

# In Context

Florida Council for History Education

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## 2018 ANNUAL CONFERENCE

JULY 27 & 28  
TAMPA, FLORIDA



Keynote Speakers ★ Breakout Sessions ★ Poster Sessions

"Broaden your perspective, share your passion."

Florida Council for History Education (FLCHE) is pleased to present our 2nd annual conference in Tampa, FL. Please join us as we share our organization's mission to promote history in education as a way to appreciate the progress and awareness of past and present events. Conference presentations will reflect the theme, *Triumph and Tragedy in History*, and will relate to Florida's role in history. All sessions will focus on building content knowledge, promoting history education and disciplinary literacy, and the use of primary sources.

FLCHE aligned our conference theme with the 2019 National History Day theme to support teaching and learning needs for next year's contest!



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Professionals dedicated to the advocacy of history in education by promoting history as a way to appreciate the progress and awareness of past and present events. We are a community where collaboration fosters historical mindedness maintaining intellectual rigor for history education.

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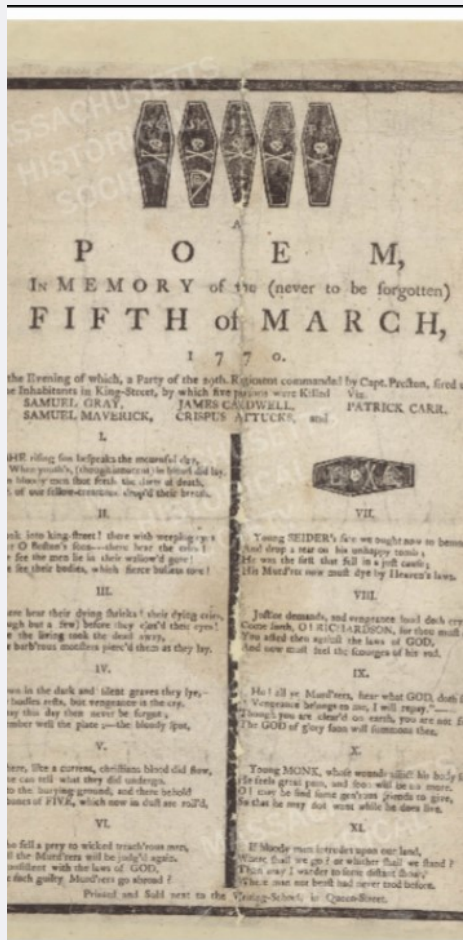
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# Combating Monocausal Historical Thinking

Scott M. Waring and Mary Dougherty



...and that  
the truth of



Having students analyze primary and secondary sources to create a better understanding of a historical event is a common technique used by teachers to develop their students' historical thinking and reasoning skills (Austin & Thompson, 2014; Barksdale, 2013; Cowgill & Waring, 2015; LaVallee & Waring, 2015; Salinas, Blevins, & Sullivan, 2012; Marino, 2012; Terry & Waring, 2017; Waring & Robinson, 2010; Waring, 2017; Waring & Tapia-Moreno, 2015; Wineburg, Smith, & Breakstone, 2012; Wineburg, 2001; Wineburg, 2010). Often, a question or historical inquiry-based problem is presented to the students, along with sources that guide students through the process to determine an answer to the question. Too often, students seek out only one answer to the question and fall into monocausal historical thinking (Alcoe, 2015; Lesh, 2011; Ryter, 2015; Waring, 2010). We often see this style of history presented in textbooks or secondary sources, but many do not consider the possibility that this monocausal thinking can easily happen when using primary sources, as well (Austin, & Thompson, 2014). Students and teachers tend to believe that primary sources present the correct view of what happened during historical events and do not seek to corroborate them as much as secondary sources (Johnson, 2009). This can lead to a one-sided interpretation that leaves out some of the facts and provides a very appealing monocausal historic event. In the following article, an example of this will be provided in a brief lesson that focuses on the historic event that is commonly referred to as "The Boston Massacre".

