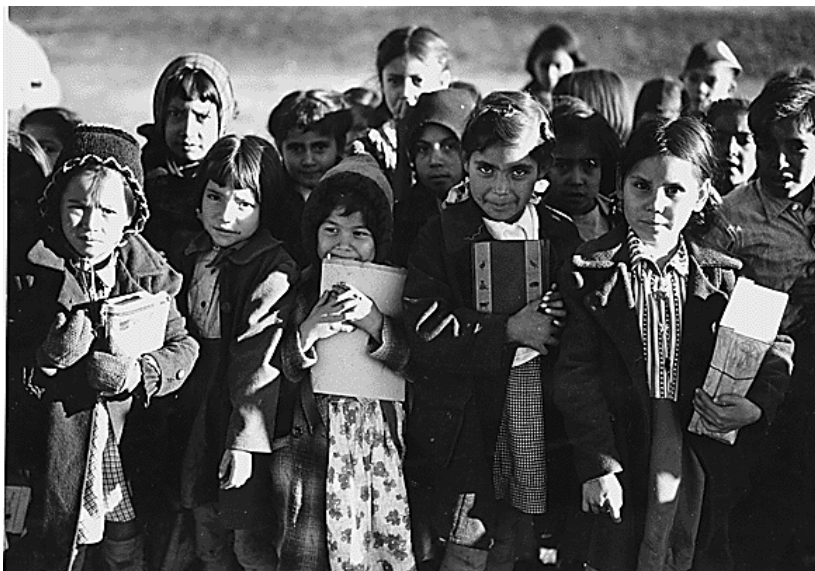


**Childhood Depictions**  
**A Retrospective Rephotography of Hispano Childhood in the Northern Rio Grande of New Mexico**  
**B. Sunday Eiselt**  
**Department of Anthropology**



Taos County, New Mexico. Grade school children in schoolyard  
Irving Rusinow 1941. Item from Record Group 83:  
Records of the Bureau of Agricultural Economics, 1876 - 1959

Retrospective photography is an essential component to any historical archaeology project. When combined with documents, oral testimony, and material culture recovered from the ground, archaeologists are able to establish robust methodologies for the reconstruction of past lifeways and events that often escape the Historian's pen. This proposal serves as a request for funds to support a visual examination of historical photographs pertaining to childhood in rural Hispanic villages of northern New Mexico. Developed with significant input from Kathryn Pocklington (SMU Anthropology Major), the project will result in the establishment of a comprehensive photographic database and analytical study of childhood education and material culture from the 1880s to the 1940s. Deliverables will include a final report, a paper to be published in a peer review journal, and a photographic survey that will be used to elicit information about childhood during oral history interviews on the Ranchos de Taos plaza of New Mexico.

This work is being done as part of the SMU-in-Taos Archaeology Field School, Childhood Archaeology Project. The Childhood Project examines the effects of American wage labor practices and public schools on child rearing and education of Spanish-speaking children at the Ranchos de Taos plaza. Archaeology is particularly well-suited to explore this issue, but must include a methodology that incorporates information from multiple and complementary sources such as photographs, artistic or symbolic representations, documents, and oral testimony. The objectives of the photography project help to establish this methodology through a systematic examination of the objects, people, places, activities, and animals associated with children. This information will enable us to establish a photographic context for archaeologically recovered materials that includes adult visions of children's work and play and their roles in society and public schools.

### Specific Research Objectives

1. Using Microsoft Office Access, establish a comprehensive database of digital images obtained from two sources; The Library of Congress Prints and Photographs Online Catalog (<http://www.loc.gov/rr/print/catalog.html>) and the U.S. National Archives and Records Administration Archival Research Catalog (<http://www.archives.gov/research/arc/>)
2. Code and analyze observations taken from digital images using protocols established for this project (see attached). Coded observations will be entered into the Access database with images attached, and analysis will include quantitative and qualitative (descriptive and analytical) techniques to establish significant patterns and correspondences of observations on children using the statistical packages SPSS and JMP.
3. Report on results for publication in a peer-review journal.
4. Present results to Ranchos de Taos villagers and other interested parties, and make the report and photographic database available to local residents upon request.

