

# Childhood, Youth and Emotions in Modern History

*Palgrave Studies in the History of Emotions*

Series editors:

**David Lemmings**, Professor of History, University of Adelaide, Australia

**William M. Reddy**, William T. Laprade Professor of History, Duke University, USA

*Palgrave Studies in the History of Emotions* includes work that redefines past definitions of emotions; re-conceptualizes theories of emotional 'development' through history; undertakes research into the genesis and effects of mass emotions; and employs a variety of humanities disciplines and methodologies. In this way it produces a new interdisciplinary history of the emotions in Europe between 1100 and 2000.

*Titles include:*

Edited by Rob Boddice

PAIN AND EMOTION IN MODERN HISTORY

Kyra Giorgi

EMOTIONS, LANGUAGE AND IDENTITY ON THE MARGINS OF EUROPE

Edited by Andrew Lynch, Stephanie Downes and Katrina O'Loughlin

EMOTIONS AND WAR

Edited by Claire McLisky, Daniel Midena and Karen Vallgård

EMOTIONS AND CHRISTIAN MISSIONS

Historical Perspectives

Edited by Stephanie Olsen

CHILDHOOD, YOUTH AND EMOTIONS IN MODERN HISTORY

National, Colonial and Global Perspectives

*Forthcoming titles include:*

Erika Kuijpers

TRAUMA, MEMORIES AND EMOTIONS IN EARLY MODERN EUROPE

Edited by Jennifer Spinks and Charles Zika

DISASTER, DEATH AND EMOTIONS IN THE SHADOW OF THE

APOCALYPSE, 1400–1700

---

**Palgrave Studies in the History of Emotions**

**Series Standing Order ISBN 978-1-137-36634-4 (Hardback)**

*(outside North America only)*

You can receive future titles in this series as they are published by placing a standing order. Please contact your bookseller or, in case of difficulty, write to us at the address below with your name and address, the title of the series and the ISBN quoted above.

Customer Services Department, Macmillan Distribution Ltd, Houndmills, Basingstoke, Hampshire RG21 6XS, England

---

# Childhood, Youth and Emotions in Modern History

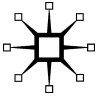
**National, Colonial and Global Perspectives**

Edited by

Stephanie Olsen

*Max Planck Institute for Human Development, Berlin*

palgrave  
macmillan



Selection, introduction and editorial matter © Stephanie Olsen 2015  
Individual chapters © Respective authors 2015

All rights reserved. No reproduction, copy or transmission of this publication may be made without written permission.

No portion of this publication may be reproduced, copied or transmitted save with written permission or in accordance with the provisions of the Copyright, Designs and Patents Act 1988, or under the terms of any licence permitting limited copying issued by the Copyright Licensing Agency, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

The authors have asserted their rights to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2015 by  
PALGRAVE MACMILLAN

Palgrave Macmillan in the UK is an imprint of Macmillan Publishers Limited, registered in England, company number 785998, of Houndmills, Basingstoke, Hampshire RG21 6XS.

Palgrave Macmillan in the US is a division of St Martin's Press LLC, 175 Fifth Avenue, New York, NY 10010.

Palgrave Macmillan is the global academic imprint of the above companies and has companies and representatives throughout the world.

Palgrave® and Macmillan® are registered trademarks in the United States, the United Kingdom, Europe and other countries.

ISBN 978-1-349-55575-8 ISBN 978-1-137-48484-0 (eBook)  
DOI 10.1057/9781137484840

This book is printed on paper suitable for recycling and made from fully managed and sustained forest sources. Logging, pulping and manufacturing processes are expected to conform to the environmental regulations of the country of origin.

A catalogue record for this book is available from the British Library.

A catalog record for this book is available from the Library of Congress.