The students' first encounter with the event in Boston, Massachusetts, on March 5<sup>th</sup>, 1770, comes in the form of a video clip. Students should be shown a short piece of the HBO miniseries *John Adams* that depicts a fight on a street at night (<https://www.youtube.com/watch?v=2LoJLVDnpt4>). After viewing this clip, some students may be able to deduce that the video was depicting "The Boston Massacre". Others may need more guidance or discussion to begin to gain an understanding of what was viewed. This discussion can focus on what they saw in the video, what conclusions may be made at this time, and on what they think might have actually happened during that night. This discussion should provide a rudimentary outline of the event but also clearly establish that more information is needed to form a more complete understanding of the event. Students who are well versed in primary source analysis should know that more sources, especially a variety of primary sources, are needed to corroborate their thoughts about what they think they saw in the video and what happened that night in Boston.

In the next step, a primary source should be presented to the class. This source is a poem printed on a broadside commemorating those who died during the event. ([http://www.masshist.org/database/viewer.php?item\\_id=2725&img\\_step=1&pid=34&br=1&mode=large#page1](http://www.masshist.org/database/viewer.php?item_id=2725&img_step=1&pid=34&br=1&mode=large#page1)) This poem listed the names of the five men who were killed by Captain Preston's 29<sup>th</sup> regiment, on King's Street, in Boston, on the night of March 5, 1770. The verses of the poem explain that the British soldiers attacked the men on the street. After reading this document, the students are able to add more evidence to their narrative about what is known about the event. Their understanding of the events of the night of March 5<sup>th</sup> now include a belief that the British fired, without provocation, on a group of colonial citizens on King's Street and five colonists died. The information gained from the analysis of the broadside corroborates the narrative shown in the video clip. There should be questions that still needed to be answered, mainly the cause of the event. The video depicted the presence of shouting and activity in the streets around the site of the massacre prior to shots being fired, while the broadside mentioned that the colonists were innocently just walking down the street, when the shots were fired upon them by the British soldiers.

A third source, to be introduced to the students, is an engraving made by Paul Revere, representing the event as "The Bloody Massacre perpetrated in King Street, Boston on March 5<sup>th</sup> 1770 by a party of the 29<sup>th</sup> Regiment" ([http://www.masshist.org/database/viewer.php?item\\_id=2&pid=34&br=1](http://www.masshist.org/database/viewer.php?item_id=2&pid=34&br=1)). The engraving shows the British soldiers shooting upon the colonists, in front of the custom's house on King's Street. There is a great cloud of gun smoke, and it portrays the colonists as a group of people trying to save themselves. Captain Preston can



be seen behind his troops giving orders presumably to fire. From this source, students gained more corroborating evidence to support the idea that the colonists were innocently walking down the street, when they were attacked by the British 29<sup>th</sup>, led by Captain Preston.

The next source to be analyzed is a diary entry from a Boston merchant named John Rowe, who wrote about what he saw and heard that night ([http://www.masshist.org/database/viewer.php?item\\_id=552&img\\_step=1&pid=34&noalt=1&br=1&mode=transcript#page1](http://www.masshist.org/database/viewer.php?item_id=552&img_step=1&pid=34&noalt=1&br=1&mode=transcript#page1)). The diary entry stated that he heard a great quarrel between the soldiers and colonists, bells rung, a great number were assembled on King's Street, and that troops from the 29<sup>th</sup>, led by Captain Preston, fired and killed five men. There is a now a clearer picture being formed for the students, with several corroborating sources that the 29<sup>th</sup> regiment, under the orders of Captain Preston, fired upon a group of colonists and killed five. All of this information is true according to the primary sources. It is also known from the diary entry of John Rowe that Captain Preston was arrested that night, along with seven of his men, for their crimes against the colonists. According to the evidence gathered from these different types of sources, Captain Preston would be found guilty of ordering the murder of five innocent men. Additionally, it could be conceived that this unprovoked and brutal "massacre" was the primary cause of anger toward the British, which inevitably led to the Revolutionary War. Luckily for Captain Preston, monocausal history is never the correct answer.

