With the German army in our midst

*A micro study of two children’s lives during WWII*

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Abstract

This research intends to investigate the children’s conditions and their daily routine during the years 1940-1945 when WWII happened. Three individuals’ narratives will give us an inside view of what happened in their local community that could correlate to the national level.

The focus will be on the children’s family, health conditions, school activities; social activities and their encounter with the German soldiers and refugees. The use of micro and oral historical approach, will not only explore how the children were affected by the war but more importantly to give them voice and not be the forgotten people in the society.

Keyword: Micro-study, Children’s perspective, WWII, Oral history, Ethnicity and Socialization
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**Introduction**

War is a product of social conflict that creates havoc and destructive aftermath. In the book *Children and War* (2002) Starns and Parson pointed out on the big remiss of the importance of the children in the story. They wrote that prior to the outbreak of WWII in 1939; around 1,500,000 British children were moved from their homes in the cities to the rural areas. Mass migration was implemented. Despite this large amount of children moved from their homes and the fact that they were all children, British wartime histories have failed to include the experiences of these children.¹

Their analysis of the evacuation process is focused primarily on how the parents were affected. They failed to mention the children who were the one evacuated. Thus made these contributors to Martin’s book wrote mostly about the life, the abuse and experiences of the children during war. This made me scrutinized closely that children were seldom mentioned in our history books until lately when these children are now adults and began to write about their own history, themselves. With this observation, I would like to put forward the life and experiences primarily on children during war.

In this research, the focus will be on just three individuals’ stories, the experiences of siblings Harry and Dinna Frederiksen and their friend Henry Jakobsen. They were children when the WWII happened. Harry was five years old, Dinna was four years old and Henry was seven years old when the German army came and they were ten, nine and twelve years old respectively when the war ended in year 1945. Their villages were located in East of Jutland in Denmark and were one of the places the German army had occupied. By looking microscopically into their daily lives, living conditions, their hobbies and their values it will hopefully give us a wider picture of how children lived during WWII.

**Purpose and research questions**

The purpose of this research is to examine how the conditions of the children were in Denmark during the WWII.

And the questions for this research are as follows:

1. How were the conditions of the children in Denmark during the WWII?

2. What are the similarities and differences of Harry and Henry’s childhood experiences to a larger social and cultural context?
3. How did the war affect the local people from a child perspective?
4. How did the Danish children perceive the German army and refugees living amongst them?

Focus of the research

There are many personal stories and books written about people’s personal tragedies, triumphs and even simply a witness who lived during the war. So this research will centralize on the three personal stories of Harry, Dinna and Henry from the year 1940 when the war entered Denmark until 1945 when it had ended.

The scope of the study will limit on their family life, school activities, health and living conditions, social past times and encounters with Germans army during WWII. It will look into the child’s narration and experiences during WWII.

Former Research used

There are numerous sources such as books, articles, films and research written about WWII but they are focused more on the event, the economy and the aftermath of the war. Unfortunately, there are only few histories written about the lives and conditions of the children during the WWII. Most of these are the people themselves who lived and experienced the war as children. Majority of the published sources are mostly about the negative association about the war and are presented into journals and diaries. An interesting aspect to study is to look into the daily lives of the children and how they cope on this war period.

One book that I find almost similar and compliments to my research is the book *Støvletramp og Sjippetov, born I historien 2.Verdenskrig.* The book highlights about the life of a certain kid called Knud during WWII. His childhood memories through his diaries from the age of eleven to sixteen years old depicts on children’s conditions and attitude during the war. The book has similarities and differences of interpretation and understanding about the society and its people during the war.

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compared to my two informants. What is relevant to my study is that the big players are the children and not the parents or adults. What is interesting in this book is that Knud avoided his friend Sven for a while when he heard the rumors that Sven sister have a German soldier as a boyfriend. Knud felt afraid to be teased and be identified as a pro German sympathizer. Knud’s reaction clearly showed the act of voluntary out-group socialization.

Author Faurby also wrote about Denmark’s cultural and political history during this period. She stated that there are 3.8 million Danish during that time and around 1 million of the total populations were children. I find it interesting upon this big ratio of children population and still there are limited sources of written history about the children. Faurby further added that 50 percent of the population lived in farms as my two informants also used to live as children.

Another former research that I find relevant for my study is Månsson’s *Negativ socialisation främlingskapet I Zygmunt Baumans författarskap*. Månsson study looks into the political conflicts between other states and social conflicts with other civilians. In these conflicts that occurred, one group considered themselves as racially superior to the other. Also, the other group who had difference in ideology, culture, language and race are considered as their enemies. Such negative interaction from one individual or group to another created a negative classification.

Månsson’s case study discussed about social group classifications. That this social classification mentioned identifies the individual if he belongs to the group or not. This refers to the ‘in group’, ‘out group’ theory of socialization. In the in group theory, the socialization refers to the interaction within the inner proximity of one’s circle like nearest friends and family. While in the out-group theory differs as it refers to the interaction with the enemy or strangers who you do not consider as your enemy at a distance.³

Furthermore, Månsson focused on the out-group classification of people which lead his study to the negative socialization aspect. The negative socialization aspect here is when strangers are treated differently from their group.⁴


This is necessary and an appropriate theory to use in my study. The German armies were considered an enemy of every democratic state and the German refugees were sadly considered a persona non grata in almost every country in Europe in the WWII. The German occupation showed a clear negative socialization particularly with the racial socialization.

So in my research, I would also like to examine the children’s socialization process. Their interaction with the Germans might be different from their parent’s interaction with the Germans. Children often imitate the practices and values from their parents. Since family is considered as the inner circle of socialization, children at their younger years are still susceptible to imitate some values from the people around them. Like playing football with the enemy is an innocent play for the kids and they do not think about the consequences if what they did was wrong.

It is different for the adult’s perspective as this action is considered as fraternization with the enemies. If an adult sympathize or associate with the enemies endangers him or her to be an outcast from the group they belong.
Methods and material discussions

About the informants with their unpublished journals

The primary sources used in this research are the unpublished personal journals of Harry B. Frederiksen and Henry Jacobsen. Their journals provided information on how their living conditions and their experiences as children were during WWII. Their journals also provided the necessary information about their encounters with the German army who occupied their small town.

