998, 19

10. See Raul Hilberg, *The Politics of Memory. The Journey of a Holocaust Historian*, Chicago, Ivan R. Dee, 1996, 132-133 and the same author *Sources of Holocaust Research. Analysis*, Chicago, Ivan R. Dee, 2001, 142-174.
11. Christopher R. Browning, *Collected Memories. Holocaust History and Postwar Testimony*, Madison Wisconsin, The University of Wisconsin Press, 2003, 48.
12. See the introduction by Maria Hochberg-Mariańska in Maria Hochberg-Mariańska and Noe Grüss, eds. *The Children Accuse*. 16-17.
13. *Instrukcje*, 5.
14. *Ibid.*, 9.
15. *Ibid.*, 9.
16. On the recent psychological approaches to the issue of the reliability and suggestibility of child witness in court see the special issue of *Applied Cognitive Psychology*, 11, 1997, especially the article by two American psychologists Gail S. Goodman and Jennifer M. Schaff, 'Over a Decade of Research on Children's Eyewitness Testimony: What Have We Learned? Where Do We Go From Here?,' 5-20 and Josef Perner, 'Children's Competency in Understanding the Role of a Witness: Truth, Lies and Moral Ties,' 21-35.
17. Browning, *Collected Memories. Holocaust History and Postwar Testimony*, 44-45.
18. In a discussion of his current project on the *Multi-ethnic History of Buczacz*, Omer Bartov provides discerning reflections about the limitations of the testimonies and about the integration of information that emerges from a critical analysis of the testimonies into a wider historical context. See Bartov, *From the Holocaust in Galicia to Contemporary Genocide. Common Ground- Historical Differences*, 17-18.
19. Omer Bartov, 'Interethnic Relations in the Holocaust as Seen through Postwar Testimonies: Buczacz, East Galicia, 1941-44,' in *Lessons and Legacies VIII*, ed. Doris Bergen, Northwestern University Press, forthcoming publication. This article was published in French 'Les relations interethniques à Buczacz (Galicie orientale) durant la Shoah selon les témoignages d'après guerre,' in: *Cultures d'Europe Centrale*, 5: 'La Destruction des confins,' ed. Delphine Bechtel and Xavier Gamiche, Paris, Centre Interdisciplinaire de Recherches Centre-Européennes, Université de Paris-Sorbonne, 2005, 47-67. I would like to thank Prof. O. Bartov for giving me a copy of his article.
20. Nicholas Stargardt, *Witnesses of War. Children's Lives under the Nazis*, London, Jonathan Cape, 2005



Boy Soldiers: Lessons from the American Revolution

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As a historian who has studied soldiers in the American Revolution, I cannot help but make connections to military activities around the world in the modern era. Alas, there is more than enough material to work with. One connection that has attracted my attention is to the many children, mostly boys, shouldering arms in a variety of conflicts today. As I sought to understand their presence, I remembered the young soldiers I had come across who had fought for the patriot cause in the Revolutionary War. I decided to research their experiences in the hope that they might shed light on what factors might draw boys to arms today. As I slowly uncovered the eighteenth century stories, I discovered that the real understanding of boy soldiers then, and perhaps today too, lay not in their military activities— that was very much like the service of older men – but in the various economic and social forces that drew them into the army. Some boys joined for adventure and to get away from bad home situations. Yet, many more served as part of systems of family labor and networks of friendship and kinship, and their experiences help illustrate the shifting meanings of childhood itself.

For my purpose, I defined a boy as someone under the age of sixteen as that was the supposed minimum age for militia service. It was the legal minimum age to be drafted, but a draftee could hire a substitute or provide a family member to serve in his stead and a warm body able to carry a musket, no matter how young, filled the bill. The Continental Army, the regular American army in the Revolution, had no legal minimum age for service.

This basic information presented the first conundrum of the project. Participation in, and the obligations of, militia service were one of colonial society's markers of maturity and responsible citizenship. Only those over sixteen could be drafted, but many substitutes were boys between the ages of twelve and fifteen. Some substituted for money or land, but many others served without special compensation in the place of fathers and older brothers whose labor was otherwise too valuable for a family to lose. One must reexamine, then, the meaning of the duties of citizenship if they could so easily be sloughed off and assumed by children.

Substitution, then, was often an economic decision but it was only one way in which boys' service fit into their families' labor needs. Boys sometimes handed over their army pay to their fathers. Some boys also earned bounty payments - a cash bonus for enlistment - and handed these over to their fathers too. On a few occasions, families were mercenary about their children's earning possibilities. Fifteen year-old Obadiah Benge, for example, was bartered into the service "by his step-father, John Fielder, as a substitute for one James Green, [and that] his said step-father received from said James Green a horse, bridle and saddle for the same."^[1] Military service could offer young men a chance for independence and a way of raising money for marriage. However, that was not

the case for many of the boys that I have found. Few of them seem to have had a chance to or were expected to hold on to the money they earned. Therefore, understanding military service as an aspect of family labor is another way boy soldiers might be investigated.

Despite the harsh way in which Obadiah Benge's father "forced" him into the army, Obadiah, like most boy soldiers, did not enter the service entirely among strangers. Instead, he was joining an older brother who was already there and many other boys were also joining networks of family and friends. Eleven year-old Cyrus Allen joined the Continental Army as a servant to his officer father. Elijah Lacey served as a private soldier in the Virginia troops around the time he turned fourteen in a company commanded by his much older brother Matthew Lacey. Sixteen year old Moses Piper was delighted when his friend, Joshua Davis, who was about fifteen, enlisted in the same company he was in "having been, both of them, born in . . . Boston, brought up in the same neighborhood, & educated at the same school." They were "intimately acquainted" and, once in camp together, they saw each other every day. Boys and their families exploited these community networks when going off far from home and into potentially dangerous situations. Thus, the nature and meaning of these networks add meaning to boys' enlistment and service too.[2]

This large research project is ongoing, but the early results indicate that the factors above were part of a broad range of impulses that drew boys into the army. Sometimes, it was political idealism, youthful enthusiasm, and a desire for adventure and travel that enticed boys to enlist. Others sought to get away from bad home situations, boring work, or trying masters. Whatever the impulse, it was often put to the service of families' economic needs. As their boys went off to war, families and boys found networks of community to offer them comradeship and familiarity in an alien world. Whatever drew them into the Army, their service allows us an opportunity to explore the fluid meanings of childhood in colonial and revolutionary North America.

As to the problems of boy soldiers in the world today, these findings will not answer all the questions – or even many of them - about what draws boys into military service. Each war has its own cultural context. However, these early findings indicate that preventing boys from serving will involve changing a variety of economic and social relations and require us to rethink and re-examine the meaning of childhood in the modern world too.

Notes

1. Obadiah Benge, R743, Revolutionary War Pension Applications (RWPA), RG 15, National Archives Building, Washington DC, (NAB).
2. Cyrus Allen, W8094, Elijah Lacy, W10189, Moses Piper, S33474, Joshua Davis, S38656, RWPA, RG 15, NAB.



**Captive Innocence:
Refocusing the Study of Wartime Internment on the Children**

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The mid-morning tropical sun shines down outside, but in the relative coolness of the Weinzheimer's dwelling, three children sit at a roughly hewn bamboo table. Twelve-year-old Sascha Jean passes a cup of "tea" (lukewarm water) to her six-year-old sister Doris and then one to her three-year-old brother Buddy. "Oh, be careful Buddy," admonishes Sascha Jean, "you don't want to spill it." Wide-eyed Buddy nods his head and accepts the cup with two grubby little hands. The three children blow on their cups and sip gingerly as if afraid to burn their lips. Sascha Jean engages Doris in "grown-up" conversation on topics such as the weather, food prices, and whether the Americans will soon route the Japanese from the Pacific. Buddy listens intently as he reaches for a "cupcake" from the chipped plate in the middle of the table. He delicately takes a bite, savoring the flavor, and smiling contentedly. Pensively, Sascha looks at him, saddened that he derives so much enjoyment from a dried up old garlic bulb. "But," she thinks to herself, "he doesn't know what cupcakes taste like, so he doesn't know the difference." It is December 1944 and the Weinzheimer children are nearing the end of their third year as prisoners of the Japanese.[1]

* * *

The World War II era lends itself well to the study of prison camps; both military personnel and civilians were imprisoned worldwide during this global conflict. The time period yields a wealth of wartime internment experiences that transcend nationality, socio-economic status, and geographic borders with the long term consequences of confinement ranging from humiliation and financial loss to the loss of loved ones and even life. My own research focuses on the experience of prisoners-of-war held by the Japanese in the Pacific theater of action. I have found accounts of military prisoners plentiful both in scholarly work and published memoirs, while knowledge of the events surrounding their captivity is present even in the collective understanding through popular movies such as *The Bridge on the River Kwai* (1957), and recently, *The Great Raid* (2005). Yet, accounts on the Japanese internment of Allied *civilians* are rare. Therefore, few people realize that as the Japanese military extended its sphere of control over the Pacific, it imprisoned "enemy aliens" (non-natives of Allied nations) in every country it invaded.

By early 1942, the Japanese occupied a wide swath of territory extending from Manchuria in the north to Indonesia in the south. Throughout this area the Japanese government established hundreds of prison camps, both military and civilian, to deal with the enemy alien threat. Monographs such as Frances B. Cogan's *Captured: The Japanese Internment of American Civilians in the Philippines 1941-1945* (2000) and Teresa Kaminski's *Prisoners in Paradise: American Women in the Wartime South Pacific* (2000) tell the story of civilian captivity from the adults' point of view; they do little to reveal the children's experiences, and, in Cogan's case, to reveal the existence of children in the camps at all.

Much of my work has focused specifically on the children held at the Santo Tomás Internment Camp (STIC) in the Philippines. STIC, located on the Santo Tomás University campus in Manila, was the largest civilian internment facility in the Philippines with as many as 4,000 internees in camp at any one time (upwards of 7,000 or more passed through between January 1942 and February 1945). Approximately 1300 internees were children and their presence in camp created dynamics different than would be found in a camp without children as the adults struggled to provide adequate food, shelter, and a semblance of normalcy through education and organized activities. The effect internment had on the children's physical and emotional development, as well as the altered foundation of their understanding of social norms, is also worthy of investigation as the experience irrevocably altered the circumstances of their physical and emotional development. Over the course of internment in the Pacific, children endured malnutrition, disease, physical injuries, starvation, separation from loved ones, and the ever-present stress of captivity. Even children too young to understand the nature of their circumstances felt the gravity of the situation through the disruption of routine and the mood of their parents. Studies reveal that a child's distress level positively correlates with the distress level of his or her parents.[2] Teenagers found themselves thrown into early adulthood by war. At a time when they naturally wanted to exercise increased control over their lives, they became prisoners with adult responsibilities and with none of the advantages of being a minor. These conditions manifested long term effects in the children's post-captivity lives as most dealt with the consequences of ill-health, loss of loved ones, and were reintegrated into a society that held little understanding for their wartime ordeals.

There are a variety of sources that shed light on the children's experiences at STIC. General accounts by adult internees provide a framework for understanding the timeline and structure of the camp. Fredric H. Stevens's *Santo Tomas Internment Camp, 1942-1945* (1946) and A.V.H. Hartendorp's *The Santo Tomas Story* (1964) are two of the best in this regard. The Japanese forbid internees from keeping journals and routinely conducted searches for written records. Yet, the need to record captivity experiences was strong and a surprising number of prohibited journals surfaced after liberation. Both Stevens and Hartendorp, prominent in the camp's civilian leadership, recorded information almost daily, seemingly conscious they were preserving history as it happened. Both were thorough in detail, noting key committees and policies, leadership within the camp, food provisions and distribution, living arrangements, and details on the various Japanese administrations.

Generally, children did not keep diaries of their experiences. However, many wrote or spoke of it after liberation. Their hindsight accounts reveal an honesty about circumstances that is uncompromising in its frankness; memories preserved from a child's perspective. In *Surviving a Japanese P.O.W. Camp: Father and son endure internment in Manila during World War II* (1991), Peter R. Wygle, a teenage boy at the time of internment, reveals his hatred of the camp-established school, declaring it ridiculous in the face of their circumstances. In Rose M. Aiello's *50th Anniversary Commemorative Album of the Flying Column 1945-1995* (1994), Sascha Jean

Weinzheimer (Jansen), a twelve-year-old polio survivor wise beyond her years, remembers the confusion and fear exhibited by her younger brother and sister and the tender care her father provided her increasingly incapacitated mother. Karen Kerns Lewis reveals in Lily Nova and Iven Lourie's work *Interrupted Lives: Four Women's Stories of Internment During World War II in the Philippines* (1995) the thrill of a previously lonely, only-child at the constant presence of other children. She also discusses her dismay in her short stint at the Holy Ghost Convent, a live-in school for children. Though conditions were better at the convent, she wanted more than anything to be reunited with her parents and the other children in the camp.

Some events and circumstance are too confusing or painful for children to comprehend and so many memories become lost to them. Parents' accounts help to shed light on their children's experiences, providing an understanding of events or conditions that children themselves often lack the ability to fully fathom or have blocked from their memory. Carole M. Petillo's *The Ordeal of Elizabeth Vaughan: A Wartime Diary of the Philippines* (1985) provides details on the care of the young children in camp. In this published diary, Elizabeth Vaughan, the mother of two-year-old Clay and four-year-old Beth, records important details on the administration of the Holy Ghost Convent and the process in which children were selected for the program; information that children may not have been aware of. In addition, her observations of her own children reveal the innocence and naiveté with which the youngest internees tried to cope with their situation. For example, after many months of internment, Vaughan still had not told her children of their father's death in a military prison camp. When her daughter Beth asked why daddy did not come to visit them, Clay explained in his two-year-old logic, "Your daddy is riding in an airplane, Beth. When that airplane comes down my daddy will come out. There are many airplanes to come down and many daddies to come out. Yes sir!"[3] In Celia Lucas's *Prisoners of Santo Tomas: Civilian Prisoners of the Japanese* (1975) Isla Corfield reveals her observations of teenagers in the camp as she remembers her own teenage daughter's struggle to form her burgeoning identity and assert her autonomy within the confines of captivity. Perhaps the most revealing is Margaret Sams's *Forbidden Family: A Wartime Memoir of the Philippines, 1941-1945* (1989). In her frank discussion of societal pressures within the camp Sams observes the difficulties children had adjusting to new surroundings, the daily issues associated with raising a toddler in unsanitary conditions, and the social conflicts that arose between adults as a result of their children's quarrels. Sams's account also provides valuable information on maternity and infant care in the camp.

Memoirs like the ones aforementioned all speak to the deprivation of prison camp life. Many relate that February 1944 marked the beginning of the era referred to as the "starving time." Additionally, unsanitary conditions and a scarcity of medicines enabled disease to spread rapidly and repeatedly throughout the camp with little to do but to allow it to run its course. Alan Butler's "Nutritional Status of Civilians Rescued from Japanese Prison Camps" in the November 1945 issue of the *New England Journal of Medicine* speaks to the topic of the starvation conditions; Emmet Pearson's "Morbidity and Mortality in Santo Tomas Internment Camp" in the June 1946 issue of *Annals of Internal*

Medicine discusses the life threatening ailments encountered by internees and their consequences.

Many visual sources provide insight to prison camp life as well. *Behind the Sawali: Santo Tomás in Cartoons, 1942-1945* (2000) is a compilation of drawings by teenager Teedie Cowie (Woodcock). In order to deal with her sense of helplessness, frustration, and hunger, Cowie drew humorous cartoons based on her observations of camp life. As a gesture of cheer, she gave the collection of cartoons to her mother for Christmas in 1944. Years later, she had them published in book-format. James McCall's *Santo Tomas Internment Camp: STIC in Verse and Reverse, STIC-Toons and STIC-tistics* (1945) is a wonderful collection of drawings and poetry that provide humorous and candid insight into human nature and the trials of internment. The photos of the children with their emaciated parents that accompany the article "Santo Tomas is Delivered" in the March 5, 1945 issue of *Life* magazine are stirring. Finally, Lou Gopal's recently released documentary, *Victims of Circumstance: Santo Tomas Internment Camp* (2006) tells the captivity story through newly discovered archived film footage and interviews with survivors of the Japanese occupation. Many of the interviewees were children or teenagers during internment.

