

CONTENTS

Foreword by Paula S. Fass xi

Acknowledgments xv

Introduction: Good to Think With—History,
Space, and Modern Childhood 1

MARTA GUTMAN AND NING DE CONINCK-SMITH

PART ONE

Child Saving and the Design of Modern Childhoods

1 Connecting with the Landscape: Campfires and
Youth Culture at American Summer Camps, 1890–1950 23

ABIGAIL A. VAN SLYCK

2 A (Better) Home Away from Home: The Emergence
of Children's Hospitals in an Age of Women's Reform 42

DAVID C. SLOANE

3 Sick Children and the Thresholds of Domesticity:
The Dawson-Harrington Families at Home 61

ANNMARIE ADAMS AND PETER GOSSAGE

4 The "Myers Park Experiment" in Auckland,
New Zealand, 1913–1916 82

ANÉNE CUSINS-LEWER AND JULIA GATLEY

PART TWO

The Choreography of Education and Play

5 A Breath of Fresh Air: Open-Air Schools in Europe 107

ANNE-MARIE CHÂTELET

-
- | | | |
|---|--|-----|
| 6 | Molding the Republican Generation: The Landscapes of Learning in Early Republican Turkey
ZEYNEP KEZER | 128 |
| 7 | Nomadic Schools in Senegal: Manifestations of Integration or Ritual Performance?
KRISTINE JUUL | 152 |
| 8 | Adventure Playgrounds and Postwar Reconstruction
ROY KOZLOVSKY | 171 |

PART THREE

Space, Power, and Inequality in Modern Childhoods

- | | | |
|----|---|-----|
| 9 | The View from the Back Step: White Children Learn about Race in Johannesburg's Suburban Homes
REBECCA GINSBURG | 193 |
| 10 | Children and the Rosenwald Schools of the American South
MARY S. HOFFSCHWELLE | 213 |
| 11 | The Geographies and Identities of Street Girls in Indonesia
HARRIOT BEAZLEY | 233 |

PART FOUR

Consumption, Commodification, and the Media: Material Culture and Contemporary Childhoods

- | | | |
|----|---|-----|
| 12 | Coming of Age in Suburbia: Gifting the Consumer Child
ALISON J. CLARKE | 253 |
| 13 | Inscribing Nordic Childhoods at McDonald's
HELENE BREMBECK | 269 |
| 14 | "Board with the World": Youthful Approaches to Landscapes and Mediascapes
OLAV CHRISTENSEN | 282 |
| 15 | Migrating Media: Anime Media Mixes and the Childhood Imagination
MIZUKO ITO | 301 |

Epilogue: The Islanding of Children—Reshaping the
Mythical Landscapes of Childhood

316

JOHN R. GILLIS

Notes on Contributors 331

Index 335

FORWORD

The interest in children and childhood as serious subjects of inquiry has grown dramatically in the last decade. This is the result of a dawning sense of not fully understood changes in childhoods in the globally conscious twenty-first century, from fears about the demise of the childhood we have come to know in the Western world since the early twentieth century, as well as from developments within a variety of disciplines. Together they have made children into the newest subject of study for historians, art and architectural historians, sociologists, philosophers, and anthropologists. For many of us working in this area during this time, the study of children has been an exciting means to understand many of the underpinnings as well as some of the hidden corners of human experience.

Studies of the material culture of children—their spaces, toys, and furnishings—have grown along with this new interest, and museums and other exhibition spaces over the last several years have invited the public into this new world of child studies.¹ This phenomenon suggests that the interest is hardly confined to the academy and that children and their lives have become significant points of a much wider fascination and concern. In fact, spaces and material objects are extremely effective vantages from which to observe the results of the upsurge in scholarly attention to this subject. Schools, children's nurseries, toys, books, clothes, and other material objects—created by adults according to both their understanding of what childhood is like and their commitments to investing in children—are the sites and objects that help to define children's worlds, as well as their experiences and their imaginations. This material world is where childhood (as adults define it) and children (as real participants) intersect. These specially made pieces and objects have been very much a part of the experience of the middle classes in Europe and the United States since the mid-nineteenth century. How children use their spaces and the objects created for them, by adapting and recreating them, is a large part of what has constituted children's experience, and for observers new to this world of scholarship, seeing (actual objects at exhibitions, or the many illustrations included in this volume) as well as reading is almost helpful.

Other societies and earlier periods in the West did not pay as much attention to children's special needs and had fewer resources to build separate spaces and objects exclusively for children. Nevertheless, in these societies and cultures,