At this point in the lesson, students are to be encouraged to think of questions that still are not answered to avoid the trap that monocausal history presented through the primary sources chosen for this activity. To help the students to question the narrative that has been constructed based on the available evidence, a second videoclip from the John Adams miniseries is shown (<https://www.youtube.com/watch?v=bP8rwwaRuww>.) This clip is from the trial of Captain Preston and the British soldiers. We see John Adams, as a lawyer for the defense, questioning a man who witnessed the event during the night on King's Street. The man testifies that the colonists were throwing snowballs at the soldiers, were carrying clubs, and John Adams states that they were rioting instead of just peacefully walking down the street. At this time, the students might point out that this is all new information, which is not found in any of our previous primary sources and needs corroboration.

The deposition of Joseph Belknap is presented as the next primary source and contains a description of Captain Preston's actions that night on King's Street (<http://www.masshist.org/database/3033?ft=Boston%20Massacre&from=/features/massacre/browse&noalt=1&pid=34>.) It states that the captain did not order his troops to fire and did his best to maintain order after the shooting that night. After analyzing this document, the other primary sources need to be reexamined and more sources are needed to corroborate and/or refute all of the evidence utilized.

Perhaps, the primary source that explains the incident in Boston the best is a letter from Gregory Townsend to his brother ([http://www.masshist.org/database/viewer.php?item\\_id=2720&pid=34&br=1](http://www.masshist.org/database/viewer.php?item_id=2720&pid=34&br=1)). The letter defends Captain Preston's character and explains that it is not known what happened that night, due to the many different accounts, and that the truth of what happened may never be known. His words are also true of historical analysis and interpretation. More documents and sources can easily be analyzed and more evidence can be gathered to support all sides of the argument. It provides questions that may not have already been engendered through examination of the sources and provides a need for more information and more sources, but more importantly, this activity creates a general need to find information beyond one conclusion of the events and a model to refer to at later points in time when monocausal historical thinking is displayed by students.

When conducting historical inquiry-based investigations in the classroom, teachers need to provide a variety of sources from multiple view points and locations. When done correctly, teachers lead students to critically and thoroughly hypothesize, analyze, and corroborate evidence from primary and secondary sources to prevent falling into a trap of a monocausal view of history and arriving at one "correct" answer. When avoiding monocausal history and correctly sourcing information, the answer to the historical inquiry is often just as Gregory Townsend stated. There are many different accounts and "it is almost impossible to come at the truth."

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# Historical Thinking in Advanced Placement Courses

Christine Braun

Teaching an Advanced Placement (AP) level history course to high school students can be daunting, intimidating, and absolutely rewarding. I would like my love of history to inspire them while they develop their detective skills as to what really happened and to whom. Textbooks, study guides, and various materials are available to assist in the application of copious amounts of information. These materials are very helpful for setting up students with basic dates and the relaying of historical information – rote memory. As an AP teacher I know that I must teach my students historical thinking skills so they are able to analyze the significance of these events. In order to accomplish this, I have always utilized historical thinking with primary sources. Primary sources, once analyzed effectively, dive below the surface of any historical event to show the true nature of humanity.

The beginning of the school year has many of my students nervous about reading text and the immense curriculum. The common goal of all AP students is to pass the AP exam that will be taken at the end of the course. The exam includes a multiple-choice section, short answer questions, a DBQ with documents, and a LEQ essay. All portions of the exam have primary source stimulus or documents. It is imperative that an AP level student be able to contextualize these historical items with accuracy and speed. Day 1 of class is tackling the syllabus, but day 2 is where I show them what lurks in a primary source.

Most AP history teachers are familiar with the A.P.P.A.R.T.S. document analysis method. This acronym is an effective tool in assisting students as to where to begin in the breakdown and evaluation of any historical document. The “prompts” spell out by what means the student should be investigating the document. These prompts come together and show the student how to properly analyze the primary source or document in an

effective manner. This acronym is simply a stepping stone to the maximum understanding of the document or source so that a point or argument can be made.

