

# A Century Of Childhood 1820 1920 Mary L Heininger Paperback 1984

The Painting of Modern Life, 1885-1915  
1820-1924  
U.S. Women Writers and the Discourses of Colonialism, 1825-1861  
Twentieth-Century American Girls' Cultures  
The Moral Project of Childhood  
Understanding Everyday Life  
Bulletin D'histoire de la Culture Matérielle  
The Greenwood Encyclopedia of Daily Life in America [4 volumes]  
A Cultural Studies Reader  
She Moves the Hands that Moves the World, Antebellum Child-rearing  
"Hero Strong" and Other Stories  
Children, Media, and American History  
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The Worlds of John Brewster, Jr  
Raising a Responsible Child:  
Gender, Art, and Business  
Savory Suppers and Fashionable Feasts  
Autobiographies of Childhood, Education, and Family from the 1820s to the 1920s  
Radical Game Design  
Motherhood, Material Life, and Early Children's Consumer Culture  
Ellen Emmet Rand

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## MCCARTY TALAN

**The Painting of Modern Life, 1885-1915** Univ. of Tennessee Press

Every year 100 million visitor's tour historic houses and re-created villages, examine museum artifacts, and walk through battlefields. But what do they learn? What version of the past are history museums offering to the public? And how well do these institutions reflect the latest historical scholarship? Fifteen scholars and museum staff members here provide the first critical assessment of American history museums, a vital arena for shaping popular historical consciousness. They consider the form and content of exhibits, ranging from Gettysburg to Disney World. They also examine the social and political contexts on which museums operate.

Metropolitan Museum of Art

The course of daily life in the United States has been a product of tradition, environment, and circumstance. How did the Civil War alter the lives of women, both white and black, left alone on southern farms? How did the Great Depression change the lives of working class families in eastern cities? How did the discovery of gold in California transform the lives of native American, Hispanic, and white communities in western territories? Organized by time period as spelled out in the National Standards for U.S. History, these four volumes effectively analyze the diverse whole of American experience, examining the domestic, economic, intellectual, material, political, recreational, and religious life of the American people between 1763 and 2005. Working under the editorial direction of general editor Randall M. Miller, professor of history at St. Joseph's University, a group of expert volume editors carefully integrate material drawn from volumes in Greenwood's highly successful Daily Life Through History series with new material researched and written by themselves and other scholars. The four volumes cover the following periods: The War of Independence and Antebellum Expansion and Reform, 1763-1861, The Civil War, Reconstruction, and the Industrialization of America, 1861-1900, The Emergence of Modern America, World War I, and the Great Depression, 1900-1940 and Wartime, Postwar, and Contemporary America, 1940-Present. Each volume includes a selection of primary documents, a timeline of important events during the period, images illustrating the text, and extensive bibliography of further information resources—both print and electronic—and a detailed subject index.

1820-1924 Blackstone Publishing

68 treasures of Massachusetts museum: Homer, Sargent, Cassatt, Inness, Remington in depth.

*U.S. Women Writers and the Discourses of Colonialism, 1825-1861* NYU Press

An examination of the continuities and differences between American Impressionism and Realism.

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*Twentieth-Century American Girls' Cultures* ABC-CLIO

Raising key questions about race, class, sexuality, age, material culture, intellectual history, pedagogy, and gender, this book explores the myriad relationships between feminist thinking and Little Women, a novel that has touched many women's lives. A critical introduction traces 130 years of popular and critical response, and the collection presents 11 new essays, two new bibliographies, and reprints of six classic essays. The contributors examine the history of illustrating Little Women; Alcott's use of domestic architecture as codes of female self-expression; the tradition of utopian writing by women; relationship to works by British and African American writers; recent thinking about feminist pedagogy; the significance of the novel for women writers, and its implications from the vantage points of middle-aged scholar, parent, and resisting male reader.

*The Moral Project of Childhood* Bloomsbury Publishing

Offers a sweeping review of conceptions of and approaches to childhood.