Harry and Henry’s journals are then supported with interviews, old photos and local books that provide more information about the situation that they and the community were in. The interviews were from Henry and Harry’s sister, Dinna. The interviews gave broader view of their lives as children while the old private photos presented an evident visual aide of the period. With regards to local history, these books *Skovby set lokalhistorisk and Årskift 1991 and 1997 of Bredstrupegnens Hjemstavnforening* gave us the overview areas local history and local culture of the three informants. Local individuals and local historians collectively contribute historical narration and research to their local community in East of Jutland, Denmark.

With local facts and history and the informants narration helps this research present a clearer and unified picture of that period. These sources shape the informants’ narration to the other sources selected to give reliability to my research. Furthermore, free access of these sources provided by my three informants gave me a great interest and challenge to pursue this study.

Critics on the sources used

The problem with personal journals chosen as sources is that they both are written fifteen years after the war happened. Harry started to write his story when he was 25 years old and only consists of eighteen written pages. While Henry started to write when he was 50 years old and wrote 62 pages. This means that they both wrote their childhood memories in their adult life and their views on the war might probably be different than when it happened. But to defend the use of their journals as sources are that they both had almost parallel narrations about their conditions, their town and about the war. A journal is an important source material as these two informants not only wrote about their lives during WWII, their hardships and conditions but their thoughts as well. The focuses of their writings are about themselves and their own perspectives. And yet collectively as children, they
showed similar experiences during the war. To add, many historians used personal letters, diaries and journals as sources for interpretation and analyzing history.

To add more complication, there is also the problem of geographical local history encountered when researching the local history. The territory expanded and changed during history. Both hometowns used to belong to East Jutland before but Skovby now belong to Mid-Jutland. Both are small villages that are surrounded by forest and farming fields and lakes but due to the change of the geographical technicality, the local culture and local history could be slightly affected.

**Micro-study**

Sociologist Peter Burke defines micro-study method as the shift from a large scale to small scale. This means that the taking the account of such ‘trifle matters’ like small things, unknown people or events are relevant to the study that can lead to an important and general conclusion. Burke also added that using micro-study also shows the attitudes, action and discourse of the people’s daily lives.\(^5\) Like for example on the details of what my informants ate or what they did on their daily activities. These are small things and small details that matters to micro-study approach.

In using micro-study would entail the use of these following methods, too. They are the local history, family history and ‘hembygsforskning’ (geographical or native history). Götlind defined these methods individually:

Family history is so called ‘the hard ‘facts’ about the family and relatives.\(^6\) Hard facts are referred to the documented facts about the place of birth, date of birth, marriage certificates, divorce papers and records on the migration from one community to another. And local history is about the people in the community, the educational system and local culture.

Meanwhile ‘‘hembygsforskning’ or geographical history is synonym to the local history in many aspects but differs on how local community is viewed. It focus on the community and society from geographical and production standpoint.\(^7\) So, the narration from the two chosen informants covers

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\(^7\) Götlind, Anna & Kåks, Helena (2004). *Handbok i konsten att skriva mikrohistoria*. p.27.
these three concepts when they described their daily routines, local society, their family, local culture and local events.

This research uses the micro-study method through interview and qualitative analysis from secondary literatures and articles. And two persons were interviewed in this research project. The first was with Harry Frederiksen sister, Dinna. Harry wrote a journal about his childhood and WWII and since he died three months before the interview, the best person to support his narration in his journal is his younger sister. The interview with Dinna was done twice. The first interview was on 26, March 2012 personally at Harry’s residence and a follow-up interview was on the phone interview on the 07 April 2012. Meanwhile Henry’s interview was made at his place 17 March 2012.

I chose these two purposely because they knew each other, they both lived in a farm town in the Jutland and both were children during WWII. Most importantly is that they have many stories to tell and they both wrote their own experiences. Both of them were relaxed and eager to narrate about their past during the interview. I met her a lot of times before the interview was made and as for Henry, I met him twice before the interview was made. They even provided old photographs, showed their old things and old articles from their childhood hometown. Their interviews clarified and complimented their written journal. Both personal interviews last almost three hours as they eagerly showed their old knickknacks and the phone interview took half an hour.

In preparation for the interview there were outlined questions made beforehand. Both the informants presented their own personal journals few days before the actual interview. So the interview proceeded directly into clarifying things they had written in their journal. At the beginning of the interview, they were oriented on the purpose of this research before going further and small questions were asked first to make them feel relaxed and comfortable before going to the hard questions. Mobile phone was used for the audio recording, together with camera for the things and photos they showed and most importantly the pen and paper for writing notes on their expressions and events that they find relevant to discuss.

**Interview as a relevant source**

Interview can also be used as a relevant source of materials when the audiotape is used and the collection of historical information and films could be used for the next researcher to analyze these
said materials. Interview or oral history is described as the collection and study of historical information about individuals, families, important events, or everyday life using audiotapes, videotapes, or transcriptions. And according to Thor on her book Oral history is not only a tool or a method for recovering history but also a theory of history which maintains that common folk and the forgotten ones also have a voice in history and that their story must be written.\(^8\)

The use of the interview in my research provided answers on how the informants’ lives were as children during the period. It also provided information about the informants’ family history, local history, culture and their feelings towards the German army and the German refugees which are necessary to my research. Lastly, the interview gave a detailed insight of how growing up was during the period of war. To the parents, their hard life and concern of their nation’s situation were important but to the children, life was normal in that abnormal time. Hence the availability of other sources that connects the information from the interview is a great advantage and made my other sources more reliable.

Micro-study method is the best approach for my research because the method specifically focuses only on two people’s personal lives. Harry and Henry’s narrations shows how daily lives conditions of the children were under such circumstances. With their narration on both journal and interview supported by their local history will give us a collective insight of what happened. Moreover, their stories as ordinary persons and more particularly as children serve as an example on how relevant their stories can be to society.

In my research, Harry and Henry are two ordinary individuals but their journals and interviews made them important. And Götlind and Kåks Handbook *I konsten att skriva mikrohistoria*, added that micro-study concerns more on the ‘little people’ and allows their stories to be heard.\(^9\) Like for example on the details of what they eat or gathering information on their normal daily activities. These are just small things and just small details but when relating these to other sources like local history made them something important and a part of the big picture.

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So I find micro-study an appropriate method for me as the information provided by Harry and Henry were mostly their daily routines, hardships and experiences in their childhood years. And even these are small details or trifle matters are considered important in this approach. Not only it narrows down some aspects, it’s also an inward way validates and affirms the local history or the general history.

**Discussion on the method used.**

The interview has both its pros and cons. It is important to review the material to get through the interviews like there may unexpectedly arise some difficulties before, after and during the interview. First, the interview was made more than 50 years after the event happened. As Thompson defined oral history as testimonies that can explore and develop new interpretations to establish or confirm an interpretation of past that are essential in telling or shaping an argument.  