One of my favorite primary sources to utilize for this example is a document from a witch trial. My goal is to show my students how so much more is taking place in a document than the one dimensional words they see placed there. The unfolding of the A.P.P.A.R.T.S. process is very user friendly for my students. After we read the document together the conversation moves along to something similar as below:

## Testimony of a licensed midwife at Dillingen, Germany, burned 1587

*"Walpurga Hausmannin . . . has, upon kindly questioning and also torture' . . . confessed her witchcraft and admitted the following. When . . . she had become a widow, she cut corn for Hans Schlumperger.... Him she enticed with lewd speeches and gestures and they convened that they should . . . meet in her . . . dwelling, there to indulge in lustful intercourse .... [ But] it was not the said bondsman who appeared unto her, but the Evil One [the Devil] in the latter's guise .... He made her many promises to help her in her poverty and need, wherefore she surrendered herself to him body and soul .... For food she often had a good roast or an innocent child, which was also roasted, or a suckling pig .... [The Evil One] also compelled her to do away with and to kill young infants at birth .... This she did as follows .... A child of the Governor . . . she had so infected with her salve that he died within three days .... Three years ago she had sucked out the blood of [citizen] Kung's child, a twin, so that it died.... She had also rubbed a salve on a beautiful son of the . . . Chancellor, . . . this child had lovely faire hair and she had given him a hobby horse so that he might ride on it till he lost his senses. He died likewise...."*

**Author—Who created the source? What is their perspective? What are the implications of this perspective?** A court system, located in Dillingen, Germany has documented a trial. Men would have overseen any legal trial or court system at this time and place. We see a midwife on trial. A midwife would have a certain amount of intelligence and be able to accomplish medical procedures that these men could most likely not. She may be seen in an unflattering, jealous way by these same men.

**Place and Time—Where and when was the source produced?** Dillingen, Germany – small town. The year was 1587.

APPARTS	
Author	Who created the source? What do you know about the author? What is the author's point of view?
Place and Time	Where and when was the source produced? How might this affect the meaning of the source?
Prior Knowledge	Beyond information about the author and the context of its created, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?
Audience	For whom was the source created and how might this affect the reliability of the source?
Reason	Why was this source produced at the time it was produced?
The Main Idea	What point is the source trying to convey?
Significance	Why is this source important? What inferences can you draw from this document? As yourself, "So what?" in relation to the question asked.

Image courtesy of Will Herring

**Prior knowledge—What do you already know that would further your understanding of this source?** We know that Germany had many witch trials between the years 1581 – 1593. Germany had some of the largest amount of people condemned as witches in Europe. We do not have exact numbers, but it is believed that anywhere from 375 – 1,000 people were burned at the stake as witches in Europe.

**Audience—For whom was the source created?** This document was created as a record of Ms. Hausmannin's testimony. It is considered a legal court document.

**Reason—What was this source's purpose at the time it was produced?** This was produced so that the public would be informed as to what the accused is being charged with. It is a record of evidence that has been collected about the accused citizen.

**The Main Idea—What is the source trying to convey?** The source is clearly trying to convey that Walpurga Hausmannin is a witch. It is evident that she has been lustful, in a relationship with the Devil, and destructive to the children of the surrounding areas. The document is stating that she herself has admitted to these charges...under questioning and also torture.

**Significance—What is this source's value? What are its limitations?** This document is written by men. The underlying event happening here is a landowner, who hired Walpurga to cut corn, may have had a lustful relationship with her. Apparently, it wasn't him that was ultimately involved with the midwife. It appears that it was the Devil himself disguised as Hans, the bondsman. This has placed Hans in a precarious situation, since it was not him. Obviously, the midwife is a witch.

Silence is golden! I let my students take the document in. It may take a minute or five, but the students start to perk up and question out loud the testimony. "Questioning and torture?" The class decides she was under duress when testimony was recorded. The fact that a widow was cutting corn to make a living shows her independent lifestyle. That could be perceived as a threatening type of woman; especially one that had the knowledge a midwife might have. She was in decent shape, thus the cutting of corn job. Not a job for someone that was weak. Hans has hired her. He has land. He could afford to marry, but he is accusing this woman of luring him to her – maybe a wife already? If no wife, why would anyone care? How convenient that it was not Hans, but the Devil

himself disguised having a relationship with Walpurga.