Although my research focuses primarily on children interned at the Santo Tomas Internment Camp in the Philippines, a number of works describe experiences in other camps throughout the Pacific. Although she lived in the Philippines when the Japanese invaded, eight-year-old Mary McKay (Maynard) and her family were not interned because they hid from the Japanese for two years in the jungles of Mindanao, finally escaping by submarine. *My Faraway Home: An American Family's WWII Tale of Adventure and Survival in the Jungles of the Philippines* (2001) tells their amazing story. *Disguised* (2001) by Rita la Fontaine de Clercq Zubli reveals how teenaged Rita, disguised as a boy, lived in a Japanese prisoner-of-war camp in Indonesia for three years. Agnes Newton Keith's *Three Came Home* (1946) is the account of a woman interned with her toddler son in a Borneo prison camp. In addition to the South Pacific, the Japanese held numerous prison camps throughout China. *A Boy's War* (1988) by David Michell speaks to the experience of missionaries' children interned at their boarding school during the war.

The wartime internment of children provides a new angle on the captivity experience. The presence of children in the camps necessitated additional considerations in the way of provisions and housing. Survivors experienced recurrent health problems and children specifically had problems stemming from injuries and malnutrition while in camp. However, more research is needed to determine the extent of the long term physical and psychological effects. Further, a focus on these children calls to mind questions about native children's experiences under Japanese domination. What was it like for Filipino, Indonesian, and Chinese children in occupied regions? Preliminary accounts suggest worse treatment than that of prisoners, regardless of the child's age.

Notes

1. This account is based on the reminiscences of Sascha Jean Weinzheimer Jansen found in Rose M. Aiello, *50th Anniversary Commemorative Album of the Flying Column 1945-1995* (Tarpon Springs, FL: Marrakech Express, 1994), 59.
2. Lawrence B. Rosenfeld, Mooli Lahad, and Alan Cohen, "Disaster, Trauma, and Children's Resilience: A Community Response Perspective," in *The Context of Youth Violence: Resilience, Risk, and Protection*, ed. Jack M. Richman and Mark W. Fraser (Westport, Ct: Greenwood Publishing, 2001), 138.
3. Carole M. Petillo, *The Ordeal of Elizabeth Vaughan: A Wartime Diary of the Philippines* (Athens: The University of Georgia Press, 1985), 228.



**Di-versions of Childhood during the Greek Civil War (1946-1949):
A Research Project**

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The Greek Civil War (1946-1949) and its various aspects have been up until the early 1980's a taboo issue not only for civilians and politicians but for historians as well.[1] However, since then, we have witnessed the publication of the memoirs of some of the protagonists of the Greek Civil War as well as of relevant archival records which shed light to some controversial aspects of this historical period. Following suit, an ever growing number of academic studies addressing various issues in regard to the Greek Civil War came to light. Questions such as the political situation, the warfare between the Greek Communists and the Greek Army, the role Britain, the Soviet Union and the U.S.A. played in the Greek Civil War, the internal conflicts of the Greek Communist Party, and the role of women during these upheaval times have been thoroughly addressed in a number of studies.[2]

One issue that is pertinent to many of these inquiries is the issue of children.[3] Studies taking children as their main subject during this period investigate the circumstances under which post World War II Greek society became deeply divided into two opposing camps. So deep was the division that children, perceived as the pillars of the nation's future, became the object of a harsh ideological battle fought between the Greek Communists and the Right Wing Party. Children were perceived as an ideological asset which being invested on the nation's future properly would lead to a glorious reconstruction of the sorely tried Greek society.

Having reviewed the existent literature, we realised that the voices of the protagonists of this national drama were absent in the sense that so far there has not been any study dealing with the children's experience itself or granting today's adults a forum so as to present their experience. As such, our project falls into investigations of regional history and attempts to re-construct the experience of being a child during the Greek Civil War. Our project focuses on a particular area, that of Thrace, a region up in the north of Greece which was deeply affected by the warfare between the Greek Communists and the Right-Wing Party. During the Greek Civil War many children originating from Thrace were either transported to the Iron Curtain countries, well disposed towards the Greek Communists, or to paidopoleis (Childtowns), specially designated camps by the Queen of Greece, Queen Frederique, for those children allegedly under the threat of communism. However, a third category of children should not elude us: that of the children who stayed behind within their families whether united or divided and they had a different experience altogether.[4] Our attention is drawn to these three categories of children and the way they lived through such a traumatic experience as a Civil War.

For the purposes of this project we started conducting interviews in order to form a corpus of oral testimonies which our narrative will be based on. On the one hand, a questionnaire has been designed for each of these three categories addressing questions

such as their family background-material conditions of life, political ideology and educational level-the circumstances under which their transportation took place, everyday life in the institutions or in the homeland, school routines, communication with the family and so forth. On the other hand, our project aims at examining the various loci in which this ideological battle was fiercely fought. For this reason, resorting to archival and library catalogues, we traced some of the written material produced at the time of the Civil War, material that allows us to analyse the discourse with regard, to the children. Sources such as children's periodicals, school textbooks, children's literature, and newspapers fall within our investigation in order to grasp the extent of the attempted ideological indoctrination.

All the same, our project is not confined only to the use of written sources. Having conducted some preliminary field research, we came to conclude that the history of Greek childhood during this period can be reconstructed through other means as well such as photographical material portraying children at that time. Moreover, films,[5] posters and even stamps will be used in order to capture the spirit of the times.

It becomes evident that both opponents used a variety of means to justify their "rightness" as far as the children's displacement was concerned. So, using primary sources, we shed light to what outcome was expected of this indoctrination, namely what the ideal child should have become either in a communist establishment or in a paidopolis. Unlike the written sources, interviewing the persons directly involved in this situation reveals what impact all this ideological campaign had on their lives. We interview these adults today in order to see the way they came to grips with their displacement and what were the limits of their agency. By agency, here we mean whether they left the homeland on their own accord or they were forced to do so, and how they used this experience of separation in later life. Perceiving these children as agents and not as passive subjects manipulated by adults is what differentiates our project from similar historical endeavours.

Analysing the statements of the interviewees, one can tentatively conclude that childhood was experienced quite differently, even in the group of children whose fortunes followed similar patterns. We intend to employ a thematic presentation of the interviews, focusing on such issues as the experience of separation; the relationship children had, if they did at all, with their absent parents; the experience of being an inmate in either a communist establishment abroad or in a children's camp in Greece; the "interpretation" of the separation through the memory lens; the role gender played in formulating boys' or girls' experience; the kind of manhood or womanhood expected from boys and girls respectively once they reached maturity; the factors which were at play defining the proper boyhood or girlhood; whether the model of the proper manhood or womanhood according to which the children both in the Communist establishments and the Childtowns were nurtured was opposed to the values of the society they came from is an issue which needs further investigation; the introduction of technical and vocational education both in the Communist institutions and in the Childtowns; the age limits of childhood during the period of the Civil War since the term "children" is broadly used in

the discourse to indicate persons as young as four years old and persons who were growing out of childhood, being in the transitory stage of adolescence.

Yet, all of these persons are homogeneously addressed as children. The reasons behind such a use needs exploration. Another issue which we intend to address through this project is the role the State played in the displacement of children, since it is evident that in the case of the Greek Civil War children came to belong first and foremost to the State, the broad national family, rather than to their parents.

We are well aware of the fact that while using interviews as a tool of historical investigation, we deal with issues of elaborate memory which to a lesser or greater extent modifies the initial experience. The initial separation, whether voluntary or not, is being constantly processed in order to weave a coherent narrative for today's adult. Another interesting finding coming out of the first interviews is that a different conjunction of circumstances either forced or urged these children to separation: some of them saw this separation as an adventure, others as an opportunity for social evolution, while others experienced it as an imposed necessity.

With all these aspects taken into consideration, this project will examine childhood and children at a micro-level trying to determine what were the repercussions of the Greek Civil War for the individual child. From this vantage point, we might be able to go even further and reconstruct some different versions of childhood at a macro-level as well. We hope that by the end of this project it will become evident that in many cases, children during the Greek Civil War neither lacked agency nor did they have a unified experience. Fragmentation and heterogeneity will be our key ideas as the tentative results of our project already point out.

Notes

1. The reasons behind this attitude can be attributed to the prolonged Cold War Era and to political confrontations in Greece. The repatriation of the Greek Communists remained a hot debated issue until 1982 when it was finally resolved at least in the political arena. Another factor which contributed to this deliberate "neglect" was the fact that the archives of the Greek Communist Party remained closed up until the early 1990's. It was then that the Archives of Contemporary Social history were established and a part of the Communist Party records devolved to them after a lot of adventures.
2. Vervenioti, T. (2002), "Charity and Nationalism. The Greek Civil War and the Entrance of Right-Wing Women into Politics" in Bacchetta P. & Power M. (eds) *Right-Wing Women from Conservatives to Extremists Around the World*. New York and London, Routledge.
3. See for example, Vervenioti, T. (2003), "The Civil War children: children's abduction or/and children's salvation" in *History of the New Hellenism 1770-2000. Greece at war*. Athens: Ellinika Grammata, 271-280. Bærentzen L. (1992), "The paidomazoma and the Queen's Paidopoleis" in Bærentzen L., Iatrides G. & Smith Ol. (eds) *Studies for the Civil*

War 1945-1949. Athens, Olkos, 137-164. Ristović M.(1998) “Children as Refugees: Greek Children in Yugoslavia 1948-1960” in Naumović S. & Jovanović M. (eds), *Childhood in South East Europe. Historical Perspectives on Growing up in the 19th and 20th Century*. Belgrade-Graz, 215-234. Voutira E., Dalkavoukis V., Marantzidis N. & Bodila M. (eds), *The Political Refugees of the Greek Civil War in Eastern Europe*. Thessaloniki, University of Macedonia Press. Let us also add here that apart from academics dealing with the displacement of children during the Civil War, nowadays there is a growing number of documentaries broadcast nationwide which take a particular interest in children who spent part of their childhood in the Childtowns (paidopoleis). They are certainly inscribed in a revisionist trend which moves the interpretation of the Greek Civil War away from polarisation.

4. In this third category fall children whose parents were communists (in most cases the father had fled to a Soviet Bloc country) or children whose parents, for whatever reason, kept them within the family.

5. The Marshall project for example subsidised the shooting of some films with regard to children, films that were in favour of the Right-Wing Party. However, films were shot from the Communists as well in order to provide their own version of truth on the subject of the children.



Illustrating the Unspeakable: The Korean War and Children's Picture Books

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Introduction

Controversial, sensitive and even horrific events have been trespassing onto the pages of children's picture books for several decades now, yet the trauma of the Korean War (1950-1953) is barely represented. The Korean War ravaged a country already distraught by postcolonial liberation and chaos. It was one of the most traumatic periods in modern Korean history and left indelible scars on the Korean consciousness. However, in the United States the Korean War is also known as the "Forgotten War" or the "Unknown War" precisely because it is not remembered. After the great victories of the United States in World War II, the failure to resolve the Korean conflict caused Americans to distance themselves from a war that they did not win.

In both American children's and adult literature, the Korean War remains relatively invisible compared to books about other conflicts. The few published representations reconstruct memories and reflect how we as a society perceive a specific topic, who we allow to write about it, and how the form of the story affects the story itself. Another reason for representing controversial events in children's books is so that future generations will learn not to repeat mistakes. However, stories about controversial events in general and the Korean War in particular need not be merely didactic. Although it may be difficult to write poetry after atrocity, it is not impossible to write beautifully about an event that impacted people immensely.

In this study, I look particularly at aesthetic aspects of four picture books and analyze how they represent through both illustration and text the atrocity suffered by Koreans from 1950 through 1953. These stories do not collectively represent the extent of suffering. They do not deal with the violence and harsh realities of the Korean War as forcefully as children's books about the Holocaust represent the scope of violence during that time period. Yet this conclusion is not a condemnation; rather, I acknowledge that as stories about the Korean War are still few in number, this subgenre has much room – and need – for maturation.

The Art of War

The four picture books included in this study are *Peacebound Trains* (Haemi Balgassi, illustrated by Chris Soentpiet, 1996), *My Freedom Trip: A Child's Escape from North Korea* (Frances Park and Ginger Park, illustrated by Debra Reid Jenkins, 1998), *Halmoni's Day* (Edna Coe Bercaw, illustrated by Robert Hunt, 2000), and *A Place to Grow* (Soyung Pak, illustrated by Marcelino Truong, 2002). *Peacebound Trains* frames a story about the Korean War within a contemporary narrative about a Korean-American girl, Sumi, and her grandmother living in the United States. Similarly, *Halmoni's Day* relates the relationship between Korean-American Jennifer and her *Halmoni* (grandmother) and flashes back to the Korean War. *My Freedom Trip* tells the journey of

one young girl's escape from North Korea, and a father uses the allegory of seeds and healthy soil to tell his daughter about emigration and family roots in *A Place to Grow*.

Silences in children's picture books about the Korean War indicate what authors are willing to share with young readers and what they think young readers can handle. That which is unspoken or left out is as important or revealing as that which is spoken or illustrated. One way to represent silence is to create distance both overtly and subtly through time, place, and focus. By shifting the reader's attention away from the War itself and onto other subjects, the authors and illustrators marginalize the centrality of the War in the characters' lives and in the place of the story.

Distancing through Time

One of the most effective ways to distance a reader from an event is by setting the story in the past. Two authors, Balgassi and Bercaw, use this tactic in *Peacebound Trains* and *Halmoni's Day*, respectively. Both stories begin in the present, with granddaughters contemplating an inner conflict. Their Korean grandmothers tell the Americanized granddaughters their family Korean War stories; Balgassi's grandmother tells a story about the beginning of the War, and Bercaw's grandmother tells a story about its aftermath. Neither story focuses on the War itself. After their grandmothers tell these pre- and post-war stories, the granddaughters understand themselves and feel that their conflicts are resolved, and the stories end happily. In these cases, the Korean War stories are used to offset personal traumas faced by the Korean-American granddaughters. The personal trauma, not the war, is the focus of the story.

Similarly, *A Place to Grow* looks backward and sets up chronological distance from the Korean War. The story takes place in the present, with a daughter and father talking about war and displacement through the allegory of seeds and healthy growing conditions.

Distancing through Place

Another way to set up distance between a reader and trauma is to displace the story from the site of trauma. As mentioned previously, the protagonists of *Peacebound Trains* and *Halmoni's Day* are Korean-American girls. Neither story indicates that they have been to Korea, so the Korean War is distant in both time and place. The same is true for *A Place to Grow*; the text does not indicate that the daughter has memories of living outside of the United States, although the illustrations indicate that her parents brought her from a different country when she was still an infant.

The placement of Korean War stories away from the war front is another interesting silence. By distancing the reader from the war front, the author is forced to place the story elsewhere; most of the authors place the story in the United States with an emphasis on the family. *My Freedom Trip* is an exception; the story begins at home in Korea but then takes the reader along Soo's dangerous journey through treacherous mountains and confrontations with armed soldiers. *My Freedom Trip* is the closest the readers get to wartime danger because it is not embedded in a contemporary story though it is "many years ago" and allows the reader to join Soo in her dangerous journey south.

Distancing through Focus

The stories also distance readers from the reality of war by displacing the focus away from the Korean War. For example, the Korean American author of *A Place to Grow* wrote the text based on her family's Korean War and immigration experiences; the illustrator provided the accompanying images based on his own family's Vietnam War history and subsequent immigration to England and France. Rather than focusing specifically on the Korean War or the Vietnam War, editor Cheryl Klein purposely chose to create an "immigration story that transcends cultures" by pairing Korean-American Pak with Vietnamese-English-French Truong (personal communication, 1 February 2005). The endpapers ground realism into this transcendent story by including two-tone photographs of the author and her family's migration route and the illustrator and his family's migration routes.

In *Peacebound Trains*, Balgassi includes an army motif in her contemporary story about Sumi and her grandmother that parallels the army motif necessary in the Korean War story. By paralleling Sumi's current situation with that of her grandmother's past, the author tries to make current audiences empathize so they can better understand issues of family separation. That is, the story of family separation in the Korean War itself does not merit identification. Readers need another way to "get into" the story.

My Freedom Trip does not focus on the War itself, but on the time period immediately preceding the outbreak of the War, yet it still brings the reader closest to the experience. The story is not told as a distant memory nor is it embedded within a contemporary story. It is told in past tense by the third person, but the first page opens with a first person introduction by Soo, the protagonist: "Many years ago, when I was a little schoolgirl in Korea, soldiers invaded my country." Soo then steps back into the third person voice, yet because of the introduction the reader feels like Soo is telling her own story, just stepping into an observer's role as with the reader.