So my informants’ perception of the war might have changed from a child’s perspective to an adult perspective. So there is a question of proper representation. Are my informants valuable representatives as children of that period? And the fact that their narration both on journals and interviews were made many years after the event happened so there might be a change of trend from the WWII period to the time the journal were written and the time when the interview were conducted. To defend my research, the information acquired constitutes on basics facts that answers more about who, what, where and how.

Secondly, the informants might over dramatize their role in the history. When they tell their story they might tend to play a major part of the event or just make themselves visible in the event. Like how the fighter planes that passed above them were so loud and flew so low that they can see the pilots. Have my informants tried to emphasize their worth as an individual and portrayed themselves on the positive role?

Not to mention the language gap during the interview. Both the informants are native born Danish and the interviewer is not. There were words that were hard to understand like ‘tonder’ which means a measurement used back in the 1900’s. There is also a problem on informants’ language as both have mix Jutland and Copenhagen dialect that created confusion. Fortunately the interview had an interpreter during the interview and the interview went smoothly.

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To add the informants could have been selective on some issues and forgetting some events or maybe they repressed or refused to mention some details or facts. Like the informant Dinna denied that Harry and Henry fought for a girl’s attention in their adolescence but informant Henry said so. There was a contradiction of information. So there might be a question on credibility but when question asked are not focused on their opinions and feeling and more about their own experienced and daily routine, both informants had similarly relayed stories that correlated to the local and nation history will make then their story credible. Their facts given from the interviews similar facts from the two journal used as sources solidified the reliability of the information produced.

And the disadvantages on using micro study method for the case study are that when the shift from a wider aspect is narrowed down to a smaller aspect of history could create the narration to be less significant, ordinary and more in details. For example details on the informants from hard facts like when they are born, where the live, description for their homes, the name of the parents and siblings are too trivial.

Thirdly some readers consider this method as looking more into the human stories that it studies the details of people’s routine, activities and lives. Reading and analyzing such details could be menial and time consuming. And lastly, the two individuals’ narrations may have selective memories that they chose not to forget on the events that had a great impact on their lives.

The informants’ description and details on things like how, when and what they did during the war were written and told in their adult years. And as children forget things and forget details on what they did in the past, they remember only certain memories that had made a big impact on their lives. Which then, the adult tends to glorify and maximize that event or things. The positive side of this method is that the small details can lead to an important and general conclusion to form a better understanding and a wider perspective.

**Socialization theory**

Socialization theory refers to the process whereby an individual learns to adjust to a group (or society) and behave in a manner approved by the group (or society). According to most sociologists,
socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behavior, and actions of adults as well as of children.\textsuperscript{11} 

And researcher Evenshaug and Hallen states that socialization in children’s development depends on a specific cultural and historical context.\textsuperscript{12} This means that their patterns are formed at the very early years from the social group where the child belongs from how they were raised and how they see what others are doing for them to imitate. The child belongs in a certain group and is an active participant in it. His identity and life patterns are defined and are developed by closest surrounding traditions, symbols norms values and even the language he speaks.

My case study deals on the child’s views, perceptions and his interactions toward the events that happened on WWII. The aspect of socialization may differ from a child living in a peaceful environment from a child living with enemies around them. My study will show how these informants as children adjusted their lives on this period and how they interacted with the enemies.

There are many stages on socialization process. The first stage is when the babies learn to trust their parents. Infants still depend on their parents with their physical need like food and change of diapers. Then the second stage is when young children learn to initiate actions and feel guilty if they are rejected or make mistakes. Their social interaction expands to friends and people outside the family. Their cognitive understanding is still developing and they now start to go to learning institution.

The third stage is when the older children questions their identity and easily confused when parent’s or the inner circle value contradicts to his own values. This age is between eight years old until twelve years old. In this stage kids learn to identify which group he belongs by the language he speaks and the culture he belongs. And in this stage kids learn to identify who do not belong in his inner circle of friends. This pattern of out-group and negative socialization correlates with the theory of ethnicity. This is when the socialization process acquires behavior, values and attitude classifieds within an ethnic group.\textsuperscript{13}

**Ethnicity Theory**

\textsuperscript{11} http://www.britannica.com.proxy.mah.se/EBchecked/topic/551773/socialization


\textsuperscript{13}Evenshaug and Hallen(2000) *Barn och Ungdompsykologi* p. 33.
The term ethnicity is derived from the Greek word *ethnos*, which means nation. The term refers to a group of individuals who have a common ancestry and who share a distinctive culture. It also means a social group that bound together by common ties of race, language, nationality or culture.\(^{14}\)

Ethnicity was a big issue in the WWII as the Germans did the horrible act of ethnic cleansing. Many Jews were sent to concentration camps because of their race that society had classified themselves as ‘we and them’. In this theory of ethnicity it separates the relationship between one’s own groups or his family against his relationship with the outsiders or the strangers. And according to Eriksen ethnicity is categorized here as people that have the same language, political organization and lives in the same place against the people who are different from his groups that he considers he belongs to.\(^{15}\) Bauman refer these individuals as outside from the group as the stranger while Eriksen refer them as the outsider.

In this study, I would like to combine the negative socialization and the ‘we and them’ type of ethnicity for the adult perspective with these Germans occupying the country but more importantly examine also the positive socialization initiated by the children to the German army.

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The empirical research

Geographical Historical Background

All my three informants’ childhood hometown is located in the region of East Jutland in Denmark. Harry in his journal wrote that he lived in Træden, Horsens while Henry wrote in his journal that his family used to live in Skovby, Skandeborg. Christiansen added in his book Danmark Dejligst the distance of the informants town is just around 18 kilometers from each other.  

Author Sonja Madsen wrote on her book Skovby set lokalhistorisk that in the early 1900s, East Jutland used to be a railway and a market area. The railways junction connected from north to south coast of Århus and Horsens and from east to west of railway of Silkeborg. These rails were not only transporting passengers but also transporting products and supplies from these surrounding areas. Such products transported were industrial products like textiles, fertilizers, animal feeds, and farm products like wheat, fruits and vegetables. There were also some livestock transported to the slaughterhouse. These livestock were cows, hogs and chicken that were usually transported to larger towns like Århus and Silkeborg as they were densely populated whereas, towns in East Jutland as the farming lands and manufacturing area that had less population.