### Scope of the Project

The project is initially limited to the databases listed above. These online databases include photographic collections from the Department of Agriculture, Bureau of Agricultural Economics (BAE) Division of Economic Information, the Farm Security Administration and the Office of War Information (FSA-OWI), the Denver Public Library History of the American West Project, the Library of Congress American Memory Project, and the Bureau of Indian Affairs.

Initial query of these databases returned a total of 718 hits for New Mexico and children or school-related topics dating from the 1880s to the 1940s. A second query for New Mexico and Spanish American or Taos returned a total of 2,135 hits. Closer examination of these photographs revealed additional depictions of children not identified in captions, suggesting that the final database could include over 1,000 images. Photographic prints date primarily to the Great Depression and show children in relation to farming and ranching, hunting, irrigation methods, animal husbandry, homemaking, and the planting, cultivation, harvesting, and marketing of crops. Also pictured are children involved in work and play at schools, churches, medical facilities, markets, churches, fiestas, and farm houses where they are pictured with adults, other children, or farm animals and wild game.

### Research Questions and Aims

The coding protocol for the project is included in Appendix 1. Photographic analysis is guided by the following research questions and aims.

#### *Diachronic Questions:*

1. Collect and arrange in sequence photographs taken at the same school or village over decades in order to examine and analyze social change. Are there differences between the nature of education between Catholic, Indian Boarding Schools, or Public Schools?

#### *Synchronic Questions*

1. What can be learned about the nature of child's play, children's games, and toys
2. What are the prevailing themes in child rearing practices and how often are children depicted working alongside adults?

3. Record the specific spaces constructed for children and those that they make for themselves or that have them trapped (e.g. medical facilities or labor camps). Which contexts overlap significantly with adults?
4. Record the apparent social networks that involve children or those that they create (e.g. kinship, family, religious, or school)

#### *Cross-Cultural Questions*

1. Compare order and discipline in class and school room pictures for Spanish, Native America, and Anglo students
2. Compare clothing material culture, and activities of children over time and across cultural categories (Spanish, Native American, and Anglo)
3. Compare clothing, material culture, and work and play patterns between children of different ages and children and adults.

#### Faculty and Student Benefits

Kathryn Pocklington is essential to this project, and has been involved in its development since the summer of 2008 when she was a student in the Archaeology Field School at SMU-in-Taos. Her enthusiasm for the childhood project was a significant factor in the emergence of this research focus for the field school in 2008. She will return to the field with me in 2009 as a research assistant to conduct additional archaeological and ethnographic fieldwork including excavation and survey, and she will use the photographic analysis project to enhance and extend this research.

Aspects of the childhood project will form the basis of Kathryn's research paper for distinction in the Department of Anthropology, and we will co-author any resulting publications and reports for distribution. In addition to these tangible deliverables, Kathryn also will learn advanced research and analytical skills including database management, collections analysis, and statistical techniques relevant to the project. She will be involved in the library research required to produce a final research paper, and will make significant contributions to this paper, including any critiques of visual analysis or biases, and omissions that are apparent in photographs. Funding will allow me to continue the childhood research with Kathryn and assist her with preparation for graduate school while producing significant scholarly research for peer-review publication, program development, and community outreach.

#### Justification

A total of \$1,500 is requested to provide matching funds to hire Kathryn at the standard rate of \$10 per hour for 10 hour weeks over the course of two semesters in 2008 and 2009. Matching funds are required for several reasons. Kathryn is the daughter of an SMU employee and does not qualify for URL or Work study funds. Second, although the Department of Anthropology has provided some funds for work study assistance to support of field school activities, this support is restricted to projects directly pertaining to the management of artifacts and data that must be processed from year to year to prevent significant backlog. This is the most appropriate use for Department funds.

By contrast, the photographic project entails original library research using funds from my own research account. I am requesting matching funds for this project to defray the costs of hiring Kathryn Pocklington at her current rate from this account given that she can not apply for URL or Work Study funds.