Illustrating the Unspeakable

Every picture book is a unique combination of illustration and text. All four picture books included in this study are illustrated with paintings, but some are more sophisticated than others. The illustrations in both *Peacebound Trains* and *A Place to Grow* are heavily textured, yet they differ in terms of style, composition, and narrative context. The text in *A Place to Grow* is literally about seeds taking flight and finding their way to healthier soil, so although the heavy dabs of paint might otherwise weigh down the illustrations, Truong's sophisticated uses of color and content make some scenes appear lighter. For example, in the second spread the protagonist and her father are in the garden; she peeps at her father from behind his coat. He stands tall and dignified with a dark coat and hat; vertical lines run up his white turtleneck. By contrast, she looks small yet protected next to him. Trees and flowers reach for the sky; the way these tall, colorful plants frame some of the spreads gives a protected, warm feeling. Also, the vertical height of the book works well with the theme of growth. Plants and adults appear taller and stronger; the extra vertical space also leaves room for potential movement and upward growth.

Scenes where the protagonist and her father interact exude warmth and life; bright green foliage and colorful flowers frame these pages and the father is always shown very close to his daughter, often touching because he is handing something to her or holding her hand. In contrast, the few illustrations about "shadows," "gloomy shade," and "dark with no sun" are appropriately darker and include less color. Yet even these more somber illustrations show people in movement; they look like the artist caught them in action. Thus the illustrations complement the text; both the text and illustrations are about flight and movement.

The illustrations and text of *Peacebound Trains* do not complement each other as well, mostly because the stilted photorealism detracts from the naturalness of the story. The characters in the illustrations appear stiff, as though they are posing. The illustrations make the textual story seem contrived and scripted. This "posing" makes the reader disbelieve that the Korean War was something real; the War is a pretend game for which characters step in to play roles.

These illustrations are also done in paint, but colors are not very effective because they often contradict the text, making the mismatch clumsy. For example, Soentpiet tries to use color to evoke certain moods. The sixteenth and seventeenth pages show a warm family portrait in bright, festive colors. The pages immediately following show a group of soldiers wearing olive green, advancing from a residential background of bright, lime green towards the reader, but the army's advancing towards the reader is startling. In relation, the army is marching away from the town, not towards it. Thus, even though the guns are pointed slightly off the page, the image makes the reader fear for himself or herself, not for the townspeople.

The twentieth and twenty-first pages showing the coldness and emptiness of the family's living quarters confuse the reader once again. Although the illustrator rightly uses color to evoke certain moods, the stiffness and lack of sophistication and attention to detail in the illustrations make for a clumsy story. Moreover, the family wears the same brightly colored *hanboks* (traditional Korean clothes) in both the pre-war and war scenes. These *hanboks* are not meant for common usage, and it is strange that they are wearing the same *hanboks* in all the indoor illustrations despite the passage of time.

One of the most effective illustrations is the portrait of the *Harabujy* (grandfather) on the last page. Although it is certain that he was lost, the story never confirms his death in the text. Yet the portrait of *Harabujy* on the last page looks like the kind of picture used in Korean funeral services. However, this image would be more effective if it were in black and white instead of color. Showing it in full color reminds the reader of how *Harabujy* looked when he left his family at the train station. Making it black and white would have shown the permanency of separation and death. Also, at the time, a full color photograph would have been virtually impossible in Korea.

Robert Hunt, the illustrator of *Halmoni's Day*, uses the illustrations to emphasize the cultural and generational distance in the relationship between Jennifer and her Korean

Halmoni. By portraying *Halmoni* in a *hanbok* throughout the entire story, Hunt emphasizes how different *Halmoni* is from others, while Jennifer is an assimilated American who cannot understand basic Korean. Thus even in the illustrations, Hunt emphasizes that the story is more about Jennifer and her grandmother than the grandmother and the Korean War.

Many of the paintings look unfinished, as if Hunt did not finish drawing lines or adding details, such as wrinkles on *Halmoni's* face. In other illustrations, he adds too much detail; bamboo shoots in the background of some of the illustrations indicate orientalist fetishism and exoticism. Also, in a few scenes the characters look as though they are posing in the same way that Soentpiet's characters looked as though they were posing. Again, "posing" makes it seem like the stories are not real; that they are just as constructed and fabricated as the pictures.

My Freedom Trip is an excellent example of textual and visual harmony in a picture book. Frances Park and Ginger Park's said their mother felt that the picture book accurately depicted her flight south from North Korea (Speech, Smithsonian Institute, 2003), giving more credibility to the story. On the first page, the protagonist Soo says, "Many years ago, when I was a little schoolgirl in Korea, soldiers invaded my country. The soldiers drew a big line that divided Korea into two countries; North Korea and South Korea." The authors do not identify the soldiers, thereby emphasizing the journey southward rather than the politics that caused that journey. This beginning does show that this story is real, that it happened, and that it was not because Korea itself was primarily at fault; other unidentified soldiers invaded Korea and caused chaos.

In the thirteenth scene, Soo and the guide are walking through the trees when they are suddenly accosted by a soldier. In this particular illustration, though Soo is hiding behind Mr. Han, her face is still clearly visible. She and the guide are standing on the left, facing the reader. The soldier, in contrast, is facing Mr. Han and Soo, so his back is to the reader and his face is not visible. The hidden is often scarier than the defined. However, he is carrying a gun, with the black barrel clearly pointed directly at Soo. Her black eyes are wide with fear, and she is staring straight at the barrel.

The linear contrast of the black barrel against the beige and green background is striking. The vertical, brown trees stand in contrast to the almost horizontal positioning of the black barrel. The only other black colors in this scene are Mr. Han and Soo's black eyes and hair. These black also stand in contrast to the green and beige foliage, and the tan clothing worn by both men. The only real color is Soo's pink dress, which thus immediately captures the observer's eye.

This illustration and text represent a pivotal moment in the story. The shock of seeing a gun pointed at a little girl enhances the reader's concern as s/he realizes that this scene is a powerful moment of potential change of direction for Soo. If the soldier stops Soo, she will have to return to North Korea and forever be separated from her father, and a supposedly free and democratic way of life. If the soldier lets her go, she will be forever separated from her mother, but at least she would not suffer under the oppressive

dictatorship that took over North Korea. In the end, he lets her go, and she is able to continue the last few steps of her freedom trip.

Conclusion

While children's literature about other conflicts such as slavery, the Holocaust, and the bombing of Hiroshima have matured to the point where representations of atrocity are acceptable – even deemed necessary – representations of the Korean War are still be in the process of maturation. Rather than fault the authors for writing stories, with creative license, that focus on events related to but not exclusively about the Korean War, I suggest that this body of literature is not yet willing risk including more traumatic experiences and troubling a conflict that remains unresolved. The irreconcilability of the Korean War, could, on the other hand, spur more interest in reading Korean War stories; thus it is imperative to understand how the textual and visual elements of stories convey cultural, factual and political information.



Review Essay
After Words: Reflections on World War II Childhoods

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Robert Calder. *A Richer Dust: Family, Memory and the Second World War*. Toronto: Viking Canada, 2004.

Jost Hermand. *A Hitler Youth in Poland: The Nazis Program for Evacuating Children during World War II*. First published in German, 1993. Translated by Margot Bettauer Dembo. Evanston, Illinois: Northwestern University Press, 1997.

Tom Mathews. *Our Fathers' War: Growing Up in the Shadow of the Greatest Generation*. New York: Broadway Books, 2005.

Frank Oberle. *Finding Home: A War Child's Journey to Peace*. Surrey, British Columbia: Heritage House, 2004.

Tom Mathews and Robert Calder have something in common.[1] Their childhoods and families were fundamentally changed by World War II, but neither realized the dimensions of its impact until, as middle-aged adults, they began to explore the past. Frank Oberle and Jost Hermand also have something in common.[2] Unlike Mathews and Calder, they did not have to wait decades to understand that the war changed their lives in traumatic ways and forever altered their families. Collectively, their compelling autobiographical narratives of childhood, youth, and war illuminate a series of issues of concern to historians of childhood.

Frank Oberle and Jost Hermand were born in Germany, but spent much of World War II in Poland. Oberle, born in 1932, moved with his family to Poznań in 1940 when his father's factory was relocated away from the Rhine. After Poznań was bombed in 1942, Oberle was evacuated to a *Kinderlandverschickung* (KLV) school where he remained until January 1945 when, with his classmates and teacher, he became part of the 'great trek' by wagon, train, and foot back to Germany. Hermand, born in 1930, grew up in Berlin and was evacuated with his class in October 1940 to a KLV camp in what was then the Warthegau.[3] In all, he attended five KLV camps until, in January 1945, with the Russians advancing, he too found himself part of the general exodus from Poland to the west. Aspects of these two stories are strikingly similar and it is perhaps because of this that both authors believe they were part of a unique generation. Yet their accounts are very different in purpose and conclusions.

Oberle wrote his book for his children and grandchildren. In his introduction he states:

I have no illusion that the passage of time can ever erase the heavy burden of guilt the world has placed on the shoulders of those German people who perpetrated or sought to benefit from the horrors Hitler's racist policies inflicted on the world. Perhaps by writing about my experiences during the 20th century's darkest days I can afford those who are born into my family the comfort of knowing that their ancestors were not among them. Instead, like the vast majority of the German people and other Europeans, they themselves were innocent victims. (15)

Oberle seeks to situate the German experience of the war in what he sees as the broader context of the era.[4] He decries the strafing of civilians by Allied fighter planes, something he personally witnessed and experienced, and devotes a chapter to the horror of being part of the stream of refugees arriving in Dresden in mid-February 1945. (78, 82-3, 75-80) After the war, Oberle writes, 'I invested my trust and loyalty in people my own age.... Our generation turned to each other because we had been betrayed, not just by the individuals in whose care we had grown up, but by society as a whole.' (149)

Herman considers those like himself, born between 1927 and 1934 and involved in the KLV evacuations, to have been victims. (x) For him, though, this resulted directly from the unique nature of Nazi doctrine and practices. He has written about his childhood specifically to create greater awareness of the KLV program noting that few participants will discuss it and few academics have written about it. 'As a result ... we are faced with the singular fact that one of the largest population movements of the twentieth century....' is virtually unknown. (x) Around 3,000,000 children were evacuated with ten-to-fourteen-year-olds being dispersed among 5,000 camps. (ix-x, xxv, xxiv) Herman's goal is to reveal the fanaticism, brutality, and sadism he considers inherent in the KLV program.[5]

There are a variety of reasons for the divergence in the ways Oberle and Herman assign responsibility for their childhood experiences. There were significant differences in their family situations and relationships, in the length of time they were separated from their parents, in their characters and physical abilities, and in their journeys back to Germany. Also, their books were published eleven years apart during which time debate about Allied bombing campaigns intensified. The most important factor, though, appears to be their KLV experiences. Both authors describe camp or school conditions as Spartan and isolated; they report similar daily activities and a complete absence of news about the war; and they agree that the education program and emphasis on physical activity derived from Hitler Youth ideology. In spite of these commonalities, they had very different experiences of the KLV.

Oberle describes the KLV as, '... an innocent enough program to remove children from harm's way to a safe and wholesome environment in the countryside.' (46) At his school, one person functioned as both administrator and teacher. Oberle describes him as, '... a gifted teacher and a Prussian army officer in the finest tradition.' (81-2) The boys were not subject to corporal punishment and, Oberle adds, 'as we were cut off from any ties to family, the school quickly became a substitute to which we transferred our reliance and trust.' (50, 49)

Herman views the KLV program as anything but innocent. Although teachers from his high school in Berlin traveled with the class to Poland, once there, camp squad leaders from the Hitler Youth dominated daily life. Academic education quickly became irrelevant in the face of increasing emphasis on 'brutal field exercises' that gave stronger boys '... carte blanche to mercilessly beat up the smaller and weaker ones among us, and to derive sadistic pleasure from such acts.' (17) Herman describes '... various punishments invented by the camp squad leader' that might better be described as torture.

(50) Worse than the days were the nights when sexual chaos and physical brutality ran rampant among the boys. (54-6) The goal of the program was to produce the ‘... brutal, domineering, fearless, and cruel youth’ Hitler sought. (xvi) The limited success of the KLV socialization effort, at least in Hermand’s case, is evident in his response to a military questionnaire asking how he wished to serve the fatherland: he responded ‘as medical orderly with an air force ground crew.’ (45) In a broader sense, as the Nazi regime imploded, both Hermand and Oberle explicitly rejected the socialization that had governed their young lives. (Hermand, 88, 96; Oberle, 97-8)

Tom Mathews grew up in postwar America. In August 1945, when he was two, his father returned to Salt Lake City after fighting with the American forces in Italy. Mathew’s book opens with a description of their disastrous father-son reunion, followed over the years with one failure to communicate after another. Then, in 1998, he saw *Saving Private Ryan* and the film set off a train of increasingly urgent questions in his mind:

By the civilian hourglass, the sand had run out on the war a long time ago. But were we missing something crucial.... If I was right and my father’s war had never come to an end, was it possible that he shared this fate with others among the 16 million Americans who served in World War II? Could it be that among the veterans, men in their seventies, eighties, and nineties—now dying at the rate of more than a thousand a day—the war was still ticking as relentlessly as it had when they were young men.... And if the war was still seething somewhere inside them, how much collateral damage could be detected among their sons? (28-9)

Mathews set out to find answers. ‘No one knew more about soldiers than soldiers; the same could be said of fathers and sons. All you had to do to see how World War II was still coursing through their lives was ask them.’ (34) And that is what Mathews did: including his father and himself, his book details the war experiences of ten fathers and the postwar relationships between them and their sons. His purpose was not ‘... to question the nobility or sacrifice of the Greatest Generation, but to look for something hidden in the afterglow.’ (34)

In *A Richer Dust*, Robert Calder, who was born in 1941, describes the childhood he and his brother, Ken, shared growing up in Saskatchewan after the Second World War. Although their parents were divorced the impact was mitigated by the boys’ close relationship with their devoted paternal grandparents. They saw nothing of their father, Earle Calder, and knew his brother, their uncle Ken, had died immediately after the war—thus effectively removing the men of that generation from their lives. In spite of a family situation that was somewhat unusual for the time both boys had relatively normal, happy childhoods. They did well in school, completed graduate degrees, and pursued successful careers.

Then, in 1996, Ken Calder received a letter from a stranger asking if he was related to a Capt. Ken Calder. The author, who had fought with Ken in Italy and northern Europe, had a letter he had kept for fifty years and wanted to give to the family. Robert Calder describes his reaction when his brother called to tell him about the letter: ‘I was stunned.

It was over fifty years since Ken had killed himself, and we had long ago concluded that we had learned all we would ever know about him and the circumstances of his death—and it was precious little.’ (28) What followed was a long search to uncover what had happened to their uncle and father. In concluding his book, Calder writes, ‘if, on the day before John Gardiner’s letter arrived in Ottawa, someone had asked me how my uncle’s death had affected three generations of my family, I would have had a simple reply.’ (264) He continues, ‘it is now seven years since John Gardiner’s unexpected appearance shone a new light into hidden corners of Calder family history, and I have come to realize my answer would have been too simple.’ (265) The war, it turned out, had been at the root of a complex and dramatic series of events that engulfed their whole family.

In *Our Fathers’ War*, Tom Mathews makes clear at the outset that he is aware of the tricks memory plays.[6] He describes how his father, arriving home, came out to the backyard, found ‘Tommy 2’, sitting on the garage, and ordered him to jump. He refused, his father slammed back into the house, exploded at his wife ‘YOU’VE SPOILED MY SON,’ and the die for their father-son relationship was cast. (10) When Mathews, after watching *Private Ryan*, began to question the past he flew back to Salt Lake City to revisit the home his family had left fifty years before. ‘It was dusk when I arrived. ... I parked and walked around to the backyard. Even in the fading light, the silhouette of the roof to which I had clung as a small boy was unmistakable. But I was not looking a garage. In front of me, roughly at the level of my knees, stood a squat little doghouse. A *doghouse?*’ The discrepancy between the memory and the reality dumbfounded me.’ (29-30) Nevertheless, memories form the basis of his book albeit in the context of surviving family documents, pictures, artifacts, and a journey with his father to retrace his route in the final months of the Italian campaign. Mathews explicitly rejected a scientific or systematic approach based on the methods of either sociology or psychology. (34) The result is a book that is thoughtful rather than academic. It argues forcefully that when fathers experience combat, their relationship with their sons will be negatively affected.