Deeper into the source we go. She ate children? Maybe Hans had given her the pig to roast? Walpurga had been a midwife to the Governor and the Chancellor. She must have been a good midwife for men of that caliber to hire her. It was common for children or mothers to die during the birthing process. Is that what is truly happening here? She had knowledge of salves, medicine. Once again proof of a woman who had education of medicines and healing. She cared for these children. She had purchased a gift for the Chancellor's child. There must have been a relationship with this high-ranking family. An accident occurred though, and the child had died. Walpurga now accused of killing this child. But why?

This is the point I look into my students' eyes and I ask them to analyze what is really going here in Dillingen, Germany. There is a lightbulb moment. They shout out that this bondsman was caught having an affair with this midwife. A prominent man in town, possibly married, and with this independent, smart woman. Hans cannot have his reputation tarnished. She must take the fall. She must be a witch. The students are shocked that a woman with her knowledge, who serviced such important families could be so expendable. Was Hans' life as valuable as a midwife's life? We can decipher that it is not even open for discussion. There is no sway with the town men even with Walpurga's contributions. She is a woman and therefore can never be as valuable as any man, least of all Hans the bondsman.

*Historical Thinking: the analysis and evaluation of primary source documents is the foundation towards success in any AP classroom. Educators additionally must teach background information and be willing to take class discussion this deeply with primary sources. The A.P.P.A.R.T.S. method of analyzing primary sources goes beyond any textbook and brings genuine, significant moments to life for the AP student. Placing our students within the primary source and employing context into the meaning of the event will develop our students into true historians.*

A.P.P.A.R.T.S. document: [http://chnm.gmu.edu/cyh/archive/files/apparts\\_b60cd02284.pdf](http://chnm.gmu.edu/cyh/archive/files/apparts_b60cd02284.pdf)

Further information from AP College Board at: <https://apcentral.collegeboard.org/pdf/europe-hist-sf-teach-prim>



# National History Day Supports Young Historians

Carol LaVallee, Gopi Patel, and Shivni Patel

For over 10 years, students from Sarasota County Schools have participated in National History Day (NHD). Students from Sarasota County have won the NHD contest at both the local and state level, and have moved on to the national contest. NHD gives students an exciting opportunity to learn how to research, analyze, and interpret history. It helps students become young historians. This year, two young historians, Gopi and Shivni Patel, eleventh grade students from Pine View School in Osprey, Florida, will be exhibiting their work at the National History Day competition in Maryland with the hopes of winning at the national level. The girls did an exhibit at the Senior Level. (More information about NHD can be found at <https://www.nhd.org>.)

The dedication and commitment students from all over the United States have put into their projects is commendable. For this article, we will focus on two students, Gopi Patel and Shivni Patel. Watching them become young historians is a dream of any history teacher. Their topic, "*Commerciogenic Malnutrition*": *Conflict and Compromise in the Infant Formula Controversy in the 1970s*, shows how well these two sisters can turn a historical topic into an exciting adventure. These two wonderful ladies will definitely make a difference in their ventures to come. Below is an excerpt from their research. Now you can decide if NHD brings out the best in students, turning them into young historians!



*Nestle, a company whom many in the world associate with baking goods, and other foods, traces its original company purpose to a more pharmaceutical mission—the making and distribution of infant formula. Alongside this observation, we dove deeper, and came across a generally unknown and under-*

*appreciated controversy. The Infant Formula Controversy of the 1970s affects the lives of millions of infants today. The conflict between the Nestle Boycott and Nestle's consequent economic and public relations responses gave rise to the development of the first international code on the proper marketing of Breast-Milk substitutes. We uncovered the details on this controversy, covering as many perspectives as we could by the analysis of secondary sources, and of primary sources on both sides, including personal correspondence with living leaders of the boycott, and of the Nestle Company. Below is a short recount of the story we uncovered, and its impact on the world today.*