Madsen also added that during WWII, the railway connection called DSB lyntog was used by the German army in transporting their equipment from Berlin to Lillebæltbron. This was the reason why German soldiers were stationed in this part of Jutland, aside from food availability from the farms and good strategic location in protecting the west coast.


Skovby

Henry Jakobsen’s family according to Madsen lived in Skovby during WWII. They rented the Skovby 9. Mat.nr.1-at. The locals called this house as ‘det rød skur’ or the red shed.\textsuperscript{18} This was due to the outside wall was painted in color red. The photo above clearly shows that it’s a farm land and that it is far away from the town. The former and the first owner was Niels Madsen who owned the Rask Hovedgård until 1921 when the farm was sold out to Skandeborg city for 385,000dkr\textsuperscript{19}. This old rural town was called the ‘husmandskoloni’ or the farmer’s quarters of Rask farm. And after the sale, the property was then rented out to local people.

About Træden

Meanwhile, the Frederiksen as the other informant lived in a village called Træden which was established in 1456. According to Dinna, figure 3 is their childhood residence that shows that it is surrounded with lots of trees. The photo also shows that the front part of the house is not properly maintained because it has no flowers and fruit trees. And Dinna added in her interview, it was also surrounded with fields and lakes.\textsuperscript{20}

Local article \textit{Årskift 1991} describe Træden as just a small village with 206 inhabitants and is located five kilometers east of Brædstrup and six kilometers west of Østbirk. This little town lies between two cities called Horsens and Silkeborg but primarily is a part of Horsens city.\textsuperscript{21}

Træden and Skovby used to be part of the town Brædstrup but after the war Brædstrup was divided into two. So now, half of Brædstrup belongs to Horsens City while other half now belongs to

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\textsuperscript{20} Frederiksen, Dinna 2012-03-26

\textsuperscript{21} Årskift 1991 Brædstrupegnens Hjemstavnforening p. 12.
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Skandeborg. Back in 1848 majority of the locals worked at Vestbirk Industri Garn og Trikotagefabrik which was the biggest factory that produced cloth, yarn and bricks at that time. It was owned by Signor C. Fisher who was photographer and started with just three workers in 1848 and then hired 42 workers total in 1920. The factory was one of the modern factories at that time but ended with fire in 25th of January in 1920. Informant Dinna said that the devastation of the fire made the most locals in search for a new job to support their families. One of them who lost his job was Harry’s dad who worked as a yarn weaver.

The Family History of the informants

Harry Bøest Frederiksen wrote on his journal that he was born in the 6th of August 1935 in a little town called Træden. He was the eldest of the two siblings of Henry Kristian Bøest Frederiksen from the same town and Anna Gudrun Jensen from Vinding. He had only one sister name Dinna. His dad, Henry is educated as Klejn but work in weaving yarn in Vestbirk factory. The operation of the factory had abruptly stopped due to the fire that had destroyed the factory and the owner decided not to build it back. So Harry’s father had to look for another job to support his family. His new job was a lumberman.

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23 Frederiksen Dinna 2012-03-26 Ishøj, Denmark
He also described in his journal that their residence was 300 years old with no electricity and no central heating. They used their old fashioned oven in warming their house, in cooking food and warming water for washing clothes and bath. They have no bathroom inside the house but they had a small shed outside used for washing clothes and bathroom. Figure 4 shows the view outside Harry’s residence. Clothing styles were in light colors and thin clothing so this picture was taken in summer season. Their background has many trees that clearly show they lived outside the town area and near the woods. While Figure 5 shows the inside setting of the Frederiksen residence. They are wearing warmer clothing which might lead us to think that they had bad heating problem as mentioned by Harry in his journal.

**About Henry**

Henry wrote on his journal that he was born on the 24th of November 1933. His parents’ names are Jens and Ane Peter Jakobsen. They have nine children together and they are: Mads, Peter, Niels, Edith, Villy, Henry (informant) Hilda, Gunnar and Jonna.

From his interview he added that his father worked as helper in their neighbor’s farm and earned 4 Danish kroner a day. His work was to feed the chickens and horses, milk the cows and tend the fields. When his father got sick, his mom took over the responsibilities. Their residence was only 60m² for eleven people. It was a small house for them with no heating and warm water. Beside their small house, there were also a chicken house with 20 chickens, a wash house and a tool shed. They also had a dog named Fido and a horse name Rosa.

**The German Occupation in Denmark**

The Nazi occupied Denmark in the 9th of April 1940 amongst other countries in Europe like Norway, Holland and Belgium. Jespersen in *Factsheet Denmark* mentioned that there was only little resistance when the German army came. In keeping the neutrality with the Germans, the Danish government and the political parties with Thorvald Stavning as the prime minister the Nazi allowed the Danish government to retain its power and continued its congress to perform their sessions.

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24 Frederiksen, H. Journal  
25 Jakobsen, H. Journal p. 3.  
26 Jakobsen, H. 2012-03-17  
This changed in year 1943 when the demands by the Nazi became more intolerable that the Danish Government resigned and parliamentary life ceased to function. The fiction of a so called ‘peaceful occupation’ created resistance from the Danish people to the Nazi.  

Harry did not remember much about the day when the German army came but only the loud noises of the war planes that flew over their house. And Henry added in his interview that some of these planes landed just a few kilometers from where they lived and some continue to fly over to Norway. The German army occupied their towns as these were accessible by trains and a good strategic location in defending the west front of Denmark facing England. The tracks connect them to Berlin and were used as transportation purposes of their equipments and arms from Berlin. The other reason why they occupied their town was accessibility of food. Their towns and the neighboring town around them were farming and manufacturing towns that supplied food and materials to the cities. There were also abundant supply of fishes from the lakes and berries in the forest to sustain this army.

Food, clothes and rationalization

According to Harry, one of the things that young people remembered during the war was the lack of things. There was not much food available during the war that the food supply was rationed. Henry wrote similarly and added that the imports of the food supplies from other countries were few and was controlled by the Nazi but the demands by people were the same. The government’s solution was by providing food stamps to people who were 18 years old and above regardless of the number of children one family had. Henry also wrote that some families with few members were fortunate but families who had many children sometimes were not. But sometimes due to comradeship some single people share their own ratio to these large families. Harry had many siblings but they were fortunate because a single lady neighbor shared sometimes her ratio to them.
Shop owners did not sell food and materials if there were no stamps presented when these customers wanted to buy something. Sometimes they hid their stocks from the customers to avoid chaos and unfair treatment with the customers. Taken from the article Befrielsen 1945 it mentioned that aside from rationing of the food, shoes, soaps, sodas, clothes were also rationed. If there was a rumor that their town shop had stocks, many people would stand a long line outside the shop just to acquire their basic necessities. Of course there was favoritism to who should the supply given first. Their favorite customers were the rich who could afford and their close friends. So those who could not afford to buy new clothes especially warm clothes for the winter have to improvise and turned curtains and table clothes into clothes. And their clothes were passed on to their younger siblings.34

Henry added in his interview that his father bought two pairs of left shoes for him. He was ashamed to wear it in school but it was common for all children to have bad pair of shoes on. Some children went to school with shoes with the bottom soles are worn out and very thin and some wore shoes were too small to wear.