Robert Calder, in his efforts to recover the story of his family, made full use of his skills as an academic researcher. His text refers to the oral interviews, searches through multiple sets of institutional records, reading of contemporary newspapers, and visit to Italy that combined to provide the basis for *A Richer Dust*. He constantly tests memories—his, his brother’s, and others—against the many documentary sources he has accessed. Calder’s book, which is both thoughtful and academic, reaches a conclusion that is strikingly similar to Mathews’: the war set in motion a series of events that changed the lives of his father and uncle and ultimately destroyed the relationship Robert and Ken might have had with both men.

Frank Oberle notes in his introduction that ‘time may have eroded my memory of some of the details I have described, which may therefore be at variance with the recollection others may have of the same events.’ (14) He also observes, ‘I knew from the beginning that a journey back to the early days of my youth and childhood would be painful.... I would be reminded of the pain and of the suffering that for all the years of my adult life I have been trying to shut out of my mind—so many bad memories that I felt best to be denied or forgotten.’ (14) These memories serve as the basis for his book.

The bulk of Hermand's account is also based on his memory contextualized by a wide reading of secondary sources as attested by extensive footnotes. He asks complex questions about the nature of memory. 'How can I remember ... what I "really" felt as a thirteen-to-fifteen-year-old in response to [things I experienced and saw]? ... And even if I were to succeed in retrieving such feelings from the deep well of memory, how can impressions of this sort be rendered in words without taking them out of the realm of youthful experience and transposing them to a level of awareness beyond that of the child I was then?' (xxx) After finishing the first draft of the book, Hermand revisited Germany and Poland, attempted to make contact with his former classmates, and sought relevant archival information: little came of this. Later, suddenly remembering the name of a boy from his school, he used the Berlin phone book to contact him, and through him five other boys and one of the camp leaders. Having collected their recollections of the KLV years, he faced the problem of inserting this information into his existing draft: the solution was a separate epilogue. The epilogue format facilitates a fascinating interweaving of variegated memories and generates illuminating insights into patterns of remembrance.

It is significant that the four books included in this review are autobiographical. Jeremy D. Popkin has argued that, '... history can and should contest the literary theorists' bid to annex autobiography to the realm of fiction.' [7] While this review provides only a brief introduction to the accounts by Calder, Hermand, Mathews, and Oberle, it indicates that for historians of childhood, autobiographies provide ample material for discussion of a multiplicity of issues. These include, among others, assessing the reliability of autobiography as historical evidence; the need to evaluate filters created by translation; identifying diverse sources for recovering the experience of childhood and the strengths and limitations of using adult memories for this purpose; the relationship between complex, unique individual experiences and general national and transnational patterns; the possibilities for situating accounts of childhood in relation to contested historiographical perspectives; the tensions between adult efforts to socialize children and children's roles as active agents; the complex interactions of family and state; the viability and usefulness of the concept of 'a generation'; the ways age, gender, and national identity intersect with war; and the degree to which established ideological norms of 'modern' childhood collapsed in World War II—and by extension in other wars.

The authors whose work is discussed here collectively demonstrate that children who are touched by war are affected by it all their lives, whether they were in the war zone or far away from it. These four books can be read as an invitation to academic historians to continue to use their broad knowledge of sources, methodologies, historiographical paradigms, and historical context to develop a greater awareness of what Tom Mathews refers to as the things hidden in the afterglow.

Notes

1. Tom Mathews won awards as a journalist and held various editorial positions at *Newsweek*. Robert Calder, an English professor at the University of Saskatchewan, has won the Governor General's Literary Award for Nonfiction.
2. Frank Oberle left Germany at nineteen: he built a successful business and political career in Canada, becoming a Cabinet Minister in the Conservative government of Brian Mulroney. Jost Hermand became Research Professor of German at the University of Wisconsin.
3. Jost Hermand's *Hitler Youth in Poland*, is translated from German. I am indebted to Katharina Rout for sharing with me her insights into some issues involved in translating an account of a childhood. Galsan Tschinag, *The Blue Sky*, first published in German, 1997, translated by Katharina Rout (Lantzville, Canada: Oolichan Books, 2006).
4. For example, Oberle suggests parallels between German treatment of Polish people and American treatment of African-Americans, and between Hitler Youth and the Boy Scouts. (40, 39)
5. It is not clear from Hermand's text whether any of the KLV camps were for girls. Oberle suggests they were for boys. *Finding Home*, 46.
6. For a discussion of issues surrounding the recovery of the experience of childhood from adult memories see, Neil Sutherland, *Growing Up: Childhood in English Canada from the Great War to the Age of Television* (Toronto: University of Toronto Press, 1997) pgs. vii-23. For a discussion of memory specifically related to childhood and war see, Deborah Gorham, "'They Use Real Bullets': an American Family's Experience of the Second World War. A Fragment of a Memoir," *Women's History Review* 6, 1 (1997): 5-28.
7. Jeremy D. Popkin, 'Historians on the Autobiographical Frontier,' *The American Historical Review* June 1999, par. 48
<<http://www.historycooperative.org/journals/ahr/104.3/ah000725.html>>



Websightings: Children and War

Kathleen W. Jones
Virginia Tech

This is by no means a comprehensive list of websites on the topic of children and war, but perhaps if you are looking for materials for class discussion or course assignments, these sites might provide some leads. Many of these sites offer primary source materials suitable for US history course use. Sites designed with teachers in mind are, for the most part, aimed at high school-aged students and younger. With relatively little effort, the suggestions these sites contain could be adapted for use in the college survey course.

The PBS NewsHour Extra Teacher Resources site offers a lesson plan, “Children and War,” for discussing contemporary issues related to the use of children in combat. Designed to meet national social studies standards, the unit was created by Doug Dubrin, who teaches English in Bethesda, Maryland. The site contains a link to brief testimonies of child soldiers from the webpages of Human Rights Watch. The PBS site: http://www.pbs.org/newshour/extra/teachers/lessonplans/world/childsoldiers_12-22.html

As a supplement to the materials on the PBS website: see the description of the Emmy Award-winning documentary, CHILDREN IN WAR, described as “the tragic story of modern warfare and terrorism as told by the children of Bosnia, Israel, Rwanda and Northern Ireland. <http://www.videoverite.tv/childreninwar/thefilm.html>

Another site specific to secondary education is produced as part of the Yale-New Haven Teachers Institute. Pedro Mendia-Landa, author of the unit “History and War: What About the Children?” writes that the “principal objective of this unit is to use an interdisciplinary approach to prepare creative, critical thinkers who are able to use problem resolution strategies within their academic and personal lives as they explore the topic of ethnic conflicts and wars.” <http://www.yale.edu/ynhti/curriculum/units/2002/3/02.03.08.x.html>

It’s to be expected that children would be featured on Steven Mintz’s website, “Digital History.” “Explorations: Children and World War II” offers students a broad range of primary source materials, including personal accounts from children in internment camps; and it offers teachers a separate section with ideas for incorporating the materials into classroom assignments. The documents available for analysis are quite brief and they are US-specific. Visit: http://www.digitalhistory.uh.edu/learning_history/children_ww2/children_ww2_menu.cfm

The website also contains materials related to Civil War childhood at: [\(http://www.digitalhistory.uh.edu/learning_history/children_civilwar/children_civilwar_menu.cfm/\)](http://www.digitalhistory.uh.edu/learning_history/children_civilwar/children_civilwar_menu.cfm/) The Civil War unit does not appear to have pedagogical suggestions, and coverage of topics such as enlisting, the battlefield, and the homefront, North and South

consists of excerpts from primary testimony woven together into a narrative of child experiences.

OURS...to fight for



FREEDOM FROM FEAR

One of the “four freedoms” by Norman Rockwell.

Printed by the Government Printing Office
for the Office of War Information NARA Still Picture Branch
(NWDNS-208-PMP-46)

In addition to Minzt’s site on World War II, check out the poster collection at the National Archives, “Powers of Persuasion: Poster Art from World War II,” at http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html

Another World War II poster collection can be found at: <http://www.library.northwestern.edu/govinfo/collections/wwii-posters/index.html> Use the search tool to locate posters with children for discussing the image of the child as a tool of “persuasion.”



News from the Field

compiled by Nancy Zey
University of Texas at Austin

Member News

Priscilla Ferguson Clement, Professor of History and Women's Studies at Penn State Delaware County Campus, retired as of July 1, 2006. She continues to teach a little as an emerita professor and is also editing the first two books in a series of books entitled *Growing Up: History of Children and Youth* for Greenwood-Praeger Press. They will be published in 2007. Clement also continues her own research on the history of boys. Best wishes!

Congratulations to **Andrew Hartman** who completed his Ph.D. in history at the George Washington University in August 2006. He has joined the history department at Illinois State University. His dissertation titled, "Education as Cold War Experience: The Battle for the American School," was picked up by Palgrave Macmillan to be published as "Education and the Cold War."

David Wolcott has taken a new position as an Assessment Specialist with the Educational Testing Service in Princeton, NJ. He helps coordinate programs and assemble exams for Advanced Placement and SAT Subject Tests in US history, and he will continue to conduct research on juveniles in the American justice system.

Dirk Schumann has taken a position as Professor of History in the School of Humanities and Social Sciences at International University Bremen (Jacobs University Bremen as of Spring 2007).

Congratulations to **Kathleen Jones** (Virginia Tech) who has been awarded a fellowship for next year from the National Humanities Center, Research Triangle, NC, to finish her book on the history of youth suicide.

Boris Gorshov completed his dissertation titled "Factory Children: Child Industrial Labor in Imperial Russia, 1780-1917" and received his PhD degree from Auburn University. A book manuscript from this dissertation and now is under consideration at Pittsburgh University Press. This will be his second book, the first being *A Life Under Russian Serfdom: Memoirs of Savva Purlevskii, 1800-68* (Central European University Press, 2005).

Cheryl Krasnick Warsh will be presenting a paper entitled, "From Vim to Popeye: Power foods for Kids in Canadian Popular Magazines, 1910s-1960" as part of a CHA Roundtable on Food in Canadian history, organized by Franca Iacovetta, Valerie Korinek and Marlene Epp, at the Congress at the University of Saskatchewan in May. Her recently published article, "The Canadian Cigar and Tobacco Journal in the Forties: A Remembrance," *Social History of Alcohol and Drugs*, 21, 1 (Fall 2006), includes a

discussion of the marketing of tobacco products to children during and after World War II.

Helen Brown has published 'Negotiating Space, Time, and Identity: The Hutton-Pellett Letters and a British Child's Wartime Evacuation to Canada,' Letters Across Borders: The Epistolary Practices of International Migrants. Eds. Bruce S. Elliott, David A. Gerber. and Suzanne M. Sinke. New York: Palgrave Macmillan, 2006.

Kudos to **Julia Mickenberg**, who has renewed her membership in SHCY after recovering from the fog of having two children and working toward tenure. She is Assistant Professor of American Studies at the University of Texas at Austin. Her book, *Learning from the Left: Children's Literature, the Cold War, and Radical Politics in the United States*, was published by Oxford University Press in the fall of 2005; the book won the Pacific Coast Branch Award from the American Historical Association. Along with Phil Nel (of Kansas State University), she is co-editing a collection of out-of-print, radical children's literature, which will be published in 2008 by New York University Press.

New Member Spotlight

Joshua Garrison completed his PhD in history of education at Indiana University in May 2006 with a dissertation entitled "Ontogeny Recapitulates Savagery: The Evolution of G. Stanley Hall's Adolescent." The following August he joined the University of Wisconsin-Oshkosh as an assistant professor in educational foundations, teaching courses on the history of education, history of childhood, and a course on children and globalization. He is looking forward to meeting fellow SHCY members in Sweden this summer. Welcome, Joshua!

Valeria Gatti is a Bachelor in Latin American History graduated from the Pontific Catholic University of Peru. She conducted some research on the Andean and occidental vision of childhood during XVII and XVIII centuries using an Andean chronic (Guaman Poma de Ayala's Nueva Cronica y Buen Gobierno) and focusing on the Andean perspective of children comparing it to the european one. Her research also includes topics such as "the way children play," the relation between toys and games, and links between playing and working in children. Welcome, Valeria!

Recent Articles by Members

Michael Zuckerman (University of Pennsylvania) has a recent article out which looks at the American Revolution in terms of the metaphor of childhood and the realities of early American family life. It's entitled "Coming of Age in the Age of the American Revolution," and can be found in the *European Journal of Developmental Psychology*, vol. 3, no. 4 (2006), pp. 402-14.

Boris Gorshkov (Auburn University) has an essay in a forthcoming publication: "Making and Teaching Russian Backwardness: Old Wines in New Bottles," which will

appear in Newsnet of the American Association for the Advancement of Slavic Studies in March 2007.

New Books by Members

Paula Fass (University of California, Berkeley) has a new book out. *Children of a New World: Society, Culture, and Globalization* (NYU Press, 2006) is a collection of essays which explore the impact of globalization on children's lives, both in the United States and on the world stage. Globalization, privatization, the rise of the "work-centered" family, and the triumph of the unregulated marketplace, she argues, are revolutionizing the lives of children today. Fass begins by considering the role of the school as a fundamental component of social formation, particularly in a nation of immigrants like the United States. She goes on to examine children as both creators of culture and objects of cultural concern in America, evident in the strange contemporary fear of and fascination with child abduction, child murder, and parental kidnapping. Finally, Fass moves beyond the limits of American society and brings historical issues into the present and toward the future, exploring how American historical experience can serve as a guide to contemporary globalization as well as how globalization is altering the experience of American children and redefining childhood.

Adriana S. Benzaquen (Mount at Saint Vincent University) has a recent publication: *Encounters with Wild Children: Temptation and Disappointment in the Study of Human Nature* (McGill-Queen's University Press, 2006). Since the early seventeenth century, stories of encounters with strange children in unusual circumstances have been recorded, circulated, and reproduced in Europe and North America not simply as myths, legends, or good tabloid copy but as occurrences deserving serious scrutiny by philosophers and scientists. "Wild children" were seen as privileged objects of knowledge, believed to hold answers to fundamental questions about the boundaries of the human, the character and significance of civilization, and the relation between nature and culture, heredity and environment. This book explores the many different meanings these children were given and the varied responses they elicited. Benzaquén explains why wild children continue to haunt and fascinate Western scientists and shows how the knowledge they have generated in different disciplines, including anthropology, psychology, psychiatry, pedagogy, linguistics, and sociology, has contributed to the shaping and reshaping of the modern understanding of "the child" and affected the social and institutional practices directed at all children in schools, welfare, mental health, and the law. Through detailed readings of a wide variety of accounts, debates, and representations, *Encounters with Wild Children*.

Lynne Curry (Eastern Illinois University) has a new book out: *The DeShaney Case: Child Abuse, Family Rights, and the Dilemma of State Intervention* (University Press of Kansas, Landmark Law Cases and American Society). Does the Constitution protect children from violent parents? As Curry shows, that was the central question at issue when Melody DeShaney initially sued Wisconsin for failing to protect her battered son Joshua from her estranged husband, thus violating her son's constitutional right to due process. The resulting case, *DeShaney v. Winnebago County* (1989), was a highly emotional one pitting the family against the state and challenging our views on domestic

relations, child abuse, and the responsibilities—and limits—of state action regarding the private lives of citizens. Curry brings to light details that have been ignored or neglected and covers both the criminal and civil proceedings to retell a story that still shocks. Drawing on legal briefs and social work case files, she reviews the legal machinations of the state and includes personal stories of key actors: family members, social workers, police officers, child advocates, and opposing attorneys. She then clearly analyzes the majority and dissenting opinions from the Court, as well as reactions from the court of public opinion.

Carolyn Cocca (SUNY, Old Westbury) has a new edited collection: *Adolescent Sexuality: A Historical Handbook and Guide* (Greenwood Press, 2006). It is part of the Children and Youth: History and Culture series edited by Miriam Forman-Brunell and covers major issues in adolescent sexuality in the United States from colonial times to the present. The collection covers major issues in adolescent sexuality in the United States from colonial times to the present and provides an account of ways in which adults—from policymakers to police and parents—have attempted to intervene in the sexual lives of adolescents, and how adolescent sexuality has been, and continues to be, a subject of social concern and control. Original essays cover juvenile sex in history, as well as trends such as statutory rape laws, teen pregnancy, media portrayals of adolescent sexuality, and sex education. The perspective is further broadened by a collection of primary documents such as a petition from the Women's Christian Temperance Union to raise the age of consent, court cases, Freud's theories on sexuality, images used in the early 20th century for sex education, and current statistics on adolescent sexuality. A number of primary documents and an extensive bibliography are included as well.