*On July 7th, 1977, the Minnesota-based Infant Formula Action Coalition (INFACT) initiated the Nestlé Boycott against the Swiss-based Nestlé, for its "aggressive" infant formula marketing. From the late 1970s to mid 1980s, the world filled with cries of protest, as it concerned itself with "commerciogenic malnutrition": the disconcerting connection between "big business" and the deaths and diseases of millions of infants. In the United States, three prominent developments encouraged the formation of the infant formula controversy. First, the rise of feminism, in connection with the women's health movement, gained more attention throughout the 1900s and manifested sharply in the early 1970s. Second, the introduction of multinational corporations (MNC) became a controversial topic for many unions and consumer groups. Third, environmentalists and anti-capitalists were raising alarms about the impending issue of overpopulation and climate change. All three preceding elements gave considerable momentum and rhetoric to the infant formula debates.*

*In 1933, Dr. Cicely Williams discovered kwashiorkor, a form of severe protein-energy malnutrition, mostly found amongst individuals in areas with limited food resources. For treatment of the condition, Williams tried varied diets without success, while noticing that the only food that seemed to work (yet marginally successful), was Nestlé's tinned milk. As such, in the early 1930s, advocacy of tinned milk was widespread among colonial doctors, though there were never efforts by these individuals to dissuade mothers from breastfeeding. In 1939, Williams gradually discovered the many evils in the world of infant formula marketing. Infant formula companies, notable the Nestle Co., marketed products to mothers by the use of "milk nurses:" regular salesgirls who were dressed up as professional medics. Despite Williams' efforts, this issue was not brought into the spotlight until the late 1970s, when the leaders of the boycott harped on this corporate marketing tactic to incite global action against Nestle.*

*In the year 1974, the London-based War on Want organization published a scathing report on infant formula production, promotion, and its ramification. The publication, titled *The Baby Killer*, was translated in various countries, and sold over twenty thousand copies. The report revealed that illiterate*

deaths of millions of babies in the developing world. Although Nestle sued for libel, and consequently won on the legal basis, *The Baby Killer* sparked a movement that would tarnish the reputation of the Nestle Company.

The culmination of more reports on Nestle's mishaps and an upward trajectory of scientific and societal disconcertions with infant formula marketing practices provided an ample atmosphere for the initiation of a boycott against Nestlé. On July 7, 1977, the Nestlé Boycott was launched by the Infant Formula Action Coalition (INFACT), based in Minnesota. INFACT called for a boycott of all of Nestlé's products until the company: 1) Immediately stopped all promotion of infant formulas; 2) Ended direct advertising of formula to consumers; 3) Ended the distribution of free samples to hospitals, clinics, and the homes of infants; 4) Ended the use of milk nurses; 5) Ended the promotion to the health professions and healthcare institutions.

Growing societal and media support of the Nestlé boycott manifested itself in not only letters to Nestlé's headquarters, but also in writing to Congressional representatives and senators, asking them to stand up for the issue. Of the many senators who received letters, Senator Edward "Ted" Kennedy, Chairman of the Senate Subcommittee on Health and Scientific Research, took particular interest. As the numbers of messages about the infant-feeding issue increased (as high as 50,000 letters), Kennedy announced a hearing on the marketing and use of infant formula in developing countries, to be held on May 23, 1978. Nestle's representative at the 1978 Kennedy Hearings was President of Nestle Brazil—Mr. Oswaldo Ballarin. Ballarin consistently defended Nestle's lack of corporate responsibility for the decisions of mothers in the developing world, and their right to reserve their practices with a single argument on the company's "rights in the free market." From the second Ballarin gave this testimony, the entire room erupted in laughter. The 1978 Senate hearings were a public relations debacle for Nestlé. The embarrassment of Nestlé and various other infant formula manufacturers amid the hearings proved to be rather beneficial for the critics of the formula industry. By producing a greater audience, and introducing a variety of anti-Nestlé information into the US political scene, The Kennedy Hearings further legitimized the anti-Nestle movement.

Following the Senate Hearings, Nestlé and three other US formula companies publicly admitted that they did not intend to abide by the 33rd World Health Assembly recommendations, citing the technicality that the existing WHA draft was not formal "law." Facing such reluctance of Nestlé to bend to the demands of the boycott, the boycott activists and Kennedy pushed for the establishment of formal international legislation.