In a wider perspective, Denmark as one of the Scandinavian countries did not experience worse economic crises like other countries. McKay wrote in A history of world society the eighth edition that this was due to the socialist leadership in the country and their strong cooperative action to the community that managed to successfully work their economic problems. They used large scale deficits to finance public works and thereby maintained their country’s production created a steady employment for the country.35 As their towns were surrounded by nature and farms, fishes, berries and their self raised chicken, pigs and cows also provided them food to survive.

**Hygiene, health and death**

Fifty years ago, diseases and early deaths were the common sad plight for many children. Parents lack of knowledge about hygiene and the lack of modern treatments and the lack of proper medicines to treat their children made it worst. There might be cure to some of these diseases but it was only available to the privileged few. The rich people had the advantage in this period because of the

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34 http://www.befrielsen1945.dk/temaer/hverdagen/barnung/index.html

proper and abundant of food they ate or the spacious house they live in compared to the poor family who lacked nourishment and that their house was small for a large family.

Henry wrote in his journal that his family’s living quarters was small for eleven people but still they find their house cold during winter. Small space made them sick most of the time. In February 1942, Henry’s younger sister Jonna died of pneumonia. Everybody in the house got severe coughing at the time due to the house was too small for eleven people. Everybody got sick but it was only Jonna severe coughing that lead to pneumonia and got worse so she died.36

Moreover, Klingberg in his book Så levede barnen før dokument om allvar och lek mentioned that despite these circumstances, contagious diseases like measles excuse no one. Not even the rich people or the poor people could avoid the diseases that were contagious. These contagious diseases that had no cure in that time or cure that were available to the privilege people were diseases or sickness like measles, chicken pox even influenza. Diseases like measles disease were the cause of many deaths especially the children.37.

Furthermore, in the article in Befrielsen 1945 it mentioned that the soap was also rationed and these made lice and common skin problems like scabies, fleas and ringworm very common problems among the children population at that time. It was difficult to wash properly without soap and difficult to maintain hygiene, too. The government then provided soaps and required the students in schools hours to shower once a week. This was an act of prevention for lice and skin diseases to stop from spreading.38 Medicines to cure diseases were expensive so most families used alternative and traditional medicine. One effective alternative medicine used for treating the ringworm was cow’s pee. It is smelly and most people today would probably think it disgusting but it was very efficient and cheap at that time.

Henry similarly wrote on his journal and added that many of these the diseases were transferred from the thousands of refugees. These refugees were alienated by the local community by placing them in some camps. But due to bad conditions of the place bad hygiene many of the refugees especially the

36 Jakobsen, H. Journal
37 Klingberg, Göte Så levede barnen før dokument om allvar och lek p. 37-39
38 http://www.befrielsen1945.dk/temaer/hverdagen/barnung/index.html
children got sick. And this sickness spread so fast that some of the volunteer Danish staffs got infected, too. 39

The challenge for the local government was that these refugees were burden to the society. Providing them shelter, food, clothing and treating them if they got sick was not their main priority. The local society itself was suffering from economic depression.

Author Bauman from his book *Socialism the active Utopia* believed that humans should ideally live together in one harmonious society.40 But the war and the economic hardships forced the towns to exclude the minority in their society. This was an act to protect its own folk and they find these refugees as an additional burden to the society’s economy.

**School**

The Danish school system was different from one local community to the other. *In the book Årskift 1995* mentioned that in Treden and Skovby there were only two classes and these were classes for the young and classes for the older kids. 41 Dinna on her first interview showed the picture on figure 6 about is Harry’s school photo that shows the number of students and teachers. There were younger students than older students. She mentioned that there are also more girls than boys. Children’s clothes show that most of them came from lower class family yet they look happy. On winter classes were minimized to four times a week. She also mentioned that there were only two times for the older kids as their other times are used to helping their family’s work while smaller kids also went two times a week. On summer time older kids were needed in the farm that their classes were again minimized to two time only.42

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39 Jakobsen, H. Journal s.12


42 Frederiksen Dinna 2012-03-26
Harry in his journal added that regardless of how rich or poor the parents were or how big the parents farm were, all came to school with the same goal which was to learn to read, to write and do math. In this period church and school worked together so the teachings were mostly on Christian religion, catechism and lots of praying time. Most of the time the teacher asked their students to learn all the hymns by heart. Henry wondered in his journal "What would you use these hymns for?" The official reason was probably that we had trained our memory but mainly as a common Christian community practice.

Authors Evenshaug and Hallen in their book on Barn och Ungdompsykologi stated that a child’s second stage of socialization process starts when they begin school. This is when they try to initiate actions. Their socialization inner circle extends to their classmates and friends. This is when the interaction of trusting people other than their family. That is why they allow their teacher to punish or spank them if they misbehave.

When children misbehaved in the class, the school manual stated that teachers were allowed to punish or spank the kids. Henry in his journal wrote about his teacher, Mouritsen was probably fearful man who gave the children beatings with a cane. And one day he pulled Mads Peter ear so hard that one ear bled. This corporal punishment was unfair for the children especially the poor children yet permitted by the parents. These poor children always received the worst treatment by our teacher.

Henry’s school in Skovby according to the Madsen had 28 students with one teacher divided her time to 2 groups. Madsen added the first group consisted of the first and the second graders while the second group were the third and the fourth graders. Their teacher had the salary of 2220dkr a month. The salary included the teaching salary and his wife’s cleaning services.

