The secondary school enrollment rate of U.S. youths soared (by over 50 percentage points) from 1910 to 1940. This chapter examines whether state compulsory schooling and child labor laws contributed to this increase. It shows that the changes in child labor and compulsory schooling laws had statistically detectable but relatively modest effects on secondary schooling rates. The enormous expansion of secondary school enrollment was largely due to factors such as the substantial pecuniary returns to a year of school, increased family wealth, and greater school access.

Many of the girl evangelists started their careers early – some as young as three years old. This chapter examines the developing concept of childhood, a matter of considerable concern for social reformers of the period. In this environment, it was important for the girls and their handlers to present the girls as normal – though, clearly, many were quite isolated by their busy schedules (which included schooling) and by a protective support staff. For the girls involved in nightly evangelism, few friendships could develop with other children. Many reformers were promoting child labor laws, and sometimes the girls were the objects
of concern in that regard. But no one seemed to express any interest in whether the siblings of the girl evangelists were having a normal childhood. The girls came from every level of society, though most were from Pentecostal traditions, and many scholars think Pentecostals were from the poorer elements of society.

The State as Parent? Youth Welfare and German Families
David F. Crew

in Germans on Welfare: From Weimar to Hitler
Published in print: 1998 Published Online: October 2011
DOI: 10.1093/ acprof:oso/9780195053111.003.0008
Item type: chapter

This chapter focuses on the children, young people, and families in Germany. There were two types of educative function that was repeatedly invoked by the Weimar youth welfare offices. The first one was correctional education. This was prescribed as part of a therapeutic measure. Correctional education drastically abridged parental, especially patriarchal, rights. Parents no longer determined how their children would be raised or what education they would receive. Parents lost the earnings that sons or daughters would otherwise have contributed to the family income. The second educative function was protective surveillance where the children received school health care. School health programs combined social with medical surveillance. The Weimar Republic enforced the 1903 Child Labor Law. It stood by this principle: work damaged children's health and interfered with their proper education. Two case histories are presented in this chapter to show how youth welfare work was ideally meant to function.

New York City in the Nineteenth Century
Edward Rohs and Judith Estrine

in Raised by the Church: Growing up in New York City's Catholic Orphanages
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In the wake of war, famine, and an influx of impoverished immigrants, in the early 1800s an illiterate army of vagrant children coalesced in New York City. Seldom numbering fewer than ten thousand in any year they were known as “Street Arabs”. Some became newsboys—“newsies”—a prominent part of the urban landscape and victims of some of the worst
child labor laws in the country. Very young boys (and occasionally girls) hawked papers for a penny and suffered homelessness, harassment, muggings, long hours, and uncertain weather. In 1899 they struck several NYC newspapers and won a significant, if symbolic, victory. The chapter also describes the indentured child movement. Indentured minors were legally bound to farmers, tradesmen, and artisans until they were legally emancipated at 18; the “orphan trains” that shipped thousands of urban children to rural locations in the Midwest; and the growth of public orphanages, with those being built in New York City acting as the template for institutions built around the country.

Children and Youth During the Gilded Age and Progressive Era
James Marten (ed.)

In the decades after the Civil War, urbanization, industrialization, and immigration marked the start of the Gilded Age, a period of rapid economic growth but also social upheaval. Reformers responded to the social and economic chaos with a “search for order,” as famously described by historian Robert Wiebe. Most reformers agreed that one of the nation's top priorities should be its children and youth, who, they believed, suffered more from the disorder plaguing the rapidly growing nation than any other group. This book explores both nineteenth-century conditions that led Progressives to their search for order and some of the solutions applied to children and youth in the context of that search. The book offers case studies relevant to educational reform, child labor laws, underage marriage, and recreation for children, among others. Including important primary documents produced by children themselves, the book foregrounds the role that youth played in exerting agency over their own lives and in contesting the policies that sought to protect and control them.

“Child Neglect:”
Sarah Bronwen Horton

in They Leave Their Kidneys in the Fields: Illness, Injury, and Illegality Among U.S. Farmworkers

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Besides “identity loan,” another important illicit subsistence strategy crucial to farmworkers’ survival is relying upon child labor. While many sources have documented the perils of children working in agriculture, few have examined the fact that children must assume others’ identities in order to be hired. Because child labor laws make it illegal for teens to work more than 60 hours a week, no employer will hire a teen “on the books.” Teens, then, routinely disguise themselves as adults in order to work the summer harvest to supplement their parents’ limited incomes. Yet teens’ working loaned identities propels them into a “space of nonexistence” when they are injured, preventing them from receiving the care they need. Indeed, teens’ work in the fields in fact incriminates both their employers and their parents, leading to their or their parents’ denounce-ability, untreated illness, and sometimes death.

Introduction
Benjamin René Jordan

in Modern Manhood and the Boy Scouts of America: "Citizenship, Race, and the Environment, 1910-1930"

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The Introduction disputes the gender historiography’s assertion that the primitive, virile, and martial values of Indian lore advocate Ernest Thompson Seton, frontier pioneer enthusiast Daniel Carter Beard, and British military leader and Boy Scout founder General Robert Baden-Powell represented the new dominant form of Anglo-American masculinity in the early twentieth century. Instead, Boy Scouts of America officials combined select Victorian men’s virtues such as self-control and a hard work ethic with masculine values that helped adolescent boys adapt to a modernizing society. The Introduction analyzes how urbanization, corporate industrialization, immigration, women’s rights, and Progressive reform shaped Scouting’s emergence. The organization drew broad popular and governmental support for applying G. Stanley Hall’s child development theories of adolescence and racial recapitulation to create an effective solution to juvenile delinquency and modern society’s “boy problem,” which were created in part by compulsory schooling’s and restrictive child labor laws’ narrowing of teenage boys’ engagement with the broader community and adult work.