Harvey Graff (Ohio State University) has a new anthology coming out later this year, which has many intersections with studies of children and youth: *Literacy and Historical Development* (Southern Illinois University Press, 2007).

Documentary

Mona Sue Weissmark (Northwestern University) announces a 14-minute documentary about a Chicago psychologist who managed to have a German family (Pastor Julius Seebass and his wife and children) awarded the Yad Vashem "Righteous Among the Nations" title for saving her father's life in April 1945. Among the issues touched upon in this short film are confronting perceptions of the German people formed in childhood. Weissmark is a psychology professor and author of *Justice Matters: Legacies of the Holocaust and World War II* (Oxford University Press). The documentary produced by Johanna Holzhaeur aired nationwide on WDR German television and recently been distributed to schools and churches throughout Germany. The documentary can be viewed at: <http://video.google.com/videoplay?docid=-7650435739104968253&pr=google-sl>. After you have had a chance to watch the film, please share your thoughts. And if you think the film has merit, please share with friends and colleagues. Following is the link to the Oxford University Press blog where you can post comments . http://blog.oup.com/oupblog/2007/02/justice_matters_1.html.

Websites

The **History of Children and Youth Group (HCYG)**, affiliated with the Canadian Historical Association, announces the launch of its website, hosted jointly by the Department of Educational Studies and the History Department at the University of British Columbia, Vancouver, British Columbia, Canada: <http://www.edst.educ.ubc.ca/HCYG/>. We encourage H-Childhood subscribers to visit the site and to consider joining the HCYG. Please note our announcement under the "Events" tab of the first Neil Sutherland Prize for the best scholarly journal article or book chapter in the History of Children and Youth for 2006-2007. Submissions from any national context and historic period are most welcome.

April Brayfield (Tulane University) would like to direct members' attention to her students' web projects: http://www.tulane.edu/~rouxbee/kids_projects.html. Children's issues in countries around the world are the focus of undergraduate students' research projects in a first-year writing seminar at Tulane University. Each year April Brayfield, Associate Professor of Sociology, divides up her class into several groups, with each group focusing on a different country. In addition to doing conventional research, each group corresponds with a designated country expert to improve their website before launching for a public audience. Thus far, there are 24 different countries available in this compendium.

New Academic Programs

The Department of Childhood Studies, Rutgers University, Camden. Rutgers, The State University of New Jersey -Graduate School of Arts & Sciences, Camden Campus, announces the launching of ground-breaking Ph.D. and M.A. graduate programs focused on the study of children and childhood in social, cultural, historical and political contexts. A strong core of faculty with research interests across a comprehensive spectrum of scholarly disciplines enables the Department of Childhood Studies to prepare scholars capable of innovative interdisciplinary research and develop leaders in child related scholarship, social practice and policy. SHCY member Dan Cook (dtcook@uiuc.edu) is one of the founding faculty of this new department, which will begin operations in September 2007. To learn about this group of faculty whose research regularly earns national and international attention or to find out more about the program, please visit <http://childhood-studies.camden.rutgers.edu>.

The **Ohio State University** announces a new **graduate interdisciplinary specialization in Literacy Studies**. The GIS (as it is known) does not yet have a website but its "parent," Literacy Studies Working Group/Literacy Studies @ OSU, does: <http://icrph.osu.edu/literacystudies/>.

Events

The British History of Youth and Community Work Study Conference will be held from 2- 4 March 2007 at Ushaw College, Durham (UK). For conference particulars, see:

http://www.infed.org/events/history_conference_2007.htm

The 2007 Little Berks is coming up at the end of April at the Red Lion Inn in Stockbridge, Massachusetts. The meeting will feature a presentation by Wang Zheng of the University of Michigan and a discussion on "Teachable Moments: When Students Bring Religion Into the Classroom" moderated by Anne Braude, Director of the Women's Studies in Religion Program at the Harvard Divinity School. An online registration and membership system has been set up at RegOnline. You can find more information about the Little Berks at <http://www.regonline.com/122412>.

From 19-21 September 2007, Ghent University will host the meeting of the European Educational Research Association. For more information on this conference, please see: <http://www.eera.ac.uk/web/eng/all/annual/2007/index.html>.

From 24-25 October 2007, the Society for the Social History of Medicine (SSHM), will sponsor a conference in Swansea, Wales entitled "**Children, Disability and Community Care from 1850 to the Present Day**". The conference is organized by Professor Anne Borsay (Swansea University) and Dr Pamela Dale (Exeter University). More details can be found on the SSHM website: www.sshm.org/confs.html.

Additional Announcements

Lloyd deMause, editor of *The Journal of Psychohistory*, would like to invite members to receive a **free copy of the current issue of *The Journal of Psychohistory*** which features an article on "Sexual Abuse of Children in Japan." Just email at <psychhst@tiac.net> with your postal address and we'll send you this current issue free.

Seeking Laura Ingalls Wilder Letters and Photographs of Sites: Until the last 6 months of her life as an author, Laura Ingalls Wilder responded to every fan letter she received. She saved the fan letters and all are carefully preserved. Her responses were scattered to the four winds and while some of come safely to rest in museums, archives, and libraries across the country, others currently reside in scrapbooks, the backs of drawers, in musty files, and in old shoe boxes tied up with ribbon and carefully put away. As interest in the author continues to grow, it is time to bring those letters to light. In conjunction with the Laura Ingalls Wilder Museum in Walnut Grove, MN, I'm seeking photocopies of Laura letters. These would be scholarly study copies only and will be deposited in the newly built archive room at the Laura Ingalls Wilder Museum in Walnut Grove. We are also seeking photos of any of the Wilder museum sites pre-1985 or photos of any special local Wilder events, such as gingerbread parties that you might have attended. Thank-you for your help and please help to spread the word. Please contact:

Sarah S. Uthoff, Reference Librarian
Kirkwood Community College
Cedar Rapids, IA

uthoff@infionline.net

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**Canadian Happenings**

**Mona Gleason  
University of British Columbia**

**It's Official!!**

The History of Children and Youth Group earned official affiliate status of the Canadian Historical Association in December, 2006. The group now has its own website available at: [www.edst.educ.ubc.ca/HCYG/](http://www.edst.educ.ubc.ca/HCYG/)

The site is still very much evolving but we do encourage all members of the SHCY (and beyond!) to have a look and to consider joining the group.

**New Prize Announcement – International Entries Welcome!**

The HCYG is very pleased to announce the first Neil Sutherland Prize for the Best Scholarly Article published in the History of Children and Youth.

This award honours the pioneering work of Neil Sutherland in the field of history of children and youth by recognizing outstanding contributions to the field. An award of \$200.00 accompanies the prize to be given out on a biennial basis. The first prize will be awarded in conjunction with the 2008 meetings of the Canadian Historical Association at the University of British Columbia. Articles published in the history of children and youth in scholarly journals and books published between January 2006 and December 2007 will be eligible for consideration for the prize. There are no restrictions on time periods or national/international context. Award winners will demonstrate originality of scholarship and clear contribution to our understanding of the history of young people.

Submission of Articles: Please send four (2) copies of the published article NO LATER THAN January 25, 2008 to BOTH Dr. Mona Gleason and Dr. Tamara Myers at:

Neil Sutherland Prize Committee  
c/o Dr. Mona Gleason  
Department of Educational Studies  
University of British Columbia  
2044 Lower Mall  
Vancouver, BC V6T 1Z4

Neil Sutherland Prize Committee  
c/o Dr. Tamara Myers  
History Department  
University of British Columbia  
Room 1297, 1873 East Mall  
Vancouver, B.C. V6T 1Z1

### **Project Announcement**

#### CHILDHOOD REFLECTIONS: A STUDY OF THE FOLKLORE OF CHILDREN'S PLAY

For the past 15 years I have been collecting stories from adults about their childhood playtime experiences. To date I have gathered over 3,000 such accounts from people around the world. I have used a questionnaire as the primary means of collecting people's experiences. Most of these stories are rich in character and information. Major intents of our project are to ensure that this often overlooked aspect of our cultural history is preserved and also to determine how the play of children may have changed over time. We are particularly interested to gather childhood reflections from people in the same family and which span a number of generations. It is also our goal to be able to provide a multicultural perspective on the play worlds of children and thus we invite individuals from a broad diversity of countries and cultures to participate. Elders in the community are particularly welcome to take part.

We invite readers of "Canadian Happenings" and their families and friends to contact us if they would like to obtain a copy of the Childhood Reflections form. We hope that colleagues will help us spread the word about this initiative. Please contact us at the following address for a copy of the questionnaire. Thank you for your consideration in this matter.

Gary Pennington, EdD  
 Associate Professor Emeritus  
 Faculty of Education  
 University of British Columbia  
 E: [gazpen@gmail.com](mailto:gazpen@gmail.com)  
 T: 604-803-9164



### **Recent Publications of Interest to SHCY Members Compiled by David Pomfret**

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

The emergence of a range of works on childhood and youth in the colonial context has been traced across the last few editorials. This trend has continued with *Children in Colonial America* edited by James Marten and recently published by New York University Press. The book contains chapters on race, family and society, illness and the formation of national identity.

Also recently published with New York University Press is *Children of a New World: Society, Culture and Globalization* by Paula S. Fass, containing chapters on children and

immigration, IQ, the construction of identity, kidnapping, post-war technology and the process of globalisation.

*Childhood in World History* (London: Routledge, 2006) by Peter N. Stearns offers an impressively wide-ranging study of childhood from classical civilisation to the twenty-first century.

James M.M. Francis also contributes to the study of childhood in the ancient world, engaging with the Ariès thesis in his study of childhood in religious discourse, *Adults as Children: Images of Childhood in the Ancient World and the New Testament* (Oxford: Lang, 2006).

Diane L. Wolf's, *Beyond Anne Frank: Hidden Children and Postwar Families in Holland* (Berkeley: University of California Press, 2007) adds to recent work on childhood in the Holocaust by tracing the history and memory of Jewish children hidden during the Nazi occupation of the Netherlands. The book goes beyond the period of occupation, covering the pre- and post-war context.

New work on the relatively understudied period of eighteenth century Europe has recently appeared in the form of Anja Muller's edited collection of essays, *Fashioning Childhood in the Eighteenth Century* (Aldershot: Ashgate, 2006). The essays, by a number of scholars, span a variety of topics, with a particular emphasis on fashion, medicine, law, consumption and delinquency.

Proximate in its chronological focus, *Childhood and Children's Books in Early Modern Europe, 1550-1800* (New York: Routledge, 2006) edited by Andrea Immel and Michael Witmore, adds to the lively field of the history of children's literature. The essays in this volume cover topics such as adoption, family relations, time and socialization in relation to children's books.

Another contribution to this field, focusing upon the publishing industry in the interwar period, is Jacalyn Eddy's, *Bookwomen: Creating an Empire in Children's Book Publishing, 1919-1939* (Madison: University of Wisconsin Press, 2006).

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Recent Calls for Submissions

REQUEST FOR SYLLABI:

H-Childhood maintains a "syllabus page" of recent courses in the history of children and youth. It hasn't been updated recently. If you have taught a course and would like to share your syllabus with others, please send a file to Kathleen Jones at kjwj@vt.edu.

CONFERENCE: Children and Migration: Identities, Mobilities and Belonging(s)

9-11th April 2008

Venue: University College Cork, Ireland

Abstracts are invited for this international and interdisciplinary conference exploring childhood and migration. Confirmed plenary speakers include Jill Rutter (Institute for Public Policy Research, IPPR), and Katy Gardner and Kanwal Mand (University of Sussex). An open forum on meeting the needs of migrant children will also be included.

Deadline for submission of abstracts is 31st October 2007. Expressions of interest and offers of papers/posters are welcome prior to the deadline.

While a wealth of research exists in the broad area of migration and childhood from a variety of perspectives and disciplinary backgrounds, there are few opportunities to bring this together in an integrated forum. This conference aims to provide such a forum by focusing on the intersection of these research and policy areas, focusing on children's own experiences and perspectives of migration, diaspora and transnationalism. One of the main aims of the event is to facilitate a dialogue between academic, practitioner and policy-maker perspectives. It is hoped the conference will also be an opportunity to bring together related but distinct areas of research/policy, for example national dynamics of integration with transnational processes, and, children's experiences of migration with the experiences of children and youth in ethnic minorities.

Therefore we welcome papers which explore all aspects of children's migrations, transnational childhoods, diasporic childhood/youth, including internal and international migration, traveller and nomadic lifestyles, and return migration. Papers using qualitative, quantitative and/or mixed methods approaches are welcome, particularly those using new participatory methodologies with children.

We welcome papers including the following and other related topics:

- a.. Comparative approaches to children's experiences of different migration regimes, eg, children's experiences of forced migration and asylum-seeking processes, children in labour migrant families, experiences of documented/undocumented status in different national contexts, children and internal migration, separated children
- b.. Children's transnational experiences, and transnational families and lifestyles (including families fragmented by international migration, as well as mobile global elites, and return migrant families)

c.. Children's perspectives on ethnic, migrant and other identities, and their experiences of racialisation, integration, and peer networks (across different social spaces such as home, school, neighbourhood, and public spaces)

d.. Cross-cultural research methods and ethics in research on children and migration

e.. Analyses of policy responses to the needs of migrant children and youth, including education policies and practices incorporating intercultural dimensions

f.. Parenting in immigrant and ethnic minority families, children's roles in migrant families, children's participation in migration decision-making, children's rights

Abstracts are also invited for posters in these areas.

The conference is supported by a Marie Curie Excellence Grant and is hosted by the Marie Curie Migrant Children Research Team, Department of Geography, University College Cork. A limited number of bursaries for postgraduate students, unwaged and contract researchers will be made available.

Abstracts, expressions of interest and enquiries should be sent to: Caitríona Ní Laoire, Migrant Children Research Team, Department of Geography, University College Cork, Cork, Ireland. Email: c.nilaoire@ucc.ie

Conference information will be available at: <http://migration.ucc.ie/children>

CONFERENCE: European Social Science History Conference, Education and Childhood

Lisbon, Portugal

27 February-1 March 2008

The Network on Education & Childhood of the European Social Science History Conference invites papers for the Seventh Conference, which will take place from 27 February - 1 March 2008 in Lisbon, Portugal. The deadline for paper/panel proposals and pre-registration is April 1, 2007.

The Network is interested in proposals concerning childhood and education in all periods and focused on various issues in the domain. In order, however, to stimulate and continue debates in the field of the history of education and childhood, we especially welcome papers (and panels) on the following themes, which also build on conferences such as those taking place during 2007 in Norrköping (Sweden), organized by the Society for the History of Children and Youth (SHCY), and in Hamburg (Germany), organized by the International Standing Conference on the History of Education (ISCHE). Furthermore, the aim is to plan sessions in collaboration with other networks within the ESSHC.

Design: toys & spaces

Migration: education and national identity

Orphans, adoption, illegitimacy and circulation of children

Nutrition, children's health and bodies

Child correction and/or protections institutions

Disability and special education

New media and technology

Child labor after 1945
 Child abuse: marital violence and prostitutions
 Children and sexuality
 Children and war
 Children's physical integrity and child protection
 Children's rights
 Teaching of history of education and childhood
 Methodology: new (interdisciplinary) approaches on the intersection
 with gender, ethnicity and disability

Individuals interested in organizing panels on one of these themes may contact the network chairs of Education and Childhood. 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](http://www.iisg.nl/esshc)

Network coordination:
 Bengt Sandin, bensa@tema.liu.se
 Annemieke van Drenth, drenth@fsw.leidenuniv.nl

ESSAY COLLECTION: Broken Blossoms: Child Death in Eighteenth and Nineteenth Century British and American Visual Culture

Lauren Lessing and Terri Sabatos, editors

We invite proposals for scholarly essays, possibly to be published in a collection titled *Broken Blossoms: Child Death in Eighteenth and Nineteenth Century British and American Visual Culture* (Cambridge Scholars Press).

For many British and American families during the eighteenth and nineteenth centuries, the death of a child was the hardest death to bear. Death was understood to be the natural end of the life-cycle, not something that should happen to an innocent who barely had time to draw breath. Despite advances in public sanitation, hygiene, and medicine, physicians could do little to halt the course of many infectious diseases. It is little wonder that child death became a national preoccupation in both countries, as a variety of texts, from mourning manuals, and governmental blue-books to academic painting and photography attempted to frame and make sense of this event.