# Contents

<i>List of Figures</i>	vii
<i>Acknowledgments</i>	viii
<i>Notes on Contributors</i>	x
1 Introduction <i>Stephanie Olsen</i>	1
2 Emotions and the Global Politics of Childhood <i>Karen Vallgård, Kristine Alexander and Stephanie Olsen</i>	12
3 Feeling Like a Child: Narratives of Development and the Indian Child/Wife <i>Ishita Pande</i>	35
4 Teaching, Learning and Adapting Emotions in Uganda's Child Leprosy Settlement, c. 1930–1962 <i>Kathleen Vongsathorn</i>	56
5 Settler Childhood, Protestant Christianity and Emotions in Colonial New Zealand, 1880s–1920s <i>Hugh Morrison</i>	76
6 Architecture, Emotions and the History of Childhood <i>Roy Kozlovsky</i>	95
7 Space and Emotional Experience in Victorian and Edwardian English Public School Dormitories <i>Jane Hamlett</i>	119
8 Emotional Regimes and School Policy in Colombia, 1800–1835 <i>Marcelo Caruso</i>	139
9 Feeling Like a Citizen: The American Legion's Boys State Programme and the Promise of Americanism <i>Susan A. Miller</i>	158

10	Disciplining Young People's Emotions in the Soviet Occupation Zone and the Early German Democratic Republic <i>Juliane Brauer</i>	178
11	Inscribing War Orphans' Losses into the Language of the Nation in Wartime China, 1937–1945 <i>M. Colette Plum</i>	198
12	Everyday Emotional Practices of Fathers and Children in Late Colonial Bengal, India <i>Swapna M. Banerjee</i>	221
13	Anti-vaccination and the Politics of Grief for Children in Late Victorian England <i>Lydia Murdoch</i>	242
	<i>Index</i>	261

# List of Figures

4.1	Page from the photograph album of Margaret Laing	60
6.1	Illustration from 'Post-war Builders at Work at the Camberwell Junk Playground'	105
6.2	Single room with sleeping accommodation for mothers	107
6.3	'Responding Easily and Fearlessly to the Thoughts within'. Photograph illustrating the 1949 Education Pamphlet <i>Story of a School</i>	113
7.1	Photograph showing the interior of a dormitory, possibly in the Sanatorium	125
7.2	Photograph showing boys packing at the end of term by Alexander Hay Tod	127
7.3	Sketch from the notions book of H.E. Campbell, 1866	130
7.4	Photograph showing a study by Alexander Hay Tod	132
7.5	Photograph showing the interior of Second Chamber	133
10.1	Cover of the songbook: Zentralrat der Freien Deutschen Jugend, Abt. Junge Pioniere (ed.), <i>Wir singen neue Lieder</i>	187

# Acknowledgments

This book would not exist without the contribution of many people. First of all, I would like to thank the participants of the Childhood, Youth and Emotions in Modern History conference at the Max Planck Institute for Human Development (MPIB), who travelled to Berlin from near and very far. Their participation, enthusiasm and fresh ideas spurred on this project in its initial stages. Equal thanks go to the book contributors who agreed to come on board after the conference. Your contributions have made the project a richer one.

I am thankful for the generous support of the MPIB and the Director of the Centre for the History of Emotions, Ute Frevert, for the conference. I appreciate her participation, that of several colleagues and of our keynote speaker, Peter N. Stearns. Special thanks go to my co-organizer, Juliane Brauer, with whom discussing the nexus of the history of emotions, childhood and education is always a pleasure and an inspiration. Our five years of office sharing have been fun, and productive too, as is evidenced by this book.

Many thanks to the enormously supportive staff and student assistants at the MPIB, Karola Rockmann, Christina Becher, Matthew Scown and Adam Bresnahan, who have valiantly translated, proofread and checked every reference. In the final stages, Jon Lloyd has saved the book from many errors. No writer could ask for better help.

Kristine Alexander and Karen Vallgård, my co-writers of Chapter 2, thought through some sticky issues with me in Berlin and in Montreal, and in countless video conferences from Copenhagen and Lethbridge. Our collaboration has built upon our individual strengths and has allowed us to discover new ways forward in our thinking; I also thank them for their contribution to the book as a whole. Writing a chapter in three different countries proved to be an exhilarating experience, and one which I would happily repeat.

My interest in the history of childhood was first peaked while writing my MA at the University of British Columbia, under the guidance of Joy Dixon, and was further developed at McGill with the help of Brian Lewis, Elizabeth Elbourne and Michèle Cohen.