*Understanding Everyday Life* Edinburgh University Press

Children, Media, and American History  
Printed Poison, Pernicious Stuff, and Other Terrible Temptations  
Routledge

**Bulletin D'histoire de la Culture Matérielle** Rutgers University Press

An overdue examination of widely marginalized writings by women of the American antebellum period, *U.S. Women Writers* presents a new model for evaluating U.S. relations and interactions with foreign countries in the colonial and postcolonial periods by examining the ways in which women writers were both proponents of colonialization and subversive agents for change. Etsuko Taketani explores attempts to inculcate imperialist values through education in the works of Lydia Maria Child, Sarah Tuttle, Catherine Beecher, and others and the results of viewing the world through these values, as reflected in the writings of Harriet low, Emily Judson, and Sarah hale. Many of the texts Taketani uncovers from relative obscurity illuminate the American attitude toward "others" – whether Native American, African American, African, or Asian. She not only sheds lights on the life of the writers she examines, but she also situates each writer's works alongside those of her contemporaries to give the reader a clear picture of the cultural context. The Author: Etsuko Taketani is associate professor of English in the Institute of Modern Languages and Cultures at the University of Tsukuba, Japan. Her articles have appeared in *American Literary History*, *Children's Literature*, *Melville Society Extracts*, and other publications.

*The Greenwood Encyclopedia of Daily Life in America [4 volumes]* Duke University Press

The contributors, including such leading scholars as Vicki L. Ruiz, Jennifer Scanlon, and Miriam Formanek-Brunell, examine myriad ways in which a variety of discourses and activities from popular girls' magazines and advertisements to babysitting and the Girl Scouts help form girls' experiences of what it means to be a girl, and later a woman, in our society. The essays address such topics as board games and the socialization of adolescent girls, dolls and political ideologies, Nancy Drew and the Filipina American experience, the queering of girls' detective fiction, and female juvenile delinquency to demonstrate how cultural discourses shape both the young and teenage girl in America. Although girls' culture has until now received comparatively little attention from scholars, this work confirms that understanding the culture of girls is essential to understanding how gender works in our society. Making a significant contribution to a long-neglected area of social and cultural inquiry, *Delinquents and Debutantes* will be of central interest to those in women's studies, American studies, history, literature, and cultural studies.

**A Cultural Studies Reader** Yale University Press

In 1900, Ellen Key wrote the international bestseller *The Century of the Child*. In this enormously influential book, she proposed that the world's children should be the central work of society during the twentieth century. Although she never thought that her "century of the child" would become a reality, in fact it had much more resonance than she could have imagined. The idea of the child as a product of a protective and coddling society has given rise to major theories and arguments since Key's time. For the past half century, the study of the child has been dominated by two towering figures, the psychologist Jean Piaget and the historian Philippe Ariès. Interest in the subject has been driven in large measure by Ariès's argument that adults failed even to have a concept of childhood before the thirteenth century, and that from the thirteenth century to the seventeenth there was an increasing "childishness" in the representations of children and an increasing separation between the adult world and that of the child. Piaget proposed that children's logic and modes of thinking are entirely different from those of adults. In the twentieth century this distance between the spheres of children and adults made possible the distinctive study of child development and also specific legislation to protect children from exploitation, abuse, and neglect. Recent students of childhood have challenged the ideas those titans promoted; they ask whether the distancing process has gone too far and has begun to reverse itself. In a series of essays, *Beyond the Century of the Child* considers the history of childhood from the Middle Ages to modern times, from America and Europe to China and Japan, bringing together leading psychologists and historians to question whether we

unnecessarily infantilized children and unwittingly created a detrimental wall between the worlds of children and adults. Together these scholars address the question whether, a hundred years after Ellen Key wrote her international sensation, the century of the child has in fact come to an end.

**She Moves the Hands that Moves the World, Antebellum Child-rearing** Routledge

Examines the Protestant origins of motherhood and the child consumer Throughout history, the responsibility for children's moral well-being has fallen into the laps of mothers. In *The Moral Project of Childhood*, the noted childhood studies scholar Daniel Thomas Cook illustrates how mothers in the nineteenth-century United States meticulously managed their children's needs and wants, pleasures and pains, through the material world so as to produce the "child" as a moral project. Drawing on a century of religiously-oriented child care advice in women's periodicals, he examines how children ultimately came to be understood by mothers—and later, by commercial actors—as consumers. From concerns about taste, to forms of discipline and punishment, to play and toys, Cook delves into the social politics of motherhood, historical anxieties about childhood, and early children's consumer culture. An engaging read, *The Moral Project of Childhood* provides a rich cultural history of childhood.