This collection will investigate the ways in which visual culture specifically addressed the dead and dying child, and its effect on these two emerging industrialized nations. Possible topics include, but are not limited to: the practice of taking and displaying post mortem photographs; gravestone and cemetery sculpture; domestic sculpture and ornament; children's book/magazine illustrations; children's fate in the afterlife; popular prints and postcards; or newspaper/magazine illustrations. Particularly welcome are essays that take an interdisciplinary approach to art and visual culture by linking them to other forms of discourse.

Please send your 250-500-word proposal and a CV as electronic attachments in MS-word or RTF format to: Lauren Lessing, llessing@nelson-atkins.org, or Terri Sabatos, Terri.Sabatos@usma.edu, by April 1, 2007.

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JOURNAL: *History of the Family; An International Quarterly*

As the new editorial team of the *History of the Family; An International Quarterly*, we hope to draw your attention to the opportunities for publication of studies of youth and childhood that our journal offers. Already, the journal has published interesting work in this field, e.g. special issues on adolescence (vol 8, number 3, 2003), on adoption (vol 3, no 4 1998), and on parent-child conflicts (vol 9, number 4, 2004). For the next volume (12), we still have some space left and we encourage those interested to submit draft articles as soon as possible. We also invite suggestions for new special issues at the intersection of youth, life course and family history.

More information on the journal's scientific mission is given below.

We hope to welcome you as authors soon,
Theo Engelen and Jan Kok

From January 1st, 2007, *The History of the Family; An International Quarterly* will be edited by Theo Engelen and Jan Kok. Engelen holds a chair in Historical Demography at the Radboud University Nijmegen (the Netherlands) and Jan Kok is senior researcher at the Virtual Knowledge Studio for the Humanities and Social Sciences (Amsterdam, the Netherlands). The editorial policy of the new team builds on the vision of *The History of the Family's* founding editors, Tamara K. Hareven and Andrejs Plakans. Thus, our peer reviewed journal will publish essays submitted by individual authors as well as special themed issues on new developments in the history of the family, the household and kinship, marriage, childhood and youth, life course and aging, and historical demography as it relates to the family.

In addition to those fields traditionally published in the journal, we also welcome studies that experiment with opportunities created by new sources for family and life course history research, such as large databases, special websites, social surveys and digitized (auto)biographical material or newspapers. Likewise, we encourage articles on new methods for analysis and new research practices, such as comparative international research groups. Also, we welcome critical reflection

on the categories and concepts employed in historical demography and family history, as well as essays on the relation between quantitative and qualitative approaches.

As always, *The History of the Family* strongly encourages articles on comparative research across various cultures and societies. We are keen on attracting more work from East and Southern Asia, Africa and Latin America. All aspects of family history are of interest to us, but we would like to make a special call for contributions dealing with the role of the family in migration, religion and family, and the impact of (wage) labour on family relations. Likewise, we invite scholars working on early modern history as well as contemporary history to expand the chronological scope of *The History of the Family*.

The History of the Family remains dedicated to interdisciplinary research; it publishes articles on historical anthropology, historical sociology, economic history and psychology as they relate to the family and the life course.

The new editorial team invites authors to use the online submission and peer review system of *The History of the Family* (<http://ees.elsevier.com/hisfam/>) in order to speed up the publication process.

You may also contact us directly at t.engelen@let.ru.nl and jan.kok@vks.knaw.nl

Dissertation Research on the History of Children and Youth
Compiled by Colleen Vasconselles

Recently Completed Dissertations

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Berg, Ellen L, Ph.D. “Citizens in the Republic of Childhood: Immigrants and the American Kindergarten, 1880-1920,” University of [California, Berkeley](#), 2005

Through the case study of the kindergarten, this dissertation contributes to an understanding of Gilded Age and Progressive Era reformers' work with immigrants, elucidating especially the tension between ethnic identities and the desire for a cohesive American society. Kindergarten teachers (known as kindergartners) built their curricula around social relationships in four categories: the family, the community, the nation, and the world. First, they taught children about domestic labor and love of family, enlisting mothers as allies in their work. Aware of the challenges facing immigrant families in particular, kindergartners worked to bolster family relationships; sometimes, however, their invocation of American domestic and familial patterns challenged immigrant ways. Second, kindergartners emphasized the interdependence of all workers, though with differing gender conceptions. Their rhetoric suggested that boys could rise socially through conscientious labor, and they hoped that the egalitarian kindergarten environment would provide a model for the children's future relationships. For girls and women, kindergartners emphasized not paid work but sociability and women's clubs, following the prevailing middle-class model. Third, kindergartners encouraged immigrant children to develop a love for the United States. However, their vision of patriotism and citizenship was expansive, extending theoretically—though not always in practice—to brotherhood with people of all nations. Fourth, kindergartners emphasized the unity of humankind, often within a religious context.

This universalistic, Protestant-leaning ideology was a potential challenge to conservative religious groups. Nonetheless, liberal Catholics and liberal Jews utilized kindergartens at rates similar to other groups. Moreover, when they founded their own kindergartens, Jews often viewed them as serving a secular purpose, while Catholics imbued their curricula with doctrinally specific content. Supporters of the kindergarten emphasized its assimilatory power, and proponents of the Americanization movement of the late 1910s had a natural affinity for the kindergarten. However, the underlying principles of the kindergarten movement did not reflect the Americanization movement's focus on ethnic and national identities, but rather focused on children's individual roles as members of this four-tiered society. Yet though they did not aim to undermine immigrant values,

kindergartners' conviction in the irrelevance of ethnicity presented an implicit challenge to immigrant identities.

Bullard, Katharine, Ph.D. "The Benevolence of Empire: Disciples of Race Nation and Child Welfare in America," University of Illinois, Urbana-Champaign, 2006

This dissertation connects the discourses of race and civilization to the growth of the welfare state in the United States from the second half of the nineteenth century to the 1930s. The growing community concern with poor children in the nineteenth and early twentieth centuries was contingent on a notion of racialized citizenship formed upon a base of Anglo-Saxon superiority. Children functioned as an important symbol and resource in struggles over citizenship and nation as the nation expanded across the continent and beyond. Part of sharing in the fantasy of Anglo-Saxon cultural superiority, for many social reformers such as Jacob Riis and Jane Addams, was ensuring that all of the nation's children and future citizens received care and attention. This dissertation analyzes the work of the following four significant figures to excavate connections between childhood, citizenship, and the civilizing mission: Charles Loring Brace, the founder of the Children's Aid Society; Jacob Riis, author of the famous *How the Other Half Lives*; Julia Lathrop, resident of Hull House and first director of the U.S. Children's Bureau; and Grace Abbott, professor at the University of Chicago and second director of the Children's Bureau.

Chavez, Raul S., Ph.D. "Childhood Indians: Television, Film, and Sustaining the White (sub)Conscience," University of California, Riverside, 2006

In 1967, Frank L. Tucker examined the concept of the White Conscience, a psychological tool defending the principles of white supremacy. Rooted in nearly five centuries of European and American imperialist activities in Africa, Asia, and Latin America the White Conscience used colonizer language to rationalize the marginalization of people of color as a byproduct of economic, cultural, and racial superiority of white societies. Over the course of the subsequent four decades after the publication of Tucker's findings, the Civil Rights movement forced Americans to reevaluate their treatment, and perception of people of color.

During this time, rather than generating an inclusive perception of non-white cultures, American society has created a concept of inclusion requiring a submission to tradition colonizer images of people of color, while denying the existence of this behavior. Americans have deluded themselves to believe their behavior is inclusive of the "other," while maintaining the basic principles of culture white supremacy, and the exclusion of the "inferior" non-white cultures. This subliminally practiced behavior is, what I identify as, the White (sub)Conscience. One example of the White (sub)Conscience in practice is the depiction of Native Americans in contemporary film. Although Hollywood claims to portray Natives in more authentic, and respected roles, it is merely mimicking contemporary America's perception of the "Indian."

Using race theory, colonialist and post-colonialist literature, while studying a cross-section of cinematic Indian depictions in westerns aired over the past seven decades, I have sought to explain how these films have influenced viewers, in particular the Baby-

Boomer generation of the 1950s, '60s and '70s to internalize the misrepresented movie depiction of Indians as representative of the real "Indian." These Indian depictions, my "childhood Indians," sustain the subliminally accepted white supremacist image that deny Natives their rightful place in American society. The White (sub)Conscience allows Americans to continue to assault Native sovereignty and self-determination as a result of anachronistic misrepresentations of "Indian" Americans accept as genuine. The White (sub)Conscience has institutionalized the "childhood Indian" perception of Natives, ensuring that a subsequent generation of Americans will recognize the white supremacist concept of "Indian."

Damrow, Christine B., Ph.D. "Every Child in a Garden': Radishes, Avocado Pits, and the Education of American Children in the 20th Century," University of Wisconsin, Madison, 2005

Educational gardening for children became popular around the start of the twentieth century, offering active learning, nature study instruction, and character-building experiences. Early gardening proponents hoped children would grow intellectually, physically, and spiritually in their gardens, as they learned science, poetry, perseverance, and good morals. Over the course of the century, the key lessons of the child's garden changed as did its typical form. Rectangular plots of orderly rows gave way to potted avocado trees and bean teepees. Gardens evolved in size, content, and purpose as material affluence and a societal quest for leisure came to dominate a work ethic, and as the scientific outlook of educators made the child's garden less a place of wonder than of control. The perspective and goals of gardening instructors mattered. Public schools, parents, city recreation departments, civic groups, children's organizations, popular magazines, and authors of children's books were among the twentieth-century leaders of children's gardening.

Progressive gardens provided children contact with nature while teaching them to value their own productive efforts and the beauty of God's creation. A few million children gardened earnestly in 1919 as soldiers in the United States School Garden Army. Only ten years later, however, middle-class suburban children were rather more likely to cultivate flowers than vegetables on their quest for a more beautiful America. In the decades after World War II, the gardening experiences of many children became limited to bean seed germination, a classroom lesson in elementary science. When efforts at environmental education began around 1970, children's gardening, despite great popularity earlier, was largely absent from programs intended to teach children to care for the earth.

A history of children and gardens explains why Earth Day efforts largely ignored gardening, and why, at the close of the century, children's gardens ranged from the trivial to the idealistic. Some aimed to provide fun and easy activities, others to create a better world. The story of children's gardens is one of harvests, tangible and intangible, and of changing ideas about the education of children and the human place in the natural world.

de Schweinitz, Rebecca L., Ph.D. “If They Could Change the World': Children, Childhood, and African American Civil Rights Politics,” University of Virginia, 2005

This dissertation examines the role of young people in the civil rights movement and the ways that changing ideas about childhood have influenced the place of blacks in American society and the struggle for racial equality. Chapter 1 explores how ideas about childhood helped legitimize American slavery, influenced the movements to defend and eradicate it, and limited Reconstruction efforts. Chapter 2 examines how race leaders used ideas about childhood to prove the respectability of the race and how ideas about the “rights of childhood” and greater attention to “youth problems” during the decade of the Great Depression led civic and education leaders, reformers, and race leaders to focus on discrepancies between childhood ideals and the plight of young blacks, and to argue for a system of universal and equal education. Chapter 3 argues that in the 1940s and 50s ideas about education, children, the rights of childhood, and national security concerns converged with ideas about African-American civil rights to influence the Supreme Court decision in the Brown case. Chapter 4 explores how the ideas about children and the rights of childhood that influenced Brown also influenced the way the struggle for racial equality was presented to the American public in the years following Brown and the way it was perceived by the American public. Linking African-American civil rights to ideas about childhood both shaped and limited the movement. Chapter 5 argues that young people who participated in the sit-ins and other protests of the early 1960s were building on a militant youth organizing tradition that began as early as the 1930s when the NAACP developed a strong youth program that officially encouraged the use of direct action. Well before Greensboro young people pushed the movement in more militant directions. And Chapter 6 examines the reasons for the proliferation of youth protests in the late fifties and early sixties. This dissertation provides a new framework for understanding slavery, abolitionism, Brown, the civil rights movement, and the NAACP. It expands our understanding of shifting notions of childhood and encourages scholars to recognize young people as significant historical and political actors.

DuRocher Wilson, Kristina, Ph.D. “Lessons in Black and White: The Racial and Gender Socialization of White Children in the Jim Crow South, 1887-1939,” University of Illinois, Urbana-Champaign, 2006

My dissertation examines the reproduction of racism in southern children and adolescent white boys and girls from Reconstruction to the onset of World War II. My research identifies and explores the sites of home, school, church, and community rituals as the spaces in which segregation was accepted, rejected, and reconstructed in daily life. White southern adults, through their actions and lessons to their children, continually contested their socially delineated race and gender roles, often for their own benefit as well as the overarching goal of maintaining white supremacy.

My first chapter draws on southern social activists' autobiographical memories, focusing on racial encounters from their childhood. Such moments show how white adults and society attempted to convey racial and gender roles to their children. This chapter lays out the sites of socialization as recognized by these southerners and explores the construction and deconstruction of racial, gendered, and southern cultural identity.

The next two chapters illustrate how white southerners used the social institutions of public school and church to teach children their future roles as southern white men and women. Education both inside and outside of the classroom encouraged children to fantasize about dominating African Americans, a visualization that made acts of violence against them allowable. Southern churches also reinforced the necessity for white racial purity in sermons and Sunday School activities which modeled lessons on moral living, often utilizing and adapting imperialistic rhetoric about the roles of white and black races in the materials they created for children.

My final two chapters explore ritualistic racial violence as the extreme of racial and gender socialization. The attendance and participation in the mass mob lynchings of African Americans took white children outside of the daily experiences of racism. For white male youths, the community encouraged white boys and adolescents to engage in white masculine behavior by attacking black male bodies. The heavy emphasis on masculinity in these rituals reflects the instability and insecurity of the white male hierarchy. Meanwhile, white girls learned to instigate and direct ritualistic violence, empowering themselves by using the rape-lynch discourse to escape socially imposed roles of ideal womanhood.

Green, Keith R., Ph.D. "A Fairy Tale World: The Myth of Childhood in Imperial Germany," University of Illinois, Chicago, 2005

This dissertation analyzes a myth of childhood that grew in popularity over the course of the nineteenth century until it became a prominent social discourse during the German Empire (1870–1918). The myth depicted children as innocent creatures, who, because they were pure of heart, were more capable than adults of perceiving eternal truths. In particular, children were closely attuned to the natural world and understood the laws that governed it. All who believed in the myth of childhood agreed that children were possessed of this special trait, but they did not always agree on the "truths" that children perceived. People from the middle classes believed nature embodied an ethos that stressed good *bürgerlich* values, such as thrift and diligence. Socialists believed that natural law supported the idea of an inevitable revolution. The childhood myth was therefore very fluid, and accessible to all Germans regardless of social class.

The myth found its most clear expression in the fairy tale literature of the imperial era, which is the chief object of study for this dissertation. By the late nineteenth century, the fairy tale had become a national literary institution in Germany, and one in which children often played a liminal role, bringing about a change of material and spiritual well being not only for themselves and their families, but sometimes for society as a whole. It was the perfect literary format to convey the message of social renewal that the childhood myth represented.

The present work focuses on the historical development of mythic concepts about childhood, and the uses to which the middle and working classes put them during the imperial era. Of central importance to this discourse is the ancient Germanic hero, Siegfried. Siegfried became a figure of national importance during the nineteenth

century, and he came to embody all of the symbolic aspects of the childhood myth. He also added a new dimension—renewal through sacrifice. The sacrificial child was a figure that came to dominate the childhood myth with the advent of World War I, and this dominance carried beyond the war into the 1920s and 1930s.

Gopinath, Sumanth S., Ph.D. "Contraband Children: The Politics of Race and Liberation in the Music of Steve Reich, 1965-1966." Yale University, 2005.