The Palgrave Macmillan History of Emotions series editors, Bill Reddy and David Lemmings, have been enthusiastic supporters of this project from the start. I am grateful for their guidance, as well as that of



the anonymous peer reviewers. My thanks go to Palgrave Macmillan, and especially to Jenny McCall and Jade Moulds, for seeing this book through to completion.

As always, I am thankful for my parents' support and sound example. Finally, Rob Boddice's shrewd judgment, intelligence and energy have elevated this and every one of my projects. I am looking forward to the next adventure.

# Contributors

**Kristine Alexander** is Canada Research Chair in Child and Youth Studies at the University of Lethbridge. Her scholarship focuses on young people, colonialism and war in the early twentieth century. Her publications include studies of Canadian girls and the First World War, summer camps across the British Empire, the imperial and international history of the Girl Guide movement, and the methodological and epistemological challenges involved in archival research on childhood.

**Swapna M. Banerjee**, Associate Professor of South Asian History at Brooklyn College of the City University of New York, researches gender, domesticity, family history and class relations in colonial India. Her current research is on the history of fathers and children in colonial India with special focus on the ideas and practices of fatherhood as a cornerstone of colonial patriarchy and masculine ideology. Her book *Men, Women, and Domesticity: Articulating Middle-Class Identity in Colonial Bengal* (2004) employs the lens of employer–servant relationships to examine the construction of national identity in colonial Bengal. Her articles and reviews on domesticity, domestic service, children and youth have appeared in several edited volumes and journals such as *Paedagogica Historica*, *History Compass* and the *Journal of Social History*.

**Juliane Brauer** is Research Scientist at the Max Planck Institute for Human Development, Centre for the History of Emotions, Berlin. She studied Modern History and Musicology at Humboldt University and the University of Bielefeld. In 2007 she completed her PhD in History at the Free University of Berlin on Music in Sachsenhausen Concentration Camp. In 2012 she had a temporary professorship of Modern History and Didactics of History at the Department of History, University of Erfurt. She is currently working on her habilitation project, ‘Youth, Music and the Cultivation of Feelings in a Divided Germany’. Her other research interests include the history of education and practices of remembrance.

**Marcelo Caruso**, Professor of History of Education at Humboldt University, Berlin, holds a degree in Educational Studies from the University of Buenos Aires, a PhD from the University of Munich and a habilitation

from Humboldt University. He researches the transnational history of educational technologies and power-knowledge constellations in educational history, with a focus on Western Europe and Latin America. Recent publications include: *Geist oder Mechanik. Unterrichtsordnungen als kulturelle Konstruktionen in Preußen, Dänemark (Schleswig-Holstein) und Spanien, 1800–1870* (2010) and the edited volumes *Internacionalización. Políticas educativas y reflexión pedagógica en un medio global* (together with Heinz-Elmar Tenorth, 2011) and *Classroom Struggle: Organizing Elementary School Teaching in the 19th Century* (2015).

**Jane Hamlett** is Senior Lecturer in Modern British History at Royal Holloway, University of London. Her research interests include the history of gender, visual and material culture, and families and emotional life. Her first book, *Material Relations: Middle-Class Families and Domestic Interiors in England 1850–1910*, was published by Manchester University Press in 2010. She recently led the ESRC ‘At Home in the Institution’ project, and the resulting monograph, *At Home in the Institution: Material Life in Asylums, Lodging Houses and Schools in Victorian and Edwardian England*, was published by Palgrave Macmillan in 2014.

**Roy Kozlovsky** is Senior Lecturer at the Tel Aviv University School of Architecture. He received his PhD in the history and theory of architecture at Princeton University in 2008. He specializes in the history of post-war architecture in Great Britain, with a concentration on architecture built for children. His monograph, *The Architectures of Childhood; Children, Modern Architecture and Reconstruction in Postwar England*, was published in 2013.