Local Past times

43 Frederiksen, H. Journal
44 Jakobsen, H. Journal s. 28.
46 Jakobsen, H. Journal s.2.
Youth under the occupation in the article *Befrielsen 1945* gave normal life definition a new meaning. They still went to school regularly, went to the dance, play and hang out with friends. But it was a normal thing to see German soldiers roaming in the streets in that time. Children found it normal to hear alarm went off that everybody had to take shelter in the basement during night time but the next day came and they had to go to school the next day.\(^{48}\)

Normal activities according to Madsen were the many activities for the youths held during the war by local groups and school. The unusual about it was that the number of members increased and most members became more active. The reason why this happened was due to when the German soldiers occupied most of the school’s gym and the only gym available was the Fovling school gym. And according to Madsen, youth with the attendance of 150 to 200 from Tønning, Brædstrup and Tøred met on Fovling for folkdance. This gave the chance to meet lots of young people to socialize and make new friends. They met once a month from 9pm to 6am but in 1943 restrictions were implemented so dances and parties were only allowed from 3pm to 8.45pm. They met to dance and enjoy themselves in places where they played swing music, a dance-friendly version of jazz music.\(^{49}\)

Aside from dance as past times, there was carpentry, chess games, bob and table tennis and football. Harry wrote on his journal that children were always reminded not to approach or communicate with the German soldiers but kids saw these soldiers as big boys and sometimes they play football with them.\(^{50}\) Children’s eagerness to play with anybody and curiosity to learn their surrounding did not stop them for talking to the Germans.

Harry wrote on his journal that the parents and teachers also reminded the children not to touch the German things or avoid the Germans soldiers but kids curiosity made them counter their fears by sitting in the truck parked in their schoolyard, by observing them at a close distance and even tasting their German sausages.\(^{51}\) Some kids looked up in the sky and waved every time planes passed by instead of hiding in safe vicinity for protection.

Socialization process Evanshaug and Hallen explained that children during their age from eight to twelve years are an important timeline in their growing years. And when the political and economic

\(^{48}\) http://www.befrielsen1945.dk/temaer/hverdagen/barnung/index.htm


\(^{50}\) Frederiksen, H. Journal

\(^{51}\) Frederiksen, H. Journal
conditions are unstable and there is a social conflict in the society proves to be even more critical, as this is the time of their life when social interaction influence and develop their personal identity. 52

To communicate with individuals who have different cultural background by playing football with some young German soldier just shows an example a positive social interaction. Their harmless play and innocent small talks established a good out-group interaction. Out-group interaction according to Månsson in his case study *Negativ socialisation: Främlingen i Zygmunt Baumans författarskap* 53 mean the interaction outside the closer vicinity or the people they trust. In a child’s perspective, these Germans are not scary for them. They found them as people that they see often and not some scary strangers. Children do not think about creating a social change because for them are all things are just a play. Children are vulnerable but also had no self knowledge about their own identity unlike the adults like their parents do.

When parents went to work, younger children were either looked after by their elder siblings or by their grandparents. 54 Some grandparent lived under one roof house so grandparent who were not working helped their children by watching over their grandchildren while their kids went off to work.

Author Madsen mention that when school was over, kids went home and help their family wash clothes or clean the oven, fill the lamp with petroleum, feed cows and exercise their horses. 55 When their parents got sick, it was automatically the children that would do the house duties. These were hard labor that these kids did and suffered some muscle pains in doing it. They helped their parents as much as they could. They wanted to please their parents by doing these responsibilities to show that they could be an acceptable member in society.

**The resistance and the BBC radio**

Author Armbrust in his article *Tidsafgrænsning 1940 – 1945* wrote about the British Broadcasting Radio or BBC had its first broadcast in year 1927. The communication reached on all corners of Great Britain. Then it had its first broadcast in Denmark in the 9th of April 1938 which was two years

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52 Evenshaug and Hallen(2000) *Barn och Ungdompsykologi* p. 341-343


before the Germans occupied Denmark. The broadcast aired the British people’s outrage over the Germans.\textsuperscript{56}

Amburst also added that from the beginning of its broadcast, the BBC was a state owned radio that had a wide degree of independence that gave their reputation as credible and independent. And during the WWII while other countries were forbidden to air BBC, Denmark had the privilege of being neutral continued to broadcast BBC. This move by the Danish people helped the resistance movement by transmitting of coded messages like when to drop some weapons. The BBC radio also used as to counteracts the German propaganda to the Danish people.\textsuperscript{57}

People were concerned about the on-going war and listening to radio became people’s local past time. Both the local people and even the some German soldiers listened to the news updates on the radio. Radio served as their communication and contact from the updates of events outside their local community.

Harry wrote in his journal that his father also listened to BBC radio regularly so he could hear jazz music and most importantly the updates on the war. He also wrote that some German soldiers listened not only to their German broadcast but also to the BBC broadcast. The German broadcast gave their feeling of nationalism and longing back to the culture they had left behind. So when the war ended in summer 1945 and all the people felt triumphant, the German soldiers had heard about the news, too. They were not happy about the news but accepted their defeat. Some young German soldiers even shouted 'Deutschland Kaput!'\textsuperscript{58}

When a small ethnic group, who preserve their own culture and origin, are placed in a society with a different culture, they then become a minority. For this minority to function well in the new community, they have to adapt in the ethnic majority. They have to adapt some of the behaviors, values, culture and their language. For example, when the Germans soldiers came to occupy Denmark, they were briefed by their superiors beforehand on how to approach and understand the Danish mentality and culture.

\textsuperscript{56} Armbrust, Martin (2012-28-03) \textit{Tidsafgrænsning 1940 – 1945 danmarkshistorien.dk}

\textsuperscript{57} Armbrust, Martin (2012-28-03) \textit{Tidsafgrænsning 1940 – 1945 danmarkshistorien}

\textsuperscript{58} Frederiksen, H . Journal
Author Niels Alkil wrote that there was a manual given to each German commander about some reminders about the Danish people. The manual generally stated that Danish people are national conscious, freedom loving, thrifty, kind and confident people but have no sense of military discipline. They take the British sides and understand the German language. These orientations had prepared them before stepping into the Danish soil.

On the Danish front they had to adjust on the German army and were forced to give them shelter in the duration of their stay. The Danish government also needed to protect its people from bloody conflict that they agreed to be neutral on their stand on the war. At the same time some Danish volunteers and Jews sympathizers smuggled the Jews to Sweden. The book *Danmark Historie fra 1750 til 1945* wrote that some of these volunteers risked their lives to place the Jews into safety until in October 1943 when the Germans demanded to arrest all the Jews in Denmark. Around 6000 Jews were smuggled but unfortunately around 200 were captured. And similar to the article *Befrielsen1945* the Germans made the Denmark people in wide uproar and rebellion over the nation including the youth. The youth resistance increased its numbers rapidly. Mostly the age ranged from 18-23 years old.