**"Hero Strong" and Other Stories** ABC-CLIO

Williams (history, Fitchburg State College) investigates Victorian eating customs, cooking methods, and foodstuffs, revealing how genteel dining became an increasingly important means of achieving social stability, particularly for the middle class, during a period when Americans were faced with significant changes. Includes numerous recipes, bandw photographs, and drawings. Annotation copyright by Book News, Inc., Portland, OR

**Children, Media, and American History** Hudson Hills

Shedding light on an important and neglected topic in childhood studies, Anja Müller interrogates how different concepts of childhood proliferated and were construed in several important eighteenth-century periodicals and satirical prints. Müller focuses on *The Tatler*, *The Spectator*, *The Guardian*, *The Female Tatler*, and *The Female Spectator*, arguing that these periodicals contributed significantly to the construction, development, and popularization of childhood concepts that provided the basis for later ideas such as the 'Romantic child'. Informed by the theoretical concept of 'framing', by which certain concepts of childhood are accepted as legitimate while others are excluded, *Framing Childhood* analyses the textual and graphic constructions of the child's body, educational debates, how the shift from genealogical to affective bonding affected conceptions of parent-child relations, and how prints employed child figures as focalizers in their representations of public scenes. In examining links between text and image, Müller uncovers the role these media played in the genealogy of childhood before the 1790s, offering a re-visioning of the myth that situates the origin of childhood in late eighteenth-century England.

**Beyond the Century of the Child** NYU Press

A profile of the renowned portrait artist includes twenty-seven color images as well as new information about the artist's involvement in the American Deaf-World, the first school for the deaf in Hartford, Connecticut. First serial, *Deaf Life*.

**Cradle of Liberty** Univ. of Tennessee Press

Throughout American literature, the figure of the child is often represented in opposition to the adult. In *Cradle of Liberty* Caroline F. Levander proposes that this opposition is crucial to American political thought and the literary cultures that surround and help produce it. Levander argues that from the late eighteenth century through the early twentieth, American literary and political texts did more than include child subjects: they depended on them to represent, naturalize, and, at times, attempt to reconfigure the ground rules of U.S. national belonging. She demonstrates how, as the modern nation-state and the modern concept of the child (as someone fundamentally different from the adult) emerged in tandem from the late eighteenth century forward, the child and the nation-state became intertwined. The child came to represent nationalism, nation-building, and the intrinsic connection between nationalism and race that was instrumental in creating a culture of white supremacy in the United States. Reading texts by John Adams, Thomas Paine, Harriet Beecher Stowe, Augusta J. Evans, Mark Twain, Pauline Hopkins, William James, José Martí, W. E. B. Du Bois, and others, Levander traces the child as it figures in writing about several defining events for the United States. Among these are the Revolutionary War, the U.S.-Mexican War, the Civil War, and the U.S. expulsion of Spain from the Caribbean and Cuba. She charts how the child crystallized the concept of self—a self who could affiliate with the nation—in the early national period, and then follows the child through the rise of a school of American psychology and the period of imperialism. Demonstrating that textual representations of the child have been a potent force in shaping public opinion about race, slavery, exceptionalism, and imperialism, *Cradle of Liberty* shows how a powerful racial logic pervades structures of liberal democracy in the United States.

**Childhood in 19th-century Art and Culture** Routledge

The use of child workers was widespread in textile manufacturing by the late eighteenth century. A particularly vital supply of child workers was via the parish apprenticeship trade, whereby pauper children could move from the 'care' of poor law officialdom to the 'care' of early industrial textile entrepreneurs. This study is the first to examine in detail both the process and experience of parish

factory apprenticeship, and to illuminate the role played by children in early industrial expansion. It challenges prevailing notions of exploitation which permeate historical discussion of the early labour force and questions both the readiness with which parishes 'offloaded' large numbers of their poor children to distant factories, and the harsh discipline assumed to have been universal among early factory masters. Finally the author explores the way in which parish apprentices were used to construct a gendered labour force. Dr Honeyman's book is a major contribution to studies in child labour and to the broader social, economic, and business history of the late-eighteenth and early-nineteenth centuries.