**Susan A. Miller** is Associate Professor of Childhood Studies at Rutgers University, Camden. She is the author of *Growing Girls: The Natural Origins of Girls Organizations in America* (2007) and has contributed chapters to *Scouting Frontiers: Youth and the Scout Movement’s First Century* (2009) and *Rendering Nature: Animals, Bodies, Places, Politics* (2015). Her reviews have appeared in *Enterprise & Society*, *The Lion and the Unicorn*, the *Journal of American History* and the *Winterthur Portfolio*. Her current work focuses on children, patriotism and nationalism in the period 1890–1945.

**Hugh Morrison** is Senior Lecturer in Education at the University of Otago and a research associate in History at the University of Waikato, New Zealand. His research and writing foci are: New Zealand mission and religious history; missions and education; religious historiography;

and histories of British world childhood and religion. Amongst a range of publications, he is the author of *From Colonial to Global Citizens?: New Zealand Protestants and Overseas Missions, 1827–1939* (forthcoming, 2016) and is the co-editor of two other books: with Geoffrey Troughton, *The Spirit of the Past: Essays on Christianity in New Zealand History* (2011); and with Lachy Paterson, Brett Knowles and Murray Rae, *Mana Maori and Christianity* (2012).

**Lydia Murdoch** is Professor of History at Vassar College. She is co-editor of a special issue of the *Journal of the History of Childhood and Youth* (forthcoming, 2015) on childhood and death, and is author of *Daily Life of Victorian Women* (2014) and *Imagined Orphans: Poor Families, Child Welfare, and Contested Citizenship in London* (2006), a cultural and social history of children in poor law schools and Dr Barnardo's institutions. Her current book project is entitled *Called by Death: Child Mortality and the Politics of Grief in Nineteenth-Century England*, and she has started work on a new study of the cultural and medical uses of children in early campaigns against smallpox.

**Stephanie Olsen** is Research Fellow at the Max Planck Institute for Human Development, Center for the History of Emotions (Berlin). She was previously a postdoctoral fellow at the Minda de Gunzburg Center for European Studies at Harvard University. She is the author of *Juvenile Nation: Youth, Emotions and the Making of the Modern British Citizen* (2014) and the co-author of *Learning How to Feel: Children's Literature and the History of Emotional Socialization, c. 1870–1970* (2014). She has published a number of articles on the history of masculinity, childhood, education and the emotions. Her new research, funded by the Social Science and Humanities Research Council of Canada and based at McGill University in Montreal, focuses on children's education and the cultivation of hope in the First World War.

**Ishita Pande** is Associate Professor of History and Gender Studies at Queen's University and is the author of *Medicine, Race and Liberalism in British Bengal: Symptoms of Empire* (2010). Her essays on childhood have appeared in the *Journal of the History of Childhood and Youth*, *South Asian History and Culture* and *History Compass*. Her article 'Coming of Age: Law, Sex and Childhood in Late Colonial India', *Gender and History* (2012) was awarded the Society for the History of Childhood and Youth's prize for best article in 2012. She is currently at work on a monograph that traces the place of 'the child' in ideologies of development.

**M. Colette Plum** is Program Director of International Initiatives at the University of California, Berkeley. She was previously a lecturer of Chinese history at the Hopkins-in-Nanjing programme and the Stanford Programme in Beijing, and Assistant Professor of World History at Widener University. She has published articles and chapters on orphans, war and the development of China's modern child welfare system. She is currently writing a manuscript on children and orphans during China's war with Japan (1937–1945).

**Karen Vallgård** is Assistant Professor of History at the University of Copenhagen. Her current research focuses on divorce, childhood, emotions and the making of social hierarchies in the nineteenth and twentieth centuries. Her publications include *Imperial Childhoods and Christian Mission: Education and Emotions in South India and Denmark* (2014) as well as articles on topics such as childhood, colonialism, gender, race, divorce and emotions.

**Kathleen Vongsathorn** is Wellcome Trust Research Fellow at the University of Warwick. She was previously a postdoctoral research fellow at the Max Planck Institute for the History of Science in Berlin. Her research interests centre on the history of mission medicine in twentieth-century Uganda and, in particular, on leprosy and maternal and infant health. Her recent publications include articles and chapters in edited volumes on the motivations of leprosy humanitarianism; the cooperation between missionaries and the colonial government over medical mission; and shifting perceptions of leprosy in colonial Uganda.