Local people showed their resistance like shop owners sometimes hid their supplies from the Germans. The locals preferred to sell their stocks to the locals themselves. Stocks hidden from them were cheese and meat.

One great act of resistance made by the local people was when a British bomber plane was gunned down by the German left a survivor. Locals rescued him and hid him from the Germans until the war


60 Horstbøll, H. mm (1989)*Danmark Historie fra 1750 til 1945* p. 161


62 Jakobsen, H. 2012-03-17
was over. The British soldier was fed and treated by the locals.\textsuperscript{63} Their collective local act in protecting the British pilot shows that they were a part of the so-called democratic and an anti Nazi supporter.

**The refugees and the German soldiers**

In year 1944 Harry saw many refugees in his school gym.\textsuperscript{64} Harry wrote in his journal that when local closed factories and camps were full, the next roofs available for these refugees are the local schools. Huge amount of Germans migrated back to their homeland and most of them were old men, women with children. The local people were cautious, hospitable but not kind. They were placed away from the local community as possible because they reminded the locals that these refugees were also enemies. So they were not given the proper care and treatment. Most of them got sick due to lack of proper food and hygiene.

These refugees were the Germans who used to live outside Germany before WWII began. They feared that they may be harmed by the locals so these Germans citizens decided to return back to their native land Germany. In the article *Danmark historien* wrote about the Germans refugees’ journey back to Germany started in 1943. These native Germans mostly women, old men who did volunteer to serve the German army and children were from all over Russia and Europe. Around 300,000 out of 10 million German refugees stayed in Denmark. This constituted around 7\% to 8\% of Danish population.\textsuperscript{65} It was a big challenge for the Danish government had to house these unwanted refugees. Most of them were housed over the school, camps and ‘forsamlinghus’ or the local function rooms.

The Danish government according to Hørstball wanted as much as possible to separate these refugees from the local people. Because of the war and the chain reaction due to the war, the Danish people and the government had no sympathy to these Germans refugees. Though the German refugees themselves were victims, the people’s mentality especially the young generation still regarded them as enemies.\textsuperscript{66}

\textsuperscript{63} Frederiksen, H. Journal
\textsuperscript{64} Frederiksen, H. Journal
\textsuperscript{65} Jan 05 2012 Danmarkshistorien.dk
\textsuperscript{66} Horstbøll, H. mm (1989)*Danmark Historie fra 1750 til 1945* p. 163.
This statistics shows that from year 1940 to 1944 that there is a decreasing amount of people that immigrated to Denmark. There were 8,500 people in 1940 but this went down to only 4,400 in year 1944. But year 1945 shows a dramatic increase of 20,000 refugees. The trend continued to increase that created a huge humanitarian problem for the Danish government.

Henry wrote in his journal that they had some German soldiers as their neighbor in Fruensvej 17 matr.nr.1-bq owned by H.C. Bryld. He added that he saw their coming and going of these soldiers. Despite the warnings from the adults around him, Henry as child did not find these soldiers scary at all. He went to them and sometimes talked to them. He even received German candies from them. His neighbor who housed these soldiers was also kind to him that he always receive a present during Christmas.

Racial socialization according to Burke, are developed when children acquire the behaviors, perception, values and attitude of an ethnic group. They come to see themselves as ethnically different. Such preparation refers to parenting practices and values on preparing the kids to be aware. These acquired values from parents result to kids’ awareness of classifying themselves. Children then learn to identify on who belongs in the group and who are the enemy or the people outside the group. Racial socialization is a collective identity. It is a formation of national identity that

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67 Table 1 Statistics on the number of German refugees coming into Denmark


69 Jakobsen, H. Journal

identifies each group if they are different or similar from each other. Informants as children in the period of war were not aware of these groupings but their parents tried to remind them about it.

**The war ended in 1945**

Summer of 1945, war was declared over. There was a nationwide euphoria and the nation started to work thing back to normal like ‘folketinget’ opened again and the former political parties were back in control. Denmark rebuilt their nation again as the economy; the foreign trade and exchange were in chaos. \(^71\) The German army left their town and migrated to Russia and they left many things like gas masks, old rifles, clothes and helmets.\(^72\) Kids found these things left in their school that took some of these things home for souvenirs. Harry was ten years old and Henry was twelve years when the German army left their village.

WWII was the outcome of the Germans extreme act of nationalism and racism. According to Bo Lidegaard in his book *A short history of Denmark in 20th century* that the Germans vision were to be superior amongst all human races. They wanted to purify their country by eliminating the ethnic minority specifically ethnics with non-Arian race. These minorities were mostly Jew and Romanians.

Furthermore, the German army ordered the killings of the innocent non Arial race in the countries they had occupied. These horrible act shows the aspect of the negative socialization where that the Germans find themselves as the better ‘us’ while the other races as ‘them’ the enemy. \(^73\)

But these same view where sadly boomeranged to the German citizens who became refugees themselves. Their native country Germany’s defeat became their worst nightmare when not all of them were supporter to the cause. They were not wanted in both western and eastern fronts of Europe.

So the Danish immediate problem when the war ended were refugees who seek temporary housing and decided to stay because they had nowhere to go. These refugees amounted to 5% of the Denmark’s population and became a big humanitarian challenge. These German refugees who chose to stay and did not go back to Germany became a minority group in Jutland.

They lived amongst the Danes and started to build up their lives and be part in the new society.

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\(^72\) Frederiksen, H. Journal

Today, there are around 15,000 to 20,000 Germans in Jutland. They still speak German language but communicate Danish with the local Danish people. They are proud to keep their culture alive by celebrating the festivals like the ‘lantern evening’ in autumn where kids parade with their lanterns on the streets and singing their own traditional German songs.

They even have their own German church to go to and have a minority political party called *Schleswigsche Partei*. And they eat and cook their own German food. The people surrounded by these minorities tend to be more openly patriotic than the other Danes who live with a homogeneous community. Each group tolerates each other and respects each boundary. They both show their nationalistic pride but they also understand and respect their own respective separate culture.

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Conclusion

Children’s living conditions

The conditions of children in Denmark during WWII were not that bad compared to other neighboring countries. Children in other countries were killed or used as cheap child labor. On the worse case, they were a product of abuse and rape by the German soldiers.

Although, the supplies on food and basic commodities were rationed nobody died of hunger or malnutrition. It was common knowledge that children got skin diseases, lice and got easily sick. This was due to lack of hygiene, lack of proper nutrition, thin clothes during the cold winter or too small and narrow living quarters transmitted the diseases easily from each other. Every family suffered economic crises as the country did, too. The government then provided with food stamps but limit only to every individual who were above eighteen years old and regardless of how many children the family had.