Steve Reich's compositions from 1965–66 constitute a rupture in the history of his work and the history of musical minimalism generally. They seem to have been unprecedented among compositions by white American experimental composers during the period of the 1960s, in that they directly addressed issues of race and race politics in American society. It's Gonna Rain (1965) makes use of the recorded voice of a black Pentecostal preacher in a piece that symbolically linked ideas of racial revolt with fears of nuclear holocaust. Oh Dem Watermelons (1965), a live soundtrack to the eponymous film by Robert Nelson, was composed specifically for use in a multimedia performance event reviving blackface minstrelsy for the purpose of exposing liberal racism. Come Out (1966) used the recorded testimony of Daniel Hamm, a member of the Harlem Six—six young black men wrongly accused of murder and condemned to life imprisonment. These works are watershed expressions in the history of minimal music, in part due to their social content, which explicitly tied the emergent genre of minimal music to the political and social movements of the 1960s—the Civil Rights and black liberation movements, the anti-nuclear peace movement, and the counterculture. But these works were also the first pieces in which Reich expressed a distinctive compositional voice, a development that led, in turn, to the creation of a new compositional practice now commonly referred to as minimalism.

This dissertation pursues three lines of inquiry regarding these works. First, it attempts to provide an aesthetic framework based on the historical concept of liberation that might facilitate understanding the meanings embedded in Reich's "race works." Second, it examines each of these three works in extensive musical and historical detail, providing multileveled interpretations of each composition. Third, it attempts to ascertain the historical impact of these compositions on musicians of Reich's generation and after, arguing that the works registered in complex ways in both popular and elite musics.

Holt, Anne Haw, Ph.D. "Men, Women, and Children in the Stockade: How the People, the Press, and the Elected Officials of Florida Built a Prison System," Florida State University, 2006

This study examines form and change in the early development of the Florida prison system, especially the period from 1821 to 1925. I also examine influences on prison growth, including change in the state's economy and politics. I place particular emphasis on local and national pressures for change that government officials, the press and popular opinion demanded. That pressure occurred through statements published in newspapers, in speeches or letters to officials or through elected officials.

"Men, Women and Children in the Stockade" includes a brief overview of the administrative practices followed in state prisons and jails throughout the American

colonies and in the 19th and early 20th centuries. It will present the history of the early Florida prison system in its historical context.

I have woven through the study consideration of how race and class affected actions and attitudes toward control of deviants. Specific chapters will examine how treatment of women and children evolved in Florida's early prisons and the use of the convict leasing system. Reports on how state officials and the public reacted to those practices are investigated. Official state records, newspaper reports, letters and other sources are examined to discover how the system adapted to deal with women, children and other special populations.

Finally, and important to presenting a full and balanced portrayal of the development of the Florida prison system, available letters and testimony of prisoners and ex-prisoners are included. Evidence gathered from the above sources balance the voluminous papers and reports Florida officials created.

Hurlbut, Joanne, Ph.D. "Shaker Children: Their Lives, Literature and Literacy," SUNY, Albany, 2005

Shaker communities developed as family settings, where significant numbers of young people made their homes. This dissertation analyzed that setting in light of women's and children's studies. Control mechanisms, especially in the written form, were primary concerns. This study analyzed how effectively the written rules and ideologies equated to everyday life, and how well the children were taught to write and read. Chapter I on Homelife explored why the children arrived and the physical settings. The Shaker home was compared with worldly settings, including the asylum. Core concepts of work and worship, along with the roles of sexual division came under study. The final section explored the idea of affection between adults and children, and delved into that quintessential childhood rite, that of play. In Chapter II, The Shakers and Their Contemporaries, groups such as the Owenite community, Oneida, and Amana were compared with the Shakers. Issues from Chapter I were further developed such as the use of the rod to discipline, the concern over dolls as a form of play, and the fears of women to surrender their children to communal care. Chapter III Education Amongst the Believers reviewed the educational practices of the Shakers, which gradually evolved during the nineteenth century and closely paralleled education in worldly classrooms. In each case, the trends over time centered on increased time spent in educational settings, greater diversity of subjects studied, improvements in physical settings and supplies, ever increasing levels of governmental control, methods of rewarding students, teacher qualifications, and teacher training. Chapter IV on Literacy presented the first study of the writings of Shaker children. Children's writings were studied on a gendered basis. Writing's counterpart in literacy was reading, a subject that also followed a gendered path. The standards of literacy came from the world and from Shaker materials. Studies of the books read and under which circumstances they were read were topics that found ready discussion in Shaker and worldly realms. Children's writings, school documents, and library lists helped to pinpoint practices and changes over time.

Jowers, Sandra, Ph.D. "Ending the Educational Exile of Black Deaf Children in Washington: Miller v. District of Columbia Board of Education," Howard University, 2006

No abstract available at this time.

Kickler, Troy, Ph.D. "Black Children, Northern Missionaries: The Freedmen's Bureau, and Southern Conservatives in Tennessee, 1965-70," University of Tennessee, 2006

This dissertation explores one of the forgotten characters of Reconstruction and African American history: the black child. It begins with the experiences of young black Tennesseans during slavery and the Civil War, then examines their lives after freedom within and outside the family and in schools, and ends with an account of their memory of Reconstruction. During Reconstruction, black children's lives were affected daily by the ideological conflict among freedmen, white Southerners, Bureau agents, and Northern missionaries. By and large slave children had experienced a childhood---thanks to the efforts of slave parents in sustaining family bonds. Yet after the tumultuous change and violence of civil war they wondered what the future held for them. Although black parents struggled mightily after freedom to form secure and protective environments, many children could not live in the ideal nuclear family imagined by freedmen, agents, and missionaries, for defiant ex-Confederates and Conservatives, and even Bureau policies and bureaucratic red tape, prevented many from enjoying the benefits of a truly independent family. Apprenticeships with whites sometimes provided the best living conditions for orphans and for children of single mothers, who struggled to make ends meet. Many apprentices' lives were little different than in slavery, but now they relied on the federal government to intervene on their behalf and learned values and trades in preparation for an independent adulthood. Sabbath schools, Bureau and missionary day schools, and the public schools provided the best preparation, however. Educators taught not only the three R's but the religious and Victorian values and civic duties they believed would make black children free.

Reconstruction was in many ways a continuation of the Civil War; black children were in the middle of this postwar ideological conflict, for what beliefs and practices the children adopted would determine, in part, the success or failure of Reconstruction. This first free generation of African Americans is thus an integral part not only of the Reconstruction story but also of the American experience.

Marko, Tamera, Ph.D. "When They Became The Nation's Children: The Raced, Classed, and Gendered Politics of the Foundation of Pediatrics in Rio de Janeiro, Brazil, 1881-1943," University of California, San Diego, 2006.

This is a story about how, through the foundation of pediatrics in Brazil between 1870 and 1930, children became, and have remained to this day, fundamental to nation-building projects. This manuscript focuses on Brazil's fast pediatric institutions founded and directed in Rio de Janeiro by two doctors who were also father and son: Carlos Arthur Moncorvo de Figueiredo and Arthur Moncorvo Filho. They are known as "the fathers of pediatrics in Brazil." The elder Moncorvo "Pae," founded the Policlínica Geral do Rio de Janeiro in 1881. It was the first clinic in the country to provide free health care

to all impoverished people, let alone include a section devoted exclusively to childhood illnesses. In 1899, Moncorvo Filho founded the Instituto de Protecção e Assistência à Infancia do Rio de Janeiro (The Rio de Janeiro Institute of Child Protection and Assistance). It was the first clinic in the country dedicated exclusively to providing health care and social welfare free of charge to impoverished children. The IPAI provided to mothers and children, and occasionally men, medical care, sterilized milk, food, clothing, layettes and "popular classes in hygiene." I place this history of pediatrics in the context of negotiations not just between doctors, but also among political leaders, military generals, Catholic priests, industrial capitalists, merchant elites, high society women and feminists of various political persuasion, journalists, literary authors, poets, students and those infants, children, women and men who were among the clinics' clients. The childbearing and childrearing theories and practices of medical and nonmedical IPAI staff as well as those of clients at the Moncorvos' clinics did indeed, to borrow Jacques Donzelot's conceptualization, "crystallize a set of issues" central to some of the most tumultuous events in 19th- and early 20th-century Brazil: abolition of slavery, the transition from a monarchy to a Republic and then building (in image and infrastructure) a modern nation based on "order and progress." I examine ways women, men and children, as clients, fund raisers, wet nurses and doctors, simultaneously challenged and reinforced traditional hierarchies of power based on race, class, gender, and age.

Mihailoff, Laura, Ph.D. "Protecting Our Children: The History of the California Youth Authority and Juvenile Justice, 1938-68," University of California, Berkeley, 2006

The American juvenile justice system went through enormous changes from 1938 to 1978. Lawmakers and experts took Progressive Era ideas of reforming criminal youths, and created highly centralized, state-run agencies to coordinate the various areas involving juvenile justice---courts, reformatories, treatment centers, and law enforcement. Officials in California were the first to lead the way and went furthest in this plan with the California Youth Authority in 1941. In the following years, the state government and the public gave the Youth Authority unprecedented political, social, and economic support to implement programs that stressed rehabilitation, and to construct the facilities and environment for such rehabilitation to occur. However, by the late 1960s, faith in treatment and enthusiasm for large, centralized agencies like the California Youth Authority diminished. Policy makers, administrators, and juvenile justice experts abandoned the principles of institutional rehabilitation.

This study emphasizes the external factors in the emergence and development of the Youth Authority. Although internal forces---experts, legislators, and administrators---played critical roles in building its organization and infrastructure, changing socioeconomic conditions, local politics, social activists, and reformatory wards and staff members were important influences shaping the Youth Authority, as well. It was at these points of contact between these various influences where conceptions about rehabilitation, discipline, and juvenile delinquency were contested, and where many changes in theories and practices regarding juvenile justice first surfaced. The origins and evolution of the California Youth Authority involved some of the most well-known figures in the fields of criminology, juvenile delinquency, and state politics

of the time. The American Law Institute's director William Draper Lewis and juvenile delinquency experts William Healy, Thorsten Sellin, and Sheldon Glueck participated in the creation of the Youth Authority model. Father Edward J. Flanagan and Benjamin B. Lindsey figured prominently in the debates about the adoption of the Youth Authority act in California; and Governor Earl Warren, Karl Holton, and Heman Stark built the agency into an influential state entity.

O'Connor-Floman, Karen, PhD. "The Naturalized Changeling in Victorian Literature of Childhood: Fairy Raids on Realism." The George Washington University, 2005.

The *Naturalized Changeling in Victorian Literature of Childhood: Fairy Raids on Realism* examines the use of the folkloric changeling motif in British literature for and about children from 1850 to 1911. In the changeling legend, a human child is abducted and replaced by a supernatural being, usually a fairy, which bears a discernibly different temperament and appearance from the "real" child. On the basis of these alterations in appearance, behavior, or ability, the child is deemed a changeling substitute, "not ours." At its deepest level, the changeling narrative is a normative tool that defines the normal by negative exception: the changeling substitute is everything that a human being and a "real" child is not.

The body of this dissertation examines what I term the literary "naturalization" of the changeling, a process whereby the folkloric changeling is accommodated to the conventions of realism and used to explore a particular "otherness"—bodily or mental, class or socio-economic, and racial or national—that the folkloric changeling already embodies. Each of the body chapters engages on some level with one of the recognizable "othernesses" that the changeling represents: *The Impaired Changeling* examines the impaired body or mind of the changeling in the works of Dinah Craik and Lucy Clifford; *The Street-Changeling* posits an intense connection between descriptions of the folkloric changeling and nineteenth-century street children in the work of Henry Mayhew, Charles Kingsley, and Arthur Morrison; and *The "Colonial" Changeling* explores the similarities between the changeling and the cultural hybrid (Anglo-Indian) in the best-known works of Rudyard Kipling and Frances Hodgson Burnett.

The reason for our enduring interest in the changeling story, I argue, lies in its use as a vehicle for defining cultural notions of the "normal" child, notions that are surprisingly similar across time and place. The non-child status of the changeling constitutes the imaginative core of the legend in all its forms; it explains the deeply ambiguous reaction to the changeling that allies these diverse Victorian and contemporary texts, and the barriers to the changeling's incorporation into "normal" life that exist even in the naturalized retellings of the tale.

Pearson, Susan J., Ph.D. "The Rights of the Defenseless: Animals, Children, and Sentimental Liberalism" University of North Carolina, Chapel Hill, 2005

This dissertation investigates the close institutional connection between the Society for the Prevention of Cruelty to Animals (SPCA) and the Society for the Prevention of Cruelty to Children (SPCC) to show how the American legal and civic cultural

imagination changed during the later half of the nineteenth and the early part of the twentieth century. In the wake of the abolitionist movement, humanitarian reformers interested in animals and children transformed a dichotomy in the American political tradition—between dependency and rights—into a complementary relationship. Reformers yoked together the figures of slave, animal, and child in written tracts, personal communications, and publicity-generating events to argue that because all three figures suffered, they were sentient beings who deserved the rights and privileges of citizenship. To animal and child protectionists, sentience rather than rationality or economic independence became the basis for claims to rights. Humanitarian reformers thus helped to transform everyday American political theory from a laissez-faire to a “welfare-state” brand of liberalism.

Richardson, Janine M., Ph.D. “Keiki o Ka Aina: Institutional Care for Hawai`i's Dependent Children, 1865-1938,” University of Hawai`i, Mānoa, 2006

"Keiki O Ka 'Aina : Institutional Care for Hawai'i's Dependent Children, 1865-1938," blends institutional history, child welfare history, and the history of the public health response to leprosy in Hawaii in an examination of eight homes for dependent children: The Boys' Industrial School and Reformatory, Kapiolani Home for Girls, the Salvation Army Homes for Children (one for boys, one for girls), Castle Home, Susannah Wesley Home, St. Anthony's Home, and St. Mary's Home for Children. The dissertation presents brief institutional histories of the most prominent of Honolulu's homes for dependent children that were founded in late kingdom through early territorial Hawai'i and explores the precipitating circumstances as well as the particular motivations and personal beliefs of their founders. At the same time, Keiki O Ka 'Aina ("children of the land") seeks to describe the lives of Hawai'i's poor and working-class children, both Native Hawaiian and immigrant, in the late nineteenth through early twentieth centuries.

Keiki O Ka 'Aina connects the orphanages of Hawaii between 1865 and 1938 with similar institutions on the mainland United States, and argues that while the beginnings of Hawai'i's institutions for children were grounded in the local particulars of social disruption, dislocation, and disease, their brick and mortar---or wooden frame---structures were, by and large, American solutions. Keiki O Ka 'Aina asserts that the Homes' eventual endings---their closings---were decisively linked, as well, to national changes in the funding of social welfare and child welfare programs, especially the Community Chest movement and the funding protocols of the Social Security Act of 1935.

Ringel, Paul, Ph.D. “Conceiving Childhood: Juveniles, Magazines, and the Acculturation of American Children, 1823-1918,” Brandeis, 2006

This dissertation examines how the prosperous classes of the North reconstructed the concept of childhood to satisfy an increasingly commercial and industrial society. Children's magazines played a central role in this process; as Americans became more mobile and thus separated from their traditional networks of extended families and churches, these periodicals created a new type of community that assisted parents in transmitting socially acceptable Protestant values to their children. By the late 19th century, the industry's two most successful publications, the Youth's Companion and St.

Nicholas, extended this community into an international audience of over a million readers a month.

As they grew into national forums, children's magazines reflected and transformed ideas about children's role in American culture. Antebellum editors disagreed along lines based on religion, class and region, about whether children possessed an inherently depraved or a spiritually transcendent nature, but they generally concurred that a commercial society offered only danger to American youth and that the best place for children was at home, Sunday school or church. In the post-Civil War era, however, as these periodicals came under the control of more corporate and male-dominated publishing houses, these perspectives surrendered to a more earthbound and commercially-oriented vision. Releasing children from their status as a captive audience subject to a steady dose of sermons and cautionary tales, this new approach forced children's magazines to reconcile their didactic role with the need to appeal to children as customers.

This new perspective on childhood altered the cultural expectations for American youth by assimilating children into the national community at a much younger age. Children's magazines of the Gilded Age and Progressive Era focused less on cultivating obedient Christian sons and daughters and more on developing strong American citizens who could thrive in an urban, industrial society. This dissertation explains how 19th century religion, commerce, gender relations and politics converged on the idea of childhood and influenced these changes within the children's magazine industry that played such a dominant role in teaching the nation's youth about their place in American culture.

Rougeau, R. Nichole, PhD. "Alice's Shadow: Childhood and Agency in Lewis Carroll's Photography, Illustrations, and Alice Texts." Louisiana State University and Agricultural & Mechanical College, 2005.