**Update** University of Illinois Press

In this companion volume to "Useful Toil," John Burnett has drawn extensively on over eight hundred previously unpublished manuscripts. The result is a unique record of childhood that reveals in intimate detail the trials and hard-won triumphs of 19th century working-class life. Besides affording rare insights into the developing child's world of dreams, hopes and fears, they reflect a crucial period in the evolution of a family tradition; a time when, to counteract the brutalizing pressures of urbanization and industrialization, ordinary people turned to each other for support. Children have seldom had a voice in history: individual to the last, these writers and their experiences take their place as part of the essential fabric of our past.

**Material Culture in America** Routledge

Caricatures of sixties television--called a "vast wasteland" by the FCC president in the early sixties--continue to dominate our perceptions of the era and cloud popular understanding of the relationship between pop culture and larger social forces. Opposed to these conceptions, *The Revolution Wasn't Televised* explores the ways in which prime-time television was centrally involved in the social conflicts of the 1960s. It was then that television became a ubiquitous element in American homes. The contributors in this volume argue that due to TV's constant presence in everyday life, it became the object of intense debates over childraising, education, racism, gender, technology, politics, violence, and Vietnam. These essays explore the minutia of TV in relation to the macro-structure of sixties politics and society, attempting to understand the struggles that took place over representation the nation's most popular communications media during the 1960s.

**Young America** Routledge

It has often been said: Give a man a fish, and he has food for a day. Teach him to fish, and he can provide for himself over a lifetime. Raising a Responsible Child explains the phenomenon of the "overindulgent parent"--who helps and protects too much -- and the "underdeveloped child"--who never really learns to stand on his or her own feet. Today many parents are especially prone to shower their children with love and attention and attempt to minimize stress by doing for them. In the scurry of modern life, parents often can't resist giving in to children's demands or solving their problems just to keep the peace. While this is basically a loving approach, it does not teach children how to be responsible and independent. Parents learn the hard way that their overindulgence does more harm than good: their children will only come to them with more demands and act helpless in the face of new problems. If you find yourself entrenched in this pattern, you can change by using a system of consistent, straight forward, and logical rules every day. You can teach your children to take responsibility for their actions and earn their privileges -- and you will find, perhaps to your surprise, that they are willing and ready to do so. Some of the issues this book will help you to deal with are: -- The whiny and overly demanding preschooler -- The small child who throws tantrums in public to get his way -- The older child who is inconsiderate of family members -- The teenager who is constantly late for school -- The young adult, who can't get her life together and mooches off her parents indefinitely. Many parents discover that the tried-and-true methods detailed here not only help their children handle emotions in a more mature and constructive manner but also result in higher self-esteem and a happier outlook on life.

**Middle-class Fatherhood in Early Industrializing America** Psychology Press

Who cooks dinner in American homes? It's no surprise that "Mom" remains the overwhelming answer. Cooking and all it entails, from grocery shopping to chopping vegetables to clearing the table, is to this day primarily a woman's responsibility. How this relationship between women and food developed through the twentieth century and why it has endured are the questions Sherrie Inness seeks to answer in *Dinner Roles: American Women and Culinary Culture*. By exploring a wide range of popular media from the first half of the twentieth century, including cookbooks, women's magazines, and advertisements, *Dinner Roles* sheds light on the network of sources that helped perpetuate the notion that cooking is women's work. Cookbooks and advertisements provided valuable information about the ideals that American society upheld. A woman who could prepare the perfect Jell-O mold, whip up a cake with her new electric mixer, and still maintain a spotless kitchen and a sunny disposition was the envy of other housewives across the nation. Inness begins her exploration not with women but with men--those individuals often missing from the kitchen who were taught their own set of culinary values. She continues with the study of juvenile cookbooks, which provided children with their first cooking lessons. Chapters on the rise of electronic appliances, ethnic foods, and the 1950s housewife all add to our greater understanding of women's evolving roles in American culinary culture.