All the books, articles, journal and interviews analyzed shows that children normally did what they were supposed to do. They went to school, they went to dance, they helped their parents on the chores in the house and at their farm and they babysat their younger sibling, they played football and all outdoor games and they fished at the lake. They even listened to jazz music and news on the radio.

There were things that were considered normal at that time but not today. First, they played football with the young German soldiers. Although they were told not to approach them by their teachers and by their parents, some kids took this warning lightly. They approached them and even young girls flirted with the young German soldiers. The elder kids began to be aware about their political differences and ideology from the German army and the refugees. This made some youths afraid and cautious about approaching the German army. And their difference of ideology made some older children became more politically active that they started to make protest in the town square.

Similarities and differences

The information given by the three informants had similarities and differences compared to the larger context. First, the facts taken from the literature on local and geographical history information correlated to informants’ narration. The informants school life, living conditions and experiences reflects similarly to the wider view of Denmark during WWII.
Moreover, child spanking and penalty to parents were part of the school regulation if the children misbehaved. Children accepted this as normal but not anymore in this present time. This is also worth investigating into. Why did the parents allow their children’s’ teacher beat them for misbehaving? When did this hard punishment ended. And what are the levels of punishment to children at that time?

The hard facts were provided for the documentation for the study and the informants added the personal details. Second is that their living conditions and school activities were almost similar to all Denmark towns but not outside the country. Third, were that the refugees living conditions and alienation was generally the same all over the land and other European countries. They were maltreated and were persona non grata. And lastly the resistance increased when the German army laid more restrictions and ordered to capture the Jews. The government and some supporters transported these Jews into safety.

Hence, the difference is that the children’ personal encounter with the German army, varies from towns, cities and villages. Giving candies and Christmas parents or playing football might not be the same in the city when the German army could be less approachable and strict compared to the army stationed in villages. Also the informants’ narrations were focused on their lives as kids that would different from adult view on the war. Like children socialization with Germans were positive but adults considered them as enemies of the state.

**The effects of war**

The devastation of war had less effect on the children on their perspective. They are innocent and vulnerable in this situation but their battles were less complicated. They focus on little matters like the need for toys, or more time to play and more food to eat. They were still trying to find their place in the society and trying to discover their own identity. Their values limits to trust, initiative and guilt. They take all things positive and did not worry on the consequences. They also wanted to be accepted in the society by following orders and be discipline if necessary. But what these children had experience will make a stronger and more nationalistic individual.

From an adult’s perspective, war brings a collective spirit of nationalism. They focus on the nation’s concern. They made themselves aware about the war situation by listening to news on the radio. The radio was the most common and most widely use for communication in the land and all over the world. Common people they protest or help the resistance while the government made sure to
protect its people. First is by declaring neutral to avoid bloody conflict. Second was by providing food stamps to supply fair share of food and basic needs to the people. And lastly was to know when it was too much to handle that they closed the congress.

Socialization from the adult’s point of view is a more unified ethnic approach. Unlike the kids, they classify themselves to certain groups that they have similar things in common. Adult look more into the negative socialization. This means that adults know who is in their group and who the stranger from the group is.
Discussion

War always brings destruction and despair to society. After WWII, thousands of people were homeless and suffered economical and psychological problems. It took a great community effort to rebuild back to normal life and conditions.

Emotionally, war gave people the sense of nationalism as a group that they learned to be conscious about the conditions of their own country and defend to their national beliefs to what they considered democratic and free.

So when the Germans forced the Danish youth to minimize their local functions and activities like their ball dance from four separate schools to just one school made these Danish kids used this opportunity to unify themselves. This control created a positive effect to the youth. Their association and contact with other youth in the other villages were regular and had increased its members. Did some youth use this function in organizing secretly their rebellion towards the German occupants? It could be possible and worth looking further into as many riots and protest were demonstrated mostly by the youth under this period.

Furthermore, a child’s socialization process begins at home. A child learns to trust and depend first from their parents. Their manners, their native language and culture are learned from their small inner circle. And during WWII German army were temporarily a part in society. Kids were often reminded by their parents to stay away from the soldiers so they experienced a lesser contact and communication with the Germans.

But would there be a change of perception with the children if they have more contacts with the enemy and not just be scared away of the presence of these Germans. Would the people be angrier if these German occupying Denmark treated the citizens as less cordial? The parents influence towards their kids becomes more effective when they are in the stage of recognizing the danger. But small kids at between the ages of three to eight, they have still the positive socialization where anybody could be in the inner circle of trust. These age gap still have the knowledge of the consequences. They see people as humans and these small kids do feel afraid to socialize.

It would be interesting to further study on how kids ethnicity is defined when parent are sympathizer to the enemies. What would these kids individual identity be formed. What will be the effect of their interaction from their own ethnic group?
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Attachment 1: Interview questions

The outline
Presenting my case study on about local experience on WWII from a child and adult perspective

Through experience the war by interview by oral history and Harry’s journal

Background questions
Name and place of birth (ask him if he wants to be anonymous), family, occupation
When he move to Copenhagen and why
How well he know Harry, relation to Harry ...Any other people who he has still contact with from his town

Experience about the WWII as a child
Tell about the town Træden, population, where it is then ask about his town
Distance from house to the school, which school.
How he remembers his childhood like how he remembers his town before and after the war
Ask if he can remember how it started?
How you feel about the war as a child, and now as an adult
How his parents and adults feel about the war before and after
Any incident that you experienced about the Germans that affected gave a big impact

Ethnicity
Population before the war and after
People moving in before the war, during the war and after the war
Peoples feeling about the people coming in and out
How the immigrants were treated…the children…..the adults
Where did this immigrant stayed? Who were these immigrants? Age level and sex of the immigrants
About the Germans, what they did, where they stayed, how they were, their culture and language.

About the British soldiers, what they did, where they stayed, how they were, their culture and language.

**In reference to Harry’s journal**

About a special passport issued by Germans

How did you as a view about the war, about German’s political and social changes

How did you react when you heard about the war was over? How the adults or your parents took it?

What did you do during the war? We’re schooling, activities as normal as before?

BBC radio  Soldiers left to Russia  a plane crashed  and  food rations?

Children were tolerated by soldiers, sharing hotdogs, allowed to sit on the car

Picking up the gas mask, rifles and steel helmets left by Germans

Adults were cautious and started cleaning up when the German soldiers left their town.