In 1981, the 34th WHA adopted the fourth draft of the "International Code of Marketing of Breastmilk Substitutes". The Code outlined virtually every concern noted by the activist groups. In effort to change the corporates' malpractices, the code noted a "minimum requirement" for the International Code

to be adopted "in its entirety." After heavy debate, on May 21, the Code was voted in favor of by 118 nations.

In January 1983, Nestlé finally agreed to alter its marketing practices for infant formula in developing countries to comply with WHO's guidelines. After monitoring Nestlé's practices for a year, INFACT and other American groups who endorsed the boycott ended their sanctions. After monitoring Nestlé's practices for a year, INFACT and other American groups who endorsed the boycott agreed to end their sanctions on four conditions: "First, Nestlé agreed to curtail its promotional supplies of free infant formula to hospitals or health care centers in developing countries. Second, it promised to stop providing material favors to doctors in exchange for promoting the formula. Third, the company will place warning labels on the packages. Finally, it agreed to include warnings of the hazards of formula feeding in its promotional literature." Results of research conducted in nine countries of Nestlé's violations indicated that "since Nestlé actively adopted and reinforced its marketing policy, conforming to the International Code, the sales of Nestlé infant milk also decreased."

Although the Nestlé Boycott did not have a very substantial financial impact on Nestlé, the movement was successful in generating a global whistleblower community on exposing exploitive and dangerous formula marketing practices and was an impetus for the establishment of international regulation of dominant corporations. The Boycott established a historical precedent that continues to support international efforts on corporate accountability within a world of rapidly growing consumerism and continues to bear a significant impact on the lives of millions of infants around the world..

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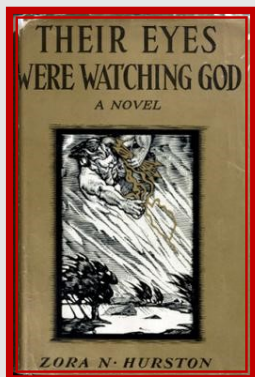




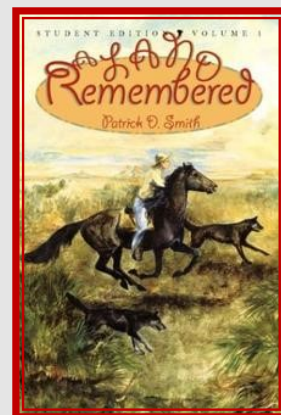
## Turn Back Time

James Hawkins

A friend once told me “How can we face our future if we do not know our past” and since then I have taken that to heart. I am not from Florida and don’t proclaim to be an



expert on its history. However, not so long ago I read two books that helped shape my outlook and placed me on the road that I now embrace. The first was a book written by Zora Neal Hurston, called “Their Eyes Were Watching God,” and then Patrick D. Smith’s “A Land Remembered”. After absorbing these two books, I set to the task to start writing myself. I am a songwriter and a bit of a poet, so I began to collect books and then write songs about what I had read.



Now I have completed a project called “Turn Back Time”. The focus of this program are the historical stories of Venice, Sarasota and the beautiful land of flowers called Florida. With a guitar, bodhran and some banjo, I talk about Billy Bowlegs, Bertha Palmer, Captain John Casey, William “Bill” Whitaker, Judah P. Benjamin, Major Dade and even Henry Flagler. There is also a different twist to this project. I use slides so the audience can get a glimpse of just who it is I’m talking or singing about. I do not see that “Turn Back Time” will ever be complete due to the vast number of stories I read.

Like I said before, I am not an expert of Florida history but since reading my first two books, I have taken the time to collect books, discover, and research some of these characters I have come across every time I open one of these books. Right now, I am still getting some of the business ends wrapped up. As of writing this article I am in the finishing stages of editing a video that was shot at a February concert I did with Bill Schustick, at Fogartyville, WSLR 96.5. In March, I finished my 10<sup>th</sup> Will McLean Festival and in May of this year I will be performing at the Florida Folk Festival in White Springs Florida over Memorial Day weekend. I like to say that beyond the historical markers that dot our highways and hidden deep within dusty library books, lays the true Florida, lying in wait for anyone to find!



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