The nineteenth century marks the emergence of a new literary market directed at the entertainment of children. However, a dichotomy exists concerning the image of childhood. Adults tended to idolize childhood in literature to reflect on their own lives ignoring the needs of children to possess an identity of their own. Essentially children are shadows of adults. Examinations of the shadows of childhood—children as shadows of adults, children shadowed by adults, the shadows as identifying children, and the shadows children themselves cast—lead to a discussion of agency over childhood. Lewis Carroll, entering this new literary market with his Alice series, identifies the misconceptions of childhood calling attention to the shadowed truth in his photography, illustrations and literature.

This dissertation integrates psychological, cultural, visual and linguistic analysis in an effort to create a lens through which we can expand our understanding of children and literature written for and about children. Specifically, Lewis Carroll's Alice series serves as an exemplary text on which to base discussions of childhood and the child-literary audience in relation to children as muses for poetry, photographic subjects, illustrated figures, and literary characters. Examining eighteenth- and nineteenth-century education manuals as well as the romantic works of William Blake and William Wordsworth, I trace the various forms of shadows used to discuss childhood. I call on the theories of Perry Nodelman, Lev Vygotsky, Benjamin Lee Whorf, and Sigmund Freud to conclude that Carroll uses these shadows to dispel previous notions of children but also to

empower the nineteenth-century child in his photography, illustrations, and Alice books. Furthermore, I extend this lens to discuss images of children in the twentieth and twenty-first century texts of J. M. Barrie's *Peter Pan*, J. K. Rowling's *Harry Potter* books, and Lemony Snicket's *Series of Unfortunate Events* series to argue that contemporary literature for children maintains these shadows which cast darkness on harsher realities from which children need to escape.

Singer, Amy Elisabeth, PhD. "Under the radar: The subversive work of American children's books, 1930—1980," University of Washington, 2005

Sociological conversations about cultural products like books have a long history, to which this study contributes. In addition, sociologists have long been interested in questions about how social norms and ideas are sometimes reproduced and sometimes resisted. This dissertation project is rooted in a tradition of sociologists who study the novel as a source of data. Like these sociologists, I look to the American novel for information about social ideologies and structured representations; like them, I look to the history of American book publishing for information about how texts come to exist and circulate. Unlike them, though, I focus on the cultural content and publishing history of American children's novels, and on each text's willingness to resist the reproduction of dominant social arrangements which are based upon inequality. And for good reason: American children's novels have been published within a very different configuration of industrial arrangements, and have been subject to different kinds of concerns over their content—both by theorists of cultural reproduction and public debates about what texts children should and should not be exposed to.

Further, literary scholars argue that modern feminist fiction emerged during the 1970s, as a component of second wave feminist political activity. This sociological study also critiques and transforms definitions of 'the feminist novel,' and suggests that feminist, or subversive, children's novels existed well before the late-twentieth-century eruption of second wave feminism. By using a less-individualistic theory of social stratification and resistance than previous research, the study uncovers a range of narrative strategies that explicate and resist overlapping forms of oppression. By creating a way to identify stories that implicate social structures in their representation of stratification, I identify a different way to think about what counts as a subversive children's novel. This dissertation conceptualizes children's novels as (potentially) containing narratives of resistance, which permits a connection to feminist theories of narratives, since they offer the best models for these types of questions and goals.

Stern, Gaius, Ph.D. "Women, Children, and Senators on the Ara Pacis Augustae," University of California, Berkeley, 2006

No abstract available at this time.

Towers, Iris, Ph.D. "When the Bough Breaks: Dependent Children in Westchester County, New York, 1880-1914," CUNY, 2005

Between 1880 and 1914, children from more than 350 families in Westchester County entered the Westchester Temporary Home for Destitute Children. This study offers an analysis of their institutional experience from the perspective of the community, the family, and the children themselves. It also examines the 1880 Census for three

representative Westchester towns in order to determine how the educational and work experiences of children committed to Westchester institutions compared to those of the general population. Although the youngsters left no written accounts, rich and previously unexamined records of the Home and related court proceedings reveal how they reacted to their treatment.

Scholars who have examined subordinate populations, such as women, slaves, and serfs generally ignore children, who also suffered oppression under the guise of protection and support. Youngsters committed to institutions such as the WTH had to cope with life outside their families and to negotiate on their own changing circumstances as they travelled from their families to institutions to placements. The children in this study responded with behavior that ranged from acceptance and accommodation to resistance, retaliation, and running away. Behavior admired in adults, namely independence, self-determination, and resistance to oppression, was condemned in children. Those who dared to criticize or oppose their treatment risked punishment, arrest, and commitment to institutions.

This work builds on scholarship that considers the strategies of families who used institutions as a refuge for their children during times of crisis. This is not, however, merely an institutional study, but one that develops the experiences of the children of the WTH on a larger social and economic canvas. Their hardships and deprivations aroused both the charitable impulses and the anxieties of the county's upper classes, who feared that they posed both an imminent and a future threat. The WTH was part of the community, and many layers of Westchester society converged there. Their interactions shed light on changing theories regarding the education, healthcare, work, and discipline of children during the late nineteenth and early twentieth centuries.

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

A significant body of literature in Francophone North and West Africa, and the French Antilles describes the pain and pleasure of the indigenous child growing up under colonial rule or in postcolonial societies. In the dissertation, I propose that the literary project of remembering childhood must confront colonial oppression in a Francophone world that did much to silence the marginalized. In Chapters One and Two, I compare Patrick Chamoiseau's treatment of a Martinican childhood and Creole identity in his two-volume account, *Antan d'enfance* and *Chemin-d'École* (1993 and 1994) to Maryse Condé's tales of a Guadeloupean childhood in *Le cœur à rire et à pleurer: contes vrais de mon enfance* (1999). In Chapter Three, I move to Algeria and read Malika Mokeddem's *Les hommes qui marchent* (1990), an autofictional work that retraces the itinerary of a young Algerian girl who navigates the confinement of Arabo-Islamic patriarchy and the violence of the Algerian War. Finally, in Chapter Four, I read Ahmadou Kourouma's *Allah n'est pas obligé* (2000), a fictional novel that depicts the life of a child-soldier in Liberia and Sierra Leone during the 1990s. Through close textual analysis, I demonstrate how each writer invents a child out of a melange of fact and fiction.

My work treats accounts of childhood across different generational and geographical divides and, as such, pays attention to the diversity of childhood in Francophone literary history. I argue that the figure and time of childhood cannot be reduced to a generalized conception or universal symbol; rather, the reconstructed child is a powerful questioning of colonial and postcolonial stereotypes and of the too often neat temporal categories of colonial and postcolonial. Each writer locates the child between languages and cultures, exploring the possibility of minority subject formation and describing the confluence of personal and social journeys under colonialism and departmentalization.

Chamoiseau sets the stage by asking, "Can you tell of a childhood what is no longer known?" (Gallimard, 1993, 21). My inquiry into memories of childhood takes Chamoiseau's sweeping question as its cue to see how remembering the past in the figure of the child is an effective technique for making claims of identity in the present. Chamoiseau's reflection on childhood is crucial because it contains in one concise question the two problematics I set out to explore. The first issue is portraying life in the margins of French colonial and departmental worlds. The second is the writing of childhood, a time whose recall requires piecing together fragments of memory. My dissertation elaborates on the two topics outlined here by bringing together and developing interpretive tools that guide my readings. In my analysis, I read childhood through Sigmund Freud's theory of childhood memory; the role of language in D. W. Winnicott's model of the transitional object in a child's psychogenesis; Edouard Glissant's relational understanding of identity; Gilles Deleuze's and Félix Guattari's theory of minor literature; Michel de Certeau's work on space and language; and Marianne Hirsch's theory of postmemory. This theoretical backbone supports my close readings in a productive examination of the figure of the child in Francophone literature.

Wellen, Lauren A., EdD. "The Influence of Lilian G. Katz on Early Childhood Education: An Oral History." Northern Illinois University, 2005.

This oral history was designed to investigate the life story and influences of Lilian G. Katz on early childhood education. The following research questions guided the study: (1) In what ways have Dr. Katz's life experiences and life stories influenced the direction of her work in the field of early childhood education? (2) What events, actions, beliefs, and attitudes shaped Dr. Katz's career development and mentoring at the University of Illinois, Urbana-Champaign (UIUC)? (3) What events and actions have influenced Dr. Katz's career beyond the UIUC? (4) What have been Lilian G. Katz's contributions and impact on the field of early childhood education with respect to teacher education, curriculum design, dissemination of information, and leadership?

The data gathered for this study included audio recordings of in-depth interviews with Dr. Katz; responses to questionnaires from others who were part of her professional life; notes from the symposium given in her honor by the UIUC, and the former ERIC Clearinghouse on Elementary and Early Childhood Education; and her presentation at the National Association for the Education of Young Children conference on November 1, 2001. E-mail communication was also used to collect and verify information, and primary and secondary sources were reviewed. Dr. Katz's original quotes were retained in the body of the document to preserve the perspective and personality of the educator.

Data explained how the four themes emerged. The themes were Lilian G. Katz as: (1) pioneer, (2) orchestrator, (3) internationalist, and (4) mentor.

Political, historical, and educational influences of the era provide context for the events in Dr. Katz's life. The themes explain the data collected and provide a basis for the discussion of the oral history. Dr. Katz has dedicated her life to the field of early childhood education and contributed to it through her extensive research, publications, lecturing, teaching, and leadership. Learning about her life and the lives of other early childhood educators can guide the future directions of early childhood education.

Wood, Elizabeth Jane, PhD. "Objects Matter: The Meaning of Objects from Childhood." University of Minnesota, 2005.

Objects matter to human development. Our world is comprised of and shaped by our interaction with objects. Saved objects from our childhood have unique and special meaning to adults. This research investigates the meaning and importance of objects saved from childhood using a hermeneutic approach drawn from the philosophies of Heidegger and Gadamer. This research interprets the meaning of objects from childhood using textual analysis of interviews with eight participants discussing 11 different objects. In addition, it illuminates the meaning of these objects through the use of existing sources from philosophy, literature, art, poetry, and drama. The study opens a unique understanding into the meaning that these objects have for the people who keep them. It demonstrates that the fundamental nature of human learning is formed through our interaction with objects.

Four primary themes of objects from childhood emerged from the research: (a) objects are containers of our identity, (b) objects allow us to exist in a state of timelessness as continuous beings, (c) objects offer us preservation and protection from death, and (d) objects from childhood are unique and real, with a magical quality that makes them seem alive, as though they were another being. This research furthers our knowledge of key aspects of human development and learning. Implications of this research include a deeper understanding of major theories and philosophy on the nature of learning including: (a) Dewey's concepts on the aesthetic nature of learning, (b) the importance of objects in helping to shape and organize our life, (c) the contextual and layered nature of learning and, (d) a practical demonstration of Heidegger's concepts of Being through learned epistemology and ontology. Additional application of the research includes the transformation of the traditional object lesson into a dynamic, high-impact "object dialogue" for self-directed learning.

Dissertations in Progress

Aird, Sheila Marie. Howard University, "The Forgotten Ones: Enslaved Children and the Formation of a Labor Force in the British West Indies"

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

- Anuik, Jonathan. University of Saskatchewan, "Metis Children and the Christian Educational Agenda--The Formation of a Metis Childhood Identity in 19th-Century Northwest North America"
- Backes, Matthew, Columbia University, "The Father-Child Relationship in American Culture, 1800–50"
- Bates, Rebecca. University of Kentucky, "Cultivating the British Nation, Saving the English Laborer: A Study of Working-Class Childhood, Labor, and Philanthropy, 1830-1924"
- Birk, Megan E. Purdue University, "Children in the Country: 19th-Century Solutions for Rural, Dependent Children"
- Boucher, Ellen. Columbia University, "An Imperial Investment: British Child Emigration to Southern Rhodesia and Australia, 1900-67"
- Brian, Amanda. University of Illinois, Urbana-Champaign "Bonds of Empire: Growing Children in the Kaiserreich, 1871-1918"
- Bridge, Kathryn. University of Victoria, "A Whole New Voice: The Pioneer Child in Western Canada, 1849-1920"
- Chalmers, Elizabeth. University of Kentucky. "Children of the Occupation: French Children Living in German Occupied France during the First World War"
- Chupik, Jessa. McMaster University. "The Institutional Confinement of 'Idiot' Children in 20th-Century Canada: The Case of the Orillia Asylum, 1900-35"
- Collinson, Caroline. The Ohio State University "The Littlest Immigrants': Adoption, Migration, and Exploitation of Border Crossing Children in the Americas"
- Creagh, Dianne. SUNY, Stony Brook, "Cradled in the Fold: Dependent Children and Substitute Mothers in Catholic and Jewish New York, 1869-1940"
- Drixler, Fabian. Harvard University. "Children of Fear: Population Policy and the End of the Low Fertility Regimes of Northern Japan, 1720-1920"
- Fu, Jia-Chen. Yale University. "Society's Laboratories: Mapping Children's Health in Republican China, 1928-49"
- Gallop, Rachel. University of Minnesota. "Dirty Hippies, Earth Mothers, Love Children: California Counterculture in the Vietnam Era"
- Gooding, Kevin L. Perdue University, "For the Children's Souls: Interdenominational Competition and the Religious Education of Children in Indiana, 1801-50"

Gorshkov, Boris. Auburn University "Factory Children: Child Industrial Labor in Imperial Russia, 1780-1917"

Green, Rachel. University of Chicago. "'There will not be orphans among us!' Detdomovtsy, Foster Children, and Adoptees of the World War II Era"

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

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

Hinderer, Moira. University of Chicago. "Making African American Childhood: Chicago, 1890-1930"

Hollenbeck, Bryn Varley. University of Delaware. "The Littlest Americans at Home: The Material Culture of Childhood, 1890-1960s"

Jorae, Wendy. University of California-Davis, "Children of Chinatown: Chinese American Children in San Francisco, 1850-1920"

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

Lambert, Cornelia. University of Oklahoma. "Understanding the Nature of Childhood in the 18th Century"

Lee, Daniel. University of California-Berkeley. "Children of African American Soldiers and German Women Post-World War II"

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

Maus, Tanya. University of Chicago. "Child Saving: Psychology, Poverty, and Juvenile Reform in Late Meiji and Early Taisho Japan, 1895-1920"

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

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

Nardi, Patricia. CUNY. "Mothers at Home: Their Role in Child-Rearing and Instruction in Early Modern Europe"

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

Patters, N'Jai-An. University of Minnesota, "Deviants and Dissidents: Ideologies of Children's Sexuality, Boston, 1972-86"

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

Piel, Lizbeth H. University of Hawai'i, Mānoa. "Discovering the Mind of the Child: Modern Identity in Taisho Japan"

Ramey, Jessie B. Carnegie Mellon, "Contested Childhood: Black and White Orphans, Poor Families, and Institutional Childcare in Pittsburgh, 1877-1939"

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

Ruis, Andrew. University of Wisconsin-Madison, "Children's Nutrition and Public Health in Early 20th-Century America"

Schultz, Carrie T. Boston College, "Let the Little Children Come to Me': Catholic Children's Moral Development in the United States, 1920-65"

Shapira, Michal. Rutgers. "Subjects of Care: Reconstructing the Child and Psychology in War and Postwar Britain, 1940-60s"

Sovde, Jennifer. Indiana University, "Les enfants du paradis: Child Performers and Delinquency in the French Third Republic"

Spindel, Laurel. University of Chicago, "From Institution to Community: Changing Child-Caring Practices in Chicago, 1930-Present"

Sribnick, Ethan. University of Virginia. "The Transformation of Child Welfare: Children, Policy, and the State, 1945-80"

Sundermann, Elisabeth. University of California, Davis. "The Old School Ties: How Religion, Class, and Culture Bound English Education in the Postwar Era"

Tappan, Jennifer. Columbia University. "A Healthy Child Comes from a Healthy Mother: Mwanamugimu and Nutritional Science in Uganda, 1935-73"

Tinsley, Alexis. Brandeis University. "Liberty's Children: The Changing National Identity of Children in New England, 1700-1827"

Villarreal, Rachel. University of Arizona. "Gladiolas for the Children of Sanchez: Revolutionary Rhetoric and Urban Renewal in Mexico City, 1946-68"

Wash, Charles. Howard University. "Childhood in Brazil: Free and Enslaved Children in Salvador da Bahia, 1822-88"

Webb, Daryl A. Marquette University. "Milwaukee Children in the Great Depression"

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

Zey, Nancy. University of Texas at Austin, "'Rescuing Some Youthful Minds': Charity Schools, Orphan Asylums, and the Origins of American